

2010 CHIEF MARKER PUBLICATION REPORT ON MARKING

INSTRUCTIONS FOR COMPLETION

1. The report on marking is a comprehensive report that will serve the following three objectives:
 - a) Provide an evaluation of the question paper and marking guideline.
 - b) Provide an in-depth analysis of the nature of learner responses, which will facilitate feedback to teaching and learning.
2. This report must be completed by the **CHIEF MARKER in conjunction with the senior markers**.
3. The report must be completed in detail and single word responses will not be accepted.
4. Where additional space may be required, use a separate page which must be appended to this report.
5. The final report must be approved and signed by the Head of Examinations in the province.
6. The report must be submitted to the responsible WCED official at the marking centre.

SUBJECT	DESIGN	
PAPER	1	
GRADE	12	DURATION OF PAPER : 3 HRS
PROVINCE	WESTERN CAPE	
CHIEF MARKER	NAME: MRS D.T. SAPORETTI CONTACT DETAILS: 082 826 0866 021 7126 122 SCHOOL: 021 782 1107	

Analysis based on a 100 scripts, selected at random

Questions and Totals	Q1(20)	Q2(10)	Q3(20)	Q4(30)	Q5(20)	Q6(20)	Q7(30)
Average mark	10.4	5.4	10.6	13.4	8.1	7.5	16.5
Average percentage	52%	54%	53%	44.7%	40.5%	37.5%	55%

PART 2: ANALYSIS OF CANDIDATES' RESPONSES

ANNEXURE A: ANALYSIS OF CANDIDATES' RESPONSE TEMPLATE

QUESTION 1
1. General comment on the performance of candidates. Was the question well answered or poorly answered? Average for 100 scripts: 52% Overall, the question was answered reasonably well. 1.1.1 Poorly answered 1.1.2 Poorly answered 1.2 Well answered
2. Why question was poorly answered: Also provide specific examples 1.1.1 Higher order question; most candidates could not substantiate their opinions. They could not explain or discuss the 'marriage of styles'. Candidates did not read question carefully, therefore did not answer question correctly. Question required principles to be discussed, and not elements, as most candidates did. Those who knew their basic principles could not substantiate their answers.
1.1.2 Provide suggestion for improvement in relation to the following: (i) Learning and teaching Teachers must encourage and develop visual literacy in terms of design. Candidates must be guided in learning how to analyse and discuss examples; and also to apply design elements and principles to particular designs. They must substantiate their opinions. Teachers must explain and demonstrate the difference between elements and principles. They must also encourage their candidates to read questions and instructions carefully to avoid making mistakes.

(ii) Support	Literacy examples could be placed on the WCED website. I think that many teachers avoid teaching visual literacy because they are unable to access examples from various sources. This could be a monthly project where teachers could be asked to share an example of their practice and supply a visual illustration of this example. This would assist non-English speakers and weaker candidates to learn how to use design terminology.
3. Describe any observations relating to responses of candidates: e.g. positive, negative, outstanding etc.	Centres where candidates received support could answer this question extremely well. Candidates who did not receive support and guidance from their teachers struggled as they could neither write analytically nor apply concepts.
5. Any other comments useful to teachers, subject advisors	Literacy examples could be placed on the WCED website. I think that many teachers avoid teaching visual literacy because they are unable to access examples from various sources. This could be a monthly project where teachers could be asked to share an example of their practice and supply a visual illustration of this example. This would assist non-English speakers and weaker candidates to learn how to use design terminology

