



Province of the
EASTERN CAPE
 EDUCATION

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CHIEF MARKER'S REPORT

INSTRUCTIONS

1. The Chief Markers are required to complete this report during the marking session. The aim of the report is to provide a feed back and to help subject advisors and educators to improve teaching and learning.
2. The report should be informed by discussions between the **Chief Marker, moderator, senior markers and markers** of the particular subject. **NB: There should be one report per subject per paper.**
3. The report must be detailed, informative and indicate question by question performance of the candidates and mark distribution of centres.
4. Reference may be made to the topics identified below as well as any aspect the Examiner wishes to bring to the attention of the subject advisors and educators.
5. **The report must be submitted in hard copy and an electronic version to the centre manager at the marking centre.**
6. All markers reports must be handed in with the hard copy.
7. The electronic report should be emailed to varkchan.joseph@edu.ecprov.gov.za
6. The centre managers then forward the reports to the Directorate of Assessment and Examination (Att: Mr. V A Joseph) in King William's Town.

SUBJECT:	DESIGN
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GRADE:	12	PAPER:	2
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DATE OF EXAMINATION:	Fourth term 2009	DURATION:	18 hours excl process work
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1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE OF THE CANDIDATES

Give a detailed account of how the candidates performed in each question. In doing this, the following steps should be followed:

- 1.1 The aim/objective for setting the question (what skills, knowledge, values and attitudes were being tested by asking the question)
- 1.2 Relevance or relation of the question to the Los and Ass.
How did the candidates perform in the question?
- 1.3 Where did candidates lack expertise or fail in giving an appropriate answer to score high marks in the question?

QUESTION 1

Paper 2 is not a theory paper. It is a practical paper. The paper consisted of one question with two options. The aim of this question was to test learners' skills, knowledge of and values relating to their chosen Design discipline.

The question clearly related to all the relevant Learning Outcomes and Assessment Standards.

The brief/ topic for Option 1 'Once upon a time.....we need another hero' was complex and learners found it difficult to interpret this theme with originality and creativity. Many learners resorted to stereotypical fairytales and often used already existing cartoon imagery. The interpretations that the paper offered for this option were broad and left many learners confused. It might have been better if the question had been more structured.

The brief/ topic for Option 2 'African Renaissance' was more easily understood by learners and those who chose this option fared better, producing more original and creative interpretations.

ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS TO HELP LEARNERS TO REACH THE EXPECTED LEVELS.

Educators must ensure that learners realise that the Design Process work counts 50% of the Practical mark and must encourage learners to work on this process work during the September holiday as the fourth term is not long enough to do both thorough process work as well as 18 hours of work on the Design Product.

Educators must ensure that their school principle schedules 18 hours of supervised time into their school time-table for this November practical exam. If they experience problems in this regard they must enlist the help of relevant Exam officials. Many learners did not have sufficient time to complete this practical exam. It must also be noted that the Design product has to be done in an exam venue under the supervision of the educator and may not be done at home.

Educators must guide learners in the clear linking of their Design Process work to the exam Brief and to the Product. All learners must realise that the Design Process work requires both an A3 tonal drawing as well as referencing material, other investigative sketches, brainstorming and explanatory notes.

Educators must make it clear to learners that a design solution or prototype does not serve as a final product. In some cases 2-dimensional designs (black and white or colour) for fashion items, place mats or murals were presented as final Design products. Learners were penalized for this. A 3-dimensional prototype will be accepted only if sufficient craftsmanship, skill, effort and design involvement is visible.

Learners must work in one discipline throughout the Grade 12 year and the exam product must be in the same discipline. This is to ensure that learners develop and

refine their knowledge and understanding of the materials and techniques of that discipline. Often learners presented products from different disciplines and these products often displayed poor craftsmanship, technical skill and finish.

When 3-D products are being created the following requirements must be met:

- Products must be sturdy, stable and fully functional
- Joins must be strong, neat and aesthetically pleasing
- Attention must be paid to surface finish – overall surface textures must be handled with thought, sensitivity and care and if surface pattern is applied it must relate to the product and the brief. Generally, it appeared that teachers did not have enough understanding of surface design/pattern.

Teachers can pay more attention, in the teaching of surface design to exercises requiring stylization from nature and the translation of this into flat fields of colour. Teachers must also make learners aware of the fact that surface design can be a single design covering the whole surface in an interesting way or that surfaces can be decorated using pattern, i.e. motifs or units repeated in various ways. This surface design must contribute to the overall unity of the product.

ANY OTHER COMMENTS

In conclusion it is important to add that we were encouraged to see an overall improvement particularly with reference to 'source booking'. We would also like to commend the many learners who produced innovative design products.

SIGNATURE OF EXAMINER/MODERATOR: _____



SIYASEBENZISANA/ WORKING TOGETHER/ SAMEWERKING
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