

Preamble: In light of the Poststructuralist approach of the FET curriculum, it is important to acknowledge that there is no one '**absolute truth**', and that different educators will have **equally valid** approaches to the content of the curriculum.

This means that markers have to engage with each answer in order to assess its validity.

QUESTION ONE

1.1. Explain what design means to you?

(10)

QUESTION ONE - MEMO

1.1. An open response is required.

10 marks

Possibilities:-

- Creative; intellectual; problem-solving;
- A human activity
- Involves many stages
- Results in environments; systems; services; products;
- Unique & hand crafted or mass-produced by mechanical/ electronic means
- Related to purpose and aesthetics
- Relate to design to their surroundings

Assessment standards

- Demonstrate a basic understanding of design as outlined in the definition.

1.2. Choose one of the products shown below. Name the product you have chosen and explain the **design process** and **design procedures** that have gone into the design of this product. (14)



A chair by Haldane Martin based on woven indigenous basketry.



A ceramic vase by Simon Msilo based on Zulu Pots.



Book cover design by Keith McEwan and David Lancashire.

QUESTION 2 MEMO

Application to the selected item must be included.

Design processes:

- identification – apply
- planning – apply
- research - apply
- innovation - apply
- conceptualisation - apply
- prototyping - apply
- critical reflection - apply

(award 7 marks)

Design procedures:

- designer's role – good communication
- purpose of the design
- target group
- briefings
- roughs/paste up
- costing and schedules
- commissioning; photos; illustrations
- printing costs
- presentation & delivery
- discussions with clients

(award 7 marks for any of these points)

[14]

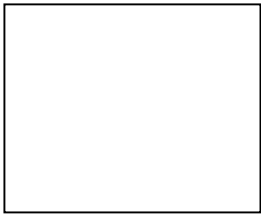
Assessment standards

- Demonstrate a basic understanding of design as outlined in the definition.
- Demonstrate an awareness of the fact that design is a human activity.

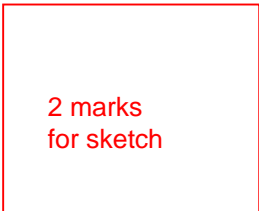
QUESTION TWO

2.1. Drawing is an important part of the design process.

Using pen or pencils, illustrate and name FOUR drawing techniques that you have used during the year. Copy these blocks onto your answer sheet, and draw into them (12)



2.1.
MEMO4 illustrations and names @ 3 marks(12 marks)



1 mark for name
of technique

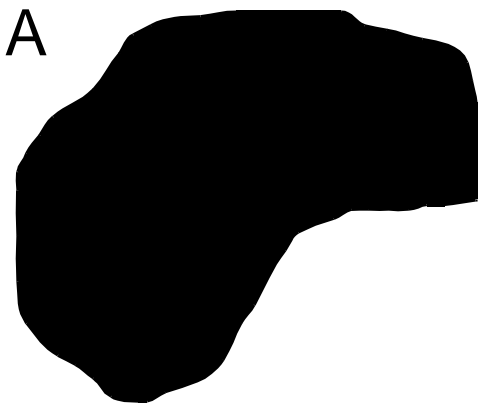
1 mark for name
of technique

1 mark for name
of technique

1 mark for name
of technique

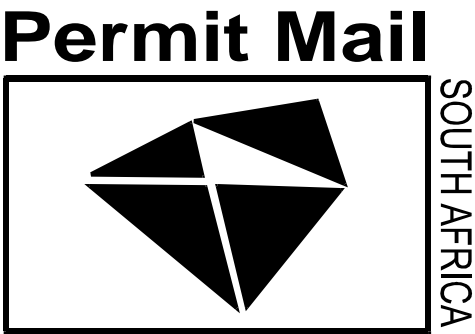
- Some possibilities could be (with pencil; charcoal; pen & ink) :-
 - hatching
 - crosshatching
 - short strokes
 - stippling
 - sidestrokes