ANNEXURE A: ANALYSIS OF CANDIDATES' RESPONSE TEMPLATE

Analysis based on a 100 scripts, selected at random

QUESTION 1	
1. General comment on the performance of candidates. Was the question well answered or poorly answered?	Average per 100 scripts: 54% Most candidates enjoyed writing about the images on the cup, but were not attentive to key words in the question. Most candidates recognised the symbols in the National Parliament logo.
2. Why question was poorly answered: Also provide specific examples	2.1.1 Question asks candidates to evaluate the cup, so they wrote about the cup and did not remember to evaluate the image and the design layout. 2.1.2 Some candidates did not know what "plastic surgery" meant, therefore they wrote about drinking out of the cup. 2.1.3 Many students are not clear about stereotypes and prejudices. 2.2.1 Sign and symbol – What is the difference? Are there not words in some signs? Example: STOP sign Problem: 2 marks for 2 symbols, therefore no marks for explaining suitability for "purpose of parliament". So good students wasted time writing paragraphs. 2.2.2 About 40% of candidates confused the terms "inclusive" and "exclusive". Marking: Do these signs and symbols refer to ones identified by the candidate or to all the symbols? Only 20 marks, but invites discussion of symbols that are inclusive and exclusive.
3. Provide suggestion for improvement in relation to the following:	
(i) Learning and teaching	Read and note key words in the question before answering. Practise analyzing design products and designs from life around you, and list the various factors that can be discussed to build up a vocabulary list.
(ii) Support	Shorter projects in class: Each student can bring badge or product or advert. Analysis can take place orally. Once again, collect relevant vocabulary that can be used in an analysis.
4. Describe any observations relating to responses of candidates: e.g. positive, negative, outstanding etc.	Language ability enables candidates to answer more precisely (2 nd language and 3 rd language candidates struggled to express themselves.) Some candidates gave wonderful and insightful observations.

5. Any other comments useful to teachers, subject advisors

Please use popular and available visuals as candidates become confused and distressed while writing the paper when they cannot identify the visuals immediately. (Time!)

Please reference EVERY visual, i.e. Designer's name, title and date, as is traditional academic practice.

ANNEXURE A: ANALYSIS OF CANDIDATES' RESPONSE TEMPLATE**QUESTION 1****1. General comment on the performance of candidates. Was the question well answered or poorly answered?**

Average per 100 scripts: 53%

3.1.1 In general, this question was answered correctly, but the candidates were confused by the term "identity".

3.1.2 Marks could be easily scored in this comparison where candidates were allowed to use any information that was given on the paper. This was in strong contrast to Question 1.1, where marks could not be awarded for information that was repeated from the question paper.

3.2 In general, well answered, but candidates tended to struggle with the 'proudly South Africa' angle.

2. Why question was poorly answered: Also provide specific examples

3.1 Candidates would often refer to "abstract" or "abstraction" in the images in Question 3.1 (Figs. A and B), which were incorrect. The images should have been referred to as "stylized".

Candidates had a very basic design terminology at some of the weaker centres. Their terms for comparisons were very elementary.

3.2 Candidates often analyzed the Proudly South African logo, instead of answering this question on knowledge of a case study that they had studied. The answer was credited with marks only if the candidate knew that Enterprise I.E. were the designers of this logo and if they gave other examples of designs by these designers.

3. Provide suggestion for improvement in relation to the following:**(i) Learning and teaching**

Distinguish clearly between international and local designers, social and environmental issues.

Design terminology and categories to be clearly defined and standardised throughout the country. Specific case studies could be made compulsory or formalized, so that there is no confusion amongst the candidates.

Also, candidates should be taught more visual analysis in class, especially in colour – since the final papers are given in colour.

They should clearly be taught what the words "style" and "stylistic" mean as there is still a lot of confusion amongst candidates in this regard.

(ii) Support

Invite designers from Woolworths who have contributed to the manual to give workshops at your school.

Candidates often just remember what they heard or saw in class than what they studied.

Get them to do a PowerPoint presentation or oral with images on architecture. They remember this history after presenting it to the class as a 'story'.

4. Describe any observations relating to responses of candidates: e.g. positive, negative, outstanding etc.

Some candidates really made wonderful observations on the stitching and other textures found on the vessels and referred to traditional influences that are evident in these vessels. Good answers on Proudly South African were generally achieved by providing information on designers, e.g. Carol Boyes, Haldane Martin, and Joseph Diliza.

5. Any other comments useful to teachers, subject advisors

Teach your learners how to compare! Don't just let them list examples, have them mingle and integrate them.

