

DATA CAPTURING	Marker	Moderator	Checker
Question 1			/5
Question 2			/9
Question 3			/8
Question 4			/8
TOTAL SECTION A (30)			/30
SECTION A Marker Initial			
Question 5			/30
TOTAL SECTION B (30)			/30
SECTION B Marker Initial			
Question 6			/20
Question 7			/20
Question 8			/20
TOTAL SECTION C (40)			/40
SECTION C Marker Initial			
TOTAL			/100

SECTION A DESIGN LITERACY – LANGUAGE OF DESIGN

QUESTION 1 THE PROCESS OF DESIGN

1.1 Explain any TWO considerations you would discuss with a client before beginning the Design Process.

(2)

1.2 What is the purpose of making maquettes/mock-ups/sketch models of your design?

(1)

1.3 To be a Neo-Ethnic designer, you have to be empathetic in your approach. Explain the role research plays in developing appreciation, rather than appropriation.

(2)

[5]

QUESTION 2 DESIGN COMMUNICATION

Refer to IMAGE A in the Colour Addendum Sheet and read the extract regarding the Breaking Ballet campaign by TBWA below.

Statement

Johannesburg Ballet knows it needs to appeal to a younger, more diverse audience. Most South African youth still think of ballet as a stale, old-fashioned dance form. TBWA created *Breaking Ballet*. It is a campaign designed to make young people think differently about ballet. It is a series of short ballets inspired by macro trends seen on social media, such as drought, global warming, and mental health. These are short films put into the trending conversations that inspired them. The stories are still highly relevant when the films are launched.

[Source: <Tbwa.com, 2019>]

2.1 What is a visual metaphor?

(1)

2.2 Refer to Image A in the Colour Addendum and explain why setting a ballet about drought in a dry dam is a successful metaphor.

(1)

2.3 How does the image of the dancer in Image A challenge the stereotypical view of ballet and ballet dancers?

(2)

QUESTION 3 VISUAL ANALYSIS

Refer to **IMAGE B** in the **Colour Addendum** and answer the questions that follow. Analyse the design, making sure you discuss the actual design and not the photograph.

3.1 Fill out the table that follows. Identify and analyse **THREE design principles** that work with each of the given design elements. You may only use a design principle once. You may not refer to any examples given in the question paper. You are **NOT** allowed to use gestalt principles in your answer.

Design elements:	Identify and analyse THREE design principles	
<p>Example: Element: Form The form of the side of the driverless ride-sharing taxi is an unbroken convex curve.</p>	<p>Example: Principle: Unity The unbroken convex form portrays the taxi as a whole unit, showing that it does not have conventional side doors, but that passengers enter from the rear that lifts to allow them to walk in, rather than climb in.</p>	
<p>Element: Line</p> <p>The dominant lines are soft, rounded, and geometric, which create distinct edges. Secondary lines are apparent in the wheel spokes and blocks above the wheel hubs. These lines are sharper and more defined while stationary, but will be blurred in motion.</p>	<p>3.1.1 Principle:</p>	(1)
	<p>Analysis:</p>	

<p>Element: Colour</p> <p>An achromatic colour scheme (metallic greys and black) is apparent with variation in colour coming from the changes in form and the play of light, and reflection of the surroundings.</p>	3.1.2 Principle:	(1)
	Analysis:	
<p>Element: Texture</p> <p>The visual texture of the convex (curved) window appears smoother and colder than the surrounding metallic grey body.</p>	3.1.3 Principle:	(1)
	Analysis:	

3.2 Evaluate the impact of figure–ground relationships in **IMAGE B** (consider the side windows as the figure and the silver/grey body as the ground).

(2)
[8]

QUESTION 4 DESIGN IN A BUSINESS CONTEXT

Refer to the case study in the **Extract** and in **IMAGES C–E** in the Colour Addendum and answer the questions that follow.

4.1 Define the term *intellectual property*. Give an example of intellectual property from the **QUESTION 4** case study.

(2)

4.2 Define the term *greenwashing*. Explain why you think labelling the Gro-5 shoes as being vegan IS OR IS NOT greenwashing.

(2)

4.3 Define the term *crowdsourcing*.

(1)

4.4 Define the term *open-source design*.

(1)

4.5 Define the term *responsible design*.

(1)

4.6 Apply the term *brand philosophy* to the **QUESTION 4** case study.

(1)
[8]

30 marks

SECTION B DESIGN IN CONTEXT – HISTORICAL

QUESTION 5

Answer Question 5 in **essay format**. The suggested length of your essay is **three and a half pages**, depending on your handwriting. Establish your point of view in the introduction and continue to address the question directly throughout your essay. **Underline the names of designers and designs.**

SECTION B							
Question 5: Design in a Historical Context							
Structure (S)	<i>Logical flow of introduction, body, conclusion</i>						
	Introduction/Conclusion			Length			2
	0	1	0	1			
Context (C)	Appropriate contextual relevance to the answer. 7 marks max:						
	<ul style="list-style-type: none"> Contextual Characteristics of Movement (3 marks max) Thematic Context related to the question (4 marks max) 						
	<i>Anti-Design / Hi-Tech / Memphis / Postmodernism / Deconstruction</i>						7
Contextual	0	1	0	1	0	1	
Thematic	2	3/max	2	3/max	2	3/max	
Content/ Facts (F)	Names of Designers and Designs:						
	<ul style="list-style-type: none"> 3 marks max: Name of the Designers (correctly spelt) 6 marks max: 2 Names of Works/Designs (correctly spelt and underlined) 						
	Movement (1)		Movement (2)		Movement (3)		9
Designer	0	1	0	1	0	1	
Designs	1	2	1	2	1	2	
Analysis (A)	Detailed discussion of strategic works with regard to influences and characteristics applied to design examples:						
	<ul style="list-style-type: none"> Specific visual literacy observations and application of characteristics of the movement / statement / context to designs 3 marks max per design: At least one work discussed in detail per designer (2 designs per designer) 9 marks max 						
	Movement (1)		Movement (2)		Movement (3)		9
0	1	0	1	0	1		
2	3	2	3	2	3		
Terminology (T)	<i>Relevant use and level of 'design-speak' – superior terms underlined with bracketed definition</i>						
	1		2		3		3
TOTAL						30	

7.4.3 Write a thematic analysis on ONE of your selected designs (indicate which design you are analysing).

(4)

7.4.4 Briefly explain how each of the designs (7.4.2) have improved **equitable access** in a Neo-Ethnic context. Clearly define the term **equitable access** in your discussion.

(4)
[20]

AND/OR

QUESTION 8 DESIGN IN A CULTURAL CONTEXT

8.1 Discuss how ONE designer's work within a specific **geoculture** has contributed to Neo-Ethnic design. Define what is meant by **geoculture**.

(2)

8.2 Evaluate the role **cross-cultural design** plays in **Afrofuturism**. Provide an example of a design that supports your evaluation, and demonstrate your understanding of both concepts.

(3)

