# VCE Visual Communication Design 2018–2023 – Frequently Asked Questions

1. What is the purpose of the Cross-study specifications?

The Cross-study specifications provide the foundational concepts for all Areas of Study in Units   
1– 4 Visual Communication Design. The Cross-study specifications provide descriptions of Visual communications including Methods, Drawings, Media, Materials, Design elements, Design principles and Final presentations, the Design process and Design thinking. Examples of practice in the three design fields of Industrial design, Environmental design and Communication design and requirements for Intellectual property and copyright are also included in the Cross-study specifications.

2. What is visual language in Visual Communication Design?

In Visual Communication Design, visual language is used to communicate ideas and concepts. In all three design fields, designers use design elements, design principles, methods, materials and media to create visual language. Designers also rely on historical and cultural understandings of styles, representations, symbols, imagery, beliefs, values and concepts that are communicated through images.

3. Describe how design thinking is applied throughout Visual Communication Design

Design thinking is introduced in *Unit 2, Area of Study 3; Applying the design process*. Students are required to use design thinking for reflection in the design process. This includes creative, critical and reflective thinking.

In Unit 3, Area of Study 3 students use design thinking throughout the design process when preparing a brief and undertaking research to generate a range of ideas relevant to the brief. Design thinking is also applied in Unit 4 at the development and refinement of concepts stage and the refinement of presentations stage.

Students should consider the appropriate use of critical, creative and reflective thinking at each stage of the design process. Design thinking is integral to the design process and should be selected with relevance to the stage of the Design process.

4. What are technical drawing conventions?

The industrial and environmental design fields have specific conventions that apply to drawings. The conventions for each design field are provided in the key knowledge and skills of each Area of Study. In Unit 1, Area of Study 1, conventions for two dimensional drawing and three dimensional drawing are listed next to the drawing type. For example, represent three-dimensional forms, such as paraline (isometric and planometric) and perspective (one and two point). In Unit 2, Area of Study 1, the technical drawing conventions for Environmental and Industrial design are listed in the key knowledge two dimensional drawing methods such as plans and elevations (environmental) and third angle projections (industrial) and three dimensional drawing methods such as perspective, isometric and planometric and three dimensional process (environmental and industrial).

In Unit 3, Area of Study 1, the drawing methods required for each design field are listed in the key knowledge as students must convert three dimensional representations to two dimensional representations and vice versa. Students are also required to complete technical drawing conventions appropriate for specific purposes.

In Unit 4, students use the appropriate drawing conventions for the selected field in the generation and development of concepts and in the refinement of final presentations.

5. How important are intellectual property and copyright in the study design?

As designers students should be aware of the legal obligations and ethical practices when using existing imagery and typefaces. Information about intellectual property and copyright has been provided in the Cross-study specifications. Students specifically study legal obligations in Unit 1, Area of Study 2 and Unit 2, Area of Study 2. They also study the practices of designers in Unit 3, Area of Study 2, including the practices of ethical and legal obligations in all three design fields. In Unit 3, Area of Study 3 and Unit 4, Area of Study 1, students must apply their knowledge of copyright legal obligations and use of trademarks in their design process. Additional information regarding copyright is in the Advice for teachers for Visual Communication Design.

Students should be mindful of copyright requirements for entry into the Season of Excellence. Information regarding Copyright and Top Arts can be found on the [Season of Excellence webpage](http://www.vcaa.vic.edu.au/Pages/excellenceawards/seasonofexcellence/index.aspx).

6. When are students required to use manual and/or digital drawing?

The only area of study in VCE Visual Communication Design students can use manual and/or digital drawing is Unit 1, Area of Study 1. In this Area of Study students are introduced to drawing as a form of communication. This Area of Study includes drawing from observation.

In all other Units where drawing is required, students must use manual AND digital methods.

7. Are students able to use a range of methods in Unit 1, Area of Study 2: Design elements and principles?

Unit 1, Area of Study 2 outlines a range of methods students can experiment with using design elements and principles. The methods include digital and manual drawing, photography, digital photography, printmaking and collage. They are required to use drawing methods appropriate to the visual communication purpose and to visualise ideas and concepts.

8. Do students complete a design process in Unit 3, Area of Study 1: Analysis and practice in context?

No. In Unit 3, Area of Study 1, students analyse an example of design in all three design fields: Industrial, Environmental and Communication design. They then create a visual communication presentation in each field using their analysis as inspiration. The key knowledge and key skills in Area of Study 1 clearly outline the connections between the analysis of existing designs and the creation of final presentations.

9. What are the requirements for ‘the pitch’ in Unit 4, Outcome 1?

Students prepare and deliver a pitch for Unit 4, Outcome 1 using written and visual material that reflects on the design concepts for each presentation relevant to the brief. The pitch involves the presentation of mockups that test the suitability of concepts for two presentations relevant to the brief. The pitch is presented to an audience demonstrating the design decisions made throughout the design process.

10. What further refinement is completed on the final presentations after the pitch?

The student should demonstrate resolution of design concepts in response to feedback from the pitch. The refinement and resolution is documented visually and in writing. The refinement should clearly resolve the student intentions including the audience characteristics, purpose, intended contexts, constraints and expectations of the audience outlined in the brief.