ANNEXURE A: ANALYSIS OF CANDIDATES' RESPONSE TEMPLATE

QUESTION 1
1. General comment on the performance of candidates. Was the question well answered or poorly answered? Average per 100 scripts: 44,7% The strong centres wrote detailed, well informed essays. They clearly knew how to write an essay and follow the bullets in the question. A number of candidates did not refer to the "FIGURE" and did not identify the relevant style. The weak centres provided highly irrelevant information.
2. Why question was poorly answered: Also provide specific examples 3.1 Candidates struggled to identify the styles of the "FIGURES". If dates had been provided with the images, a great deal of confusion would have been eliminated. Candidates repeated a lot of facts did not know designers. The candidates must be taught the main designers and their works and movements. Titles were missing from designs. The names of the styles overlapped and the candidates were confused. Example: modernism goes pop. 4.2.1 Candidates misunderstood. They did not refer to the name, but instead discussed the characteristics. 4.2.2 Candidates did not know how to compare. They listed facts and did not link them to one another. Even the strong candidates struggled. Essay format must be taught, not tables!
3. Provide suggestion for improvement in relation to the following: (i) Learning and teaching 4.1 Movements must be taught from Grade 10 right through to Grade 12. Grade 12 should involve just revision. Movements should be tested in every exam. Teachers need to understand what they are teaching and use clear reliable resources. Do research projects on movements. Expose candidates to multiple visuals, i.e. flash cards, books and PowerPoint presentations. 4.2 Candidates need to learn how to write a comparison, using basic examples. Example: Orange and shoe.
(ii) Support Magazines Internet access Local exhibitions, e.g. Design Indaba N.B. Links with experienced teachers Consult your subject adviser Consult previous WCED exam papers and memos Become familiar with the structure of questions
4. Describe any observations relating to responses of candidates: e.g. positive, negative, outstanding etc. 4.2.2 Strong centres are more analytical and justify interpretations, i.e. critical thinkers. Some candidates reflected innovatively. READ questions COMPLETELY and CAREFULLY before answering the question. Reference often made to obvious and irrelevant facts and objects. Candidates are not rewarded for using information given in the question brief.
5. Any other comments useful to teachers, subject advisors Teachers must attempt to make the study of the contextual styles of design in an interesting, innovative way otherwise, candidates become bored and uninterested. Find contemporary links to keep the candidates' interest. Language: Terminology to be given correctly as many candidates use terminology incorrectly.

ANNEXURE A: ANALYSIS OF CANDIDATES' RESPONSE TEMPLATE

QUESTION 1
1. General comment on the performance of candidates. Was the question well answered or poorly answered? Average per 100 scripts: 40.5% Generally poorly answered.
2. Why question was poorly answered: Also provide specific examples 5.1.1 and 5.1.2 Candidates could not justify their answers – questions were answered only in part. 5.2 Candidates failed to COMPARE local and international designers. They often answered only one of the two and failed to explain how designers were improving people's lives. Rote listing of information irrelevant to the question often occurred.
3. Provide suggestion for improvement in relation to the following: (i) Learning and teaching Distinguish clearly between international and local designers, social and environmental issues. Design terminology and categories to be clearly defined and standardised throughout the country. Candidates must be able to discuss designer, specific design product, influences globally and locally, characteristics, and social and environmental concerns. Candidates should not be encouraged to use obscure designers – if designers cannot be sourced on GOOGLE, marks are not awarded.
(ii) Support Perhaps a list of recommended designers could be circulated amongst teachers. Teachers and candidates could then select from this list.
4. Describe any observations relating to responses of candidates: e.g. positive, negative, outstanding etc. Candidates failed to COMPARE local and international designers. They often answered only one of the two and failed to explain how designers were improving people's lives. Rote listing of information irrelevant to the question often occurred.
5. Any other comments useful to teachers, subject advisors Distinguish clearly between international and local designers, social and environmental issues. Design terminology and categories to be clearly defined and standardised throughout the country.