2.2. Explain the differences between figures A and B. (4)



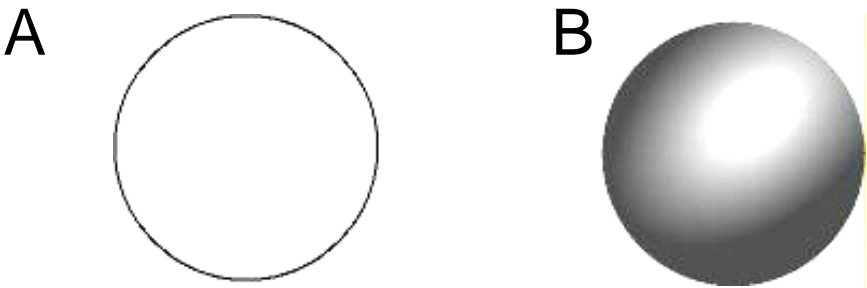
- 2.2. MEMO (4 marks)
- 2.2.1. Figure A is flat (2-dimensional); solid tone; opaque; irregular; organic; (2 marks)
- Figure B is also irregular & organic BUT it has multiple tones & has an illusion of volume (3-dimensional) (2 marks)

2.3. There are many positive and negative shapes in the logo below. Identify and explain how these are used. (3)



- 2.3. MEMO
- Negative shapes are the white shapes.
 - Positive shapes are the black shapes.
 - envelope is constructed by both positive and negative shapes.
 - A negative shape is found around the envelope and is confined by the black edge of the format.
 - The writing functions as positive shapes that are outside the format but echo its shape.
- Allocate 3 marks for any of these points. 5

2.4. Explain the differences between figures A and B. (4)



2.4. MEMO (4 marks)

Figure A shows an outlined shape that is two dimensional (2 marks)

Figure B shows a form that is three dimension by its use of tonal gradation (2 marks)

2.5. Name the three primary colours. (3)

2.5. MEMO Red; yellow; blue; (in any order) (3 marks)

2.6. Name the three secondary colours and discuss how the designer mixes them. (6)

2.6. MEMO

Orange – mix yellow & red; (2 marks)

Green – mix blue & yellow; (2 marks)

Purple or violet – mix red & blue; (2 marks) (6 marks)

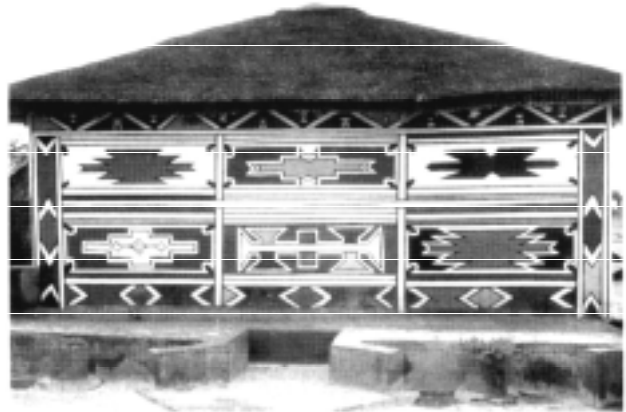
2.7. Name the three complementary pairs of colours. (3)

2.7. MEMO

Blue & orange; yellow & purple; red & green; (3 marks)

2.8. Describe and discuss the similarities and differences of the designs illustrated below.

(4)



Ester Mahlangu's house,
1987- Ndebele mural

A Madiba shirt by Sonwabile Ndamase.

2.8. MEMO

Both use patterning such as complex arrangements of paisley/floral repeats, triangles, diamond and rectangles. (2 marks)

Both use light, middle and dark tones (in colour, this would also apply). (1 mark)

Both use all-over patterning. (1 mark) (4 marks)

2.9. Why do you think people create patterns to put on surfaces or on design products? (2)

2.9. MEMO

People have an underlying love for order and beauty. (Any acceptable answer).

This is decorative, creative urge; based on a rational mind; (2 marks)

2.10. Explain the difference between a pattern and a motif. (2)

2.10. MEMO

Patterns are composed of repeated motifs.

