

Visual Communication and Design

Written examination – November

Introduction

The examination criteria and description were published in the *VCAA Visual Communication and Design Assessment Handbook 2004*.

The structure and format of the examination for the revised Visual Communication and Design study (2004–2007) has changed from 2003. The examination paper will no longer be organised into sections and all questions will be compulsory.

Teachers may refer to past examination papers for examples of questions. Previous Assessment Reports on the written examination may also contain helpful advice.

The following sample material provides an indication of the type and range of questions teachers and students can expect on the revised Visual Communication and Design examination paper in November 2004. It is not intended to form the basis of a sample examination paper.

Teachers should refer to the Examination section of the *VCE and VCAL Administrative Handbook 2004*, *VCAA Visual Communication and Design Assessment Handbook* and to the *VCAA Bulletin* for further advice during the year.

2004 examination structure

Students will answer a series of questions based on Unit 3 Outcomes 1, 2 and 3 and Unit 4 Outcomes 2 and 3.

Outcomes examined	Approximate mark allocation in final examination paper (%)
Practically based questions (Unit 3 Outcome 1 and Unit 4 Outcomes 2 and 3)	60–70
Analysis of visual communications (Unit 3 Outcome 2)	15–20
Professional practice (Unit 3 Outcome 3)	15–20

Unit 4 Outcome 1 is not examinable. Students will not be required to use information and communications technology in the examination.

There will be 5–8 questions on the examination paper. Some of the questions will provide scope for choice between varying options. Some of the questions may have several parts to the question. Some questions may require students to respond with practical answers, utilising their knowledge of appropriate drawing systems, media and methods.

Stimulus material printed in the examination paper

The stimulus material will be reproduced on the final examination paper in black and white or, where appropriate, partial or full colour. The type of stimulus material provided may vary from year to year.

Visual stimulus material

Visual material may take such forms as drawings, advertisements, three-dimensional objects, graphs, tables, photographs of visual communications, flow diagrams, symbols and images that visually communicate information.

Questions related to Unit 3 Outcome 2 will have between 3–5 examples of visual communication reproduced on the examination paper. These examples in any given year will reflect a range of styles aimed at different audiences

and serving different purposes. In future examination questions related to this outcome, students may be asked to analyse an example(s) of the visual communications provided on the examination paper with reference to any of the design elements and principles listed in the study design. For example the questions may read

- Analyse how **colour** and **line** have been used in the design of an example of a visual communication. Evaluate the effectiveness of these design elements in conveying information and/or ideas (10 marks).
- Analyse how **balance** and **contrast** have been used in the design of an example of a visual communication. Evaluate the effectiveness of these design principles in conveying information and/or ideas (10 marks).

Written stimulus material

Written material may take such forms as excerpts from a brief(s), written passages providing instructions, diagrams and descriptions of the design process.

It is not intended that in any given year all examples of visual and written stimulus material will be represented. The specific recognition of visual and written stimulus material will not be given any weighting in the marking of the examination paper.

Student responses

Practically based responses

These may take the form of

- drawing and/or rendering solutions to visual communication tasks
- designing solutions to visual communication tasks and/or communication needs that involve developmental work and/or final presentations. The solutions may involve the application of one or more of the design elements and principles listed in the study design
- applying knowledge of drawing methods and the design process to stimulus material and/or the student's own work completed during the examination.

Students are expected to be able to demonstrate an understanding of, and skills in, third-angle orthogonal, paraline and perspective drawing methods. In any given year not all of these drawing methods may appear on the examination paper.

Written responses

These may take the form of short response questions and/or extended responses.

These questions will normally be followed by lined spaces which will provide a guide to the amount of response anticipated. Further guidance will be provided by the number of marks allocated to each question (or part thereof), which will be clearly stated below each question. One or two paragraph responses will normally be required depending on the question. Extended responses can include writing or essays that develop ideas in an expanded form. The marks allocated to individual questions will vary from year to year.

Sample questions

Previous examination papers

All questions on the 2000, 2001, 2002 and 2003 Visual Communication and Design examination papers may be used as models for examination questions for 2004–2007. The 2000 exam is available on the *2000 VCE Examination Papers and GAT* CD ROM. The 2001–2003 examination papers can be downloaded from www.vcaa.vic.edu.au/vce/studies/visualcomm/vcommptexams.html

Additional information about examination questions for 2004–2007

1. A significant feature of the curriculum content of Unit 3 Outcome 1 is that **all** the design elements and **all** the design principles listed in the study design have to be evident in the developmental work and/or the final presentation(s) in the folio students have prepared. Approaches to examining this aspect of the outcome include examination questions that require students to
 - incorporate designated design specific elements and principles into their designs (see section B, question 2b on the 2003 examination paper)
 - explain how they used the designated design elements and principles in their response (for example, the question may ask students to ‘describe how you used the design element or principle in your presentation’. See questions 14 b iii and c iii on the 2000 examination paper for specific questions upon which this approach is modelled).
2. The curriculum content of Unit 3 Outcome 3 has been revised; for example, there are now specific references to the ‘role of a client(s)’ and a ‘design brief’ throughout the design and production of visual communications. Such changes to this outcome will provide the opportunity for question types not previously set on examination papers.

For example

- Discuss the relationship between the client(s) and professional designers at at least **two** stages during the production of visual communication (8 marks).

Also as Unit 3 Outcome 3 now refers to stages throughout the design process, students may be asked questions that relate to the way in which professional designers respond to and/or evaluate a design brief at stages throughout the design process.

Please note that questions related to this outcome may continue to either directly focus on the specific professional context studied by students (see question 5 on the 2003 examination paper) or require students to apply their knowledge of this professional context to a case study(ies) or scenario(s) provided (see question 5 on the 2002 examination paper).

3. Terminology in the study design has been revised. All examination questions in the 2000–2003 papers should be interpreted in the context of the wording in the current study design. Please note the following significant revisions. The Visual Communication and Design study design now refers to
 - the ‘design process’ where previously it referred to the ‘visual communication production process’
 - the phrase ‘production systems’ which has been replaced by the term ‘methods’.