ANNEXURE A: ANALYSIS OF CANDIDATES' RESPONSE TEMPLATE

QUESTION 1
1. General comment on the performance of candidates. Was the question well answered or poorly answered? Average per 100 scripts: 37.5% In general, poorly answered.
2. Why question was poorly answered: Also provide specific examples Candidates confused LOCAL and INTERNATIONAL designers. Candidates often failed to address the question – they did not explain HOW designers improve the environment or address environmental concerns through their designs. Some candidates had not received guidance from their teachers – work in this area was not covered. Confusion about answering – CHOICES between 6.1, 6.2 and 6.3
3. Provide suggestion for improvement in relation to the following: (i) Learning and teaching Distinguish clearly between international and local designers, social and environmental issues. Design terminology and categories to be clearly defined and standardised throughout the country.
(ii) Support Circulate recommended list of designers amongst teachers. This would assist teachers not familiar with these designers, and give them a point of reference from which to work.

<p>4. Describe any observations relating to responses of candidates: e.g. positive, negative, outstanding etc.</p> <p>Candidates still confuse LOCAL and INTERNATIONAL designers.</p> <p>Candidates often fail to address the question – they do not explain HOW designers improve the environment or address environmental concerns through their designs.</p> <p>Some candidates did not receive any guidance from their teachers – work in this area was not covered.</p>
<p>5. Any other comments useful to teachers, subject advisors</p> <p>Distinguish clearly between international and local designers, social and environmental issues. Design terminology and categories to be clearly defined and standardised throughout the country.</p>

ANNEXURE A: ANALYSIS OF CANDIDATES' RESPONSE TEMPLATE

<p>QUESTION 1</p> <p>1. General comment on the performance of candidates. Was the question well answered or poorly answered?</p> <p>Average per 100 scripts: 55%</p> <p>Relatively well answered.</p>
<p>2. Why question was poorly answered: Also provide specific examples</p> <p>Candidates ran out of time.</p> <p>7.1.3 Question created confusion – product had already been designed by a designer, but candidates had to explain how he would find a job. Here the image or example created conflicting information and thoughts.</p> <p>7.1.5 Supertramp in South Africa: Candidates were not specific enough in analyzing the South African context; comments were too general and did not relate to South Africa's economic, environmental, political and social conditions.</p> <p>7.2.1 Visual merchandising – image was not recognised as a window display. This created confusion. Therefore, candidates failed to answer the question – they did not discuss the AIMS of visual merchandising, but rather how to create effective visual merchandising in terms of marketing.</p> <p>7.2.4 Confusion as to differences between covering letter and CV. Candidates should be encouraged to understand the various headings, rather than embark on rote learning and listing of facts, e.g. Candidates listed reams of personal attributes, which could only be awarded one mark.</p>
<p>3. Provide suggestion for improvement in relation to the following:</p> <p>(i) Learning and teaching</p> <p>Even though this question will become part of the Design Process Workbook in 2012, candidates should be encouraged to understand and apply these concepts to their own projects – i.e. applying SWOT and PESTLE strategies; visual merchandising, business plans, etc.</p>
<p>(ii) Support</p> <p>Workshops and examples of good practice, visits to established design institutions, agencies and studios. Design Indaba would be an invaluable experience, because candidates could speak to designers in person.</p>
<p>4. Describe any observations relating to responses of candidates: e.g. positive, negative, outstanding etc.</p> <p>The image or example often creates conflicting information and thoughts.</p> <p>Lower order candidates are able to answer this section, as it relies on the application of knowledge and skills covered in other subjects such as Economics, Life Orientation and English.</p>
<p>5. Any other comments useful to teachers, subject advisors</p> <p>Teachers must attempt to introduce the study of the contextual styles of design in an interesting, innovative way, otherwise, candidates become bored and uninterested.</p> <p>Find contemporary links to keep the candidates' interest.</p> <p>Language: Terminology to be given correctly as many candidates use terminology incorrectly.</p>