The motif is the basic unit. (2 marks)

Assessment standards (for all of Question 2)

- Demonstrate a basic knowledge of the theory that underpins and terminology that describes design.

QUESTION THREE

3.1. Identify the illustrations labelled A, B and C.

Place them into one of the four categories : sign; logo; symbol or brand.

(3)

A



B



C



QUESTION THREE

MEMO

- 3.1. Figure A – logo
Figure B –symbols
Figure C – signs
- (1 mark)
(1 mark)
(1 mark)
- (3 marks)

3.2. These are two logos of popular football clubs in South Africa.
Both these logo designs do not reflect any influence from Africa or South Africa.

Write a short paragraph expressing your views on the designs.

(4)



3.2. MEMO (4 marks)

Kaizer Chiefs uses American Indian imagery, and Pirates use European skull & crossbones. Learners must decide what they think/feel about this, or do they consider that these logos have been ‘appropriated’ by South African culture. Allocate 4 marks to their reasoned argument viz. the use of European & American symbols and lack of African imagery.

Assessment standards

- Discuss the purpose of the products, images, signs and symbols used in design.
- Demonstrate an awareness of the fact that design is a human activity.

QUESTION FOUR

Name and explain the **five** principles of design. You may use gestalt principles OR those you are familiar with.

You may use illustrations to help define your answer.

(10)

QUESTION FOUR

MEMO

(10 marks)

Illustrations must be given full credit as discussion.

Balance: An arrangement of objects in a given design; Relates to distribution of weight; reference to symmetrical and asymmetrical design

Rhythm: reference to repetition, alternation of element. Identify types of rhythm viz. regular, flowing and progressive

Proportion: distribution of forms; relationship between whole objects and one of the parts

Closure: Idea that the brain tend to fill in missing information ie. when it perceives an object is missing from some of its pieces.

Proximity:

Figure-ground :

ETC.

Assessment standards (for all of Question 2)

- Demonstrate a basic knowledge of the theory that underpins and terminology that describes design.

QUESTION FIVE

Give a definition for any **FIVE** of the following terms. You may use illustrations to help define your answer.

monochromatic; contour lines; focal point; hue; graphic; harmony; organic form; geometrical form; font; abstraction. (10)

QUESTION FIVE MEMO (2 marks each = 10 marks in total)

Provide appropriate definition of any five from the list.

Monochromatic: a single colour dominates a design. Tints and shades of that colour are prominent.

Contour line : organic line that overlaps to create form.

Focal point : area of emphasis/interest in a design

Hue: exact name of a colour

Graphic: mark-making on a two dimensional surface

Harmony : synchronization of the elements of design

Organic form: form derived nature; free-form shapes.

Geometric form: regular shapes; measurable shapes.

Abstraction: exaggerating and distorting shapes taken from nature OR stylising shapes from the imagination.

Assessment standards

- Demonstrate a basic knowledge of the theory that underpins and terminology that describes design.

QUESTION SIX

In your first year of design exploration, you have used a number of media.

Choose any **two** media from the selection below, and compare them.

- clay
- chalk pastels
- oil pastels
- gouache
- charcoal
- pencil
- pen and ink
- or any other media of your own choice.

(10)

QUESTION SIX MEMO

(10 marks)

Candidates must give 5 strengths and limitations to get full credit.
2 marks each for each strength or weakness discussed.

EXTEND!!!!!!!!!!

Assessment standards

- Demonstrate a basic knowledge of the theory that underpins and terminology that describes design.

QUESTION SEVEN

Write an article for a design magazine in which you promote the work of a contemporary designer.

In your article consider the following:

- historical background
- intentions of the designer/ influences
- production methods
- methods of marketing
- refer to and analyse at least one specific piece or work made by the designer. (20)

QUESTION SEVEN (20 marks)

Candidates must answer using the following guidelines. Learners will not be disadvantaged if they do not cover all the aspects. **They must refer to specific work done by the practitioner.**

- Historical influence
- Intentions of the designer
- production methods
- method of marketing

CRITERIA FROM PAPER	Not achieved 0 - 5 marks	Elementary 6 - 7 marks	Moderate 8 - 9 marks	Adequate 10 - 11 marks	Substantial 12 - 13 marks	Meritorious 14 - 15 marks	Outstanding 16 - 20 marks
Historical influences							
Intentions							
Production methods							
Marketing methods							
References to specific works							

The above marking grid could be modified and used by the educator.

