

This was the second year in which DESIGN IN CONTEXT was written as a final examination. There was a huge improvement on the layout of and general appearance of the question paper, including the fact that it was in full colour.

### Comments on the questions

- **Question 1.1.1:** The students did not know the differences between design, arts and crafts. (If done in Grade 10 and 11, these areas must be revised Grade 12.)
- **Question 1.1.2 and 1.2.2:** Teachers must teach their students basic design terminology. Also the form, shape, plane and space dispute must be resolved and usage standardized.
- **Question 2** was very well answered. The choice provided in 2.2 gave most students the option of a full visual analysis with open interpretation and discussion.
- **Question 3:** Teachers should focus on design(ers) or an agency who integrate(s) international and South African influences and trends. Students should also be exposed to a wider variety of these types of designs and taught how to critically analyze both the designs and their influence on both local and international markets.
- **Question 4: This section** was better answered than it was in 2008. Unfortunately, the given breakdowns still confused many students.
- Textbooks are not consistent as regards the names and dates of historical movements. This is very confusing to students. Perhaps the names of movements should be shortened to the following:
  - Arts and Crafts
  - Art Deco
  - Art Nouveau
  - Modernism
  - Pop Design
  - Post Modernism
- Some students confused the difference between pop art & pop design (Functional Artworks). Although the new Grade 10 Design textbook, *Future Managers*, makes reference to Andy Warhol's silk-screens in the section on various techniques and materials, teachers should guide students to use and discuss only functional designs in these questions.
- In this context, teachers should also focus on the difference between designers and artists. Although the Woolworths Design resource book discusses an artist like Strijdom van der Merwe under Environmental Design, teachers should make the students aware that he is, instead, a land artist and falls under the Visual Art Grade 12 themes.
- Students must be taught to substantiate their knowledge with reference to examples (**titles**) and areas of design.
- A technical aspect that needs to be highlighted is that candidates should **underline all titles** and begin all proper nouns with a capital letter.
- **Question 5:** The layout of this question was much better than last year's question. Students must be taught to **read all the given information**, e.g. the text boxes above the visuals, Figure A in Question 5.1, and Figures A and B in Question 6.1.
- **Questions 5 & 6:** Guidance should be given to students on **how to write about a designer and his or her designs**, i.e. less focus on unimportant information like the designers background, where the designer lives, where and what the designer has studied, etc.
- **Question 7.1.1.** Most students responded well to this question, as they wrote about their own business, although some wrote about business in general, instead of a design business.