Assessment standards

- Analyse examples and relate them to their cultural, historical and contemporary contexts.

QUESTION EIGHT

The Hippo Water Roller is a barrel shaped container designed to transport 90 litres of water. It is made from a durable (tough) polyethylene(plastic) substance.

Explain the ways in which you think that this innovative design will affect the community. In your answer refer to possible problems and benefits this design could present to the people using it.

(10)



QUESTION EIGHT (10 marks)

8.1 Possible benefits:-

- ease of use – in terms of the handle which enables pushing.
- easier portability - also for the elderly
(especially for the children pictured – could never carry 90kg on their heads!)
- quicker to push than a wheelbarrow – momentum helps. Uses time more effectively.
- more water available – therefore better sanitation & hygiene – less disease.
- not expensive – affordable – more people have access to water.
- very tough – lasts a long time – doesn't rust like a metal container.
- the container itself is light – doesn't weigh as much as a wheelbarrow + plastic drum
- could be sterilised with bleach.
- alternative : recreational usage - games

Possible drawbacks:-

- 90L water weighs 90 kg! This will be very heavy down hill – no brakes!
- needs a fairly smooth wide path
- has 3 parts (see picture) – can one of these be replaced?

Any other answer that is well reasoned can be given credit.

Assessment Standards

- Demonstrate an awareness of how design shapes the physical and social environment.
- Understand and explain ways in which design can be used to benefit society

QUESTION NINE

Imagine that you intend to apply for funding from the National Lottery as a full-time designer.

In your answer:

- identify your field of specialization/ possible design field.
- describe how an ideal workspace would look for your design discipline. You may use diagrams or write down your descriptions.
- explain what basic equipment you would need in this studio/ workplace, and what you would need it for. (10)

QUESTION NINE MEMO

(10 marks)

7.2.1. This could be presented as an annotated plan or as a written description.

Some of the BASIC requirements would be :-

- good lighting (natural or artificial).
- space for worktables or benches.
(NB. Some crafters prefer working on a mat on the floor)
- some arrangements for water (washing & as part of the process).
- be sensitive to electrical requirements. (Eg. Would be necessary for machinery & computers, but an optional extra help for beaders.)

This list of basic equipment would differ from discipline to discipline. Remember – the learners have been told that they have access to funding, therefore they are making lists of what would they would like to buy!

Some examples could be:-

Jewellery Design: (if working with metal & beads)

Chest high work bench; hanging drill with a flexible shaft; box of assorted drill bits; small vice or bench peg; anvil & small hammer; round nose jeweller's pliers; flat jeweller's pliers; piercing saws & blades; needles & sorting boxes for beads; etc.

Digital Design:

Computer with CD reader/writer; specialised software (eg Adobe Photoshop); scanner; Printer (optional); etc.

Ceramic Design:

Lidded buckets for clay; flat surfaces for wedging clay; modelling tools; carving tools; wooden bats for pots; perhaps an electric kiln (depending on the availability of electricity); etc.

Assessment standards

- Demonstrate an awareness of the fact that a design is a human activity.
- Displays an awareness of some of the ways in which design products and services are marketed.

QUESTION TEN

These are two poster designs created during the apartheid era.

From a design perspective which of the two designs in your opinion is more successful. Motivate your answer. (6)

A



B



QUESTION TEN MEMO

(6 marks)

Candidates will be given credit for evaluating/ analysing designs in terms of the design element or principles.

Examples (but not restricted to)

- Use of Lettering (is it easy to read?).
- Appropriateness of the images used.
- Exploration of positive and negative space
- Space articulation
- Impact of design
- etc.

Assessment standards

- Demonstrate a basic knowledge of the theory that underpins and terminology that describes design.