



2007 Visual Communication and Design GA 3: Written examination

GENERAL COMMENTS

The majority of students completed the entire examination, and it was pleasing to see that students had attempted to use correct terminology to clearly explain their written responses. The examination paper assessed all aspects of Units 3 and 4 of the *Visual Communication and Design VCE Study Design*. The professional practice section of the examination is very broad. To achieve appropriate responses, students and teachers should have a broader understanding of different practitioners and articulate how a variety of design specialists relate to each other in a working situation. Responses on this topic in the examination showed that many students had a narrow understanding of the range of specialist practitioners in the design field.

Students are expected to use design elements and principles as a deliberate means of communicating information. They should use these skills appropriately in an examination situation.

Teachers and students should be using appropriate visual communication and design language, such as that found in the Advice to Teachers section of the *Visual Communication and Design VCE Study Design*.

Although past examination papers can be a useful tool when preparing for this exam, during the examination students must ensure that they read each question carefully and direct their response specifically to that question.

SPECIFIC INFORMATION

Question 1

Marks	0	1	2	3	4	5	6	Average
%	3	5	9	8	21	1	54	4.6

- 4: Two point perspective
- 2: An isometric drawing
- 6: A third-angle orthogonal drawing
- 3: A planometric drawing
- 5: An oblique drawing
- 1: A sectional drawing

Most students were able to identify the correct views. A common mistake was not correctly identifying the sectional drawing.

Question 2

i.

Marks	0	1	2	3	Average
%	11	9	20	61	2.3

ii.

Marks	0	1	2	3	Average
%	9	18	41	32	2.0

iii.

Marks	0	1	2	3	Average
%	10	14	30	46	2.1

The following marks were awarded for Question 2.

- one mark each (up to a total of three) for having each shape in the correct position on the board
- one mark each (up to a total of three) for drawing the three shapes correctly (the triangle had to be facing the correct way, and the ellipse needed to be accurate)
- one mark each (up to a total of three) for drawing the shapes three dimensionally

Generally students did not pick up on the key words in the question that instructed them to maintain **correct proportions**. Frequently students did not show a deliberate effort to correctly draw an ellipse.

Many students used rulers rather than freehand drawing. Students should note that freehand drawing is not marked down and they can often save considerable time in an examination situation by drawing freehand. Nevertheless, the drawing should still have maintained correct proportions.

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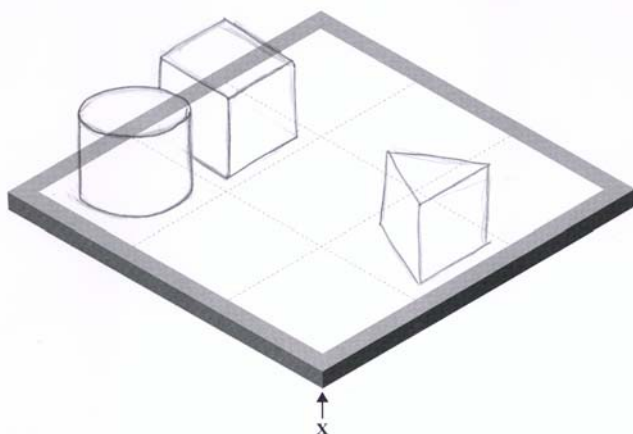


Position: Students frequently placed the shapes within the square space but did not place it correctly. Many students drew the square either touching the dotted guidelines or very close to one corner. The cylinder was frequently drawn closer to the front corner of the square space and the triangle was frequently facing the wrong way.

Shape: Students were able to redraw the square shape but had difficulty with the cylinder, ellipse and triangle. The ellipse was frequently drawn on an odd angle or as a circle, and the triangle also was drawn on an odd angle. Students who had attempted to use guide lines to draw the ellipse were more likely to be rewarded marks because it was a clear attempt to follow the correct process for drawing a freehand ellipse.

Three Dimensional and Proportional: Most shapes were drawn in three dimensions but were clearly not in proportion.

Following is a high-scoring student example for Question 2.



Question 3a.

i.

Marks	0	1	2	3	Average
%	13	17	40	30	1.9

ii.

Marks	0	1	2	3	4	Average
%	15	12	33	29	11	2.1

iii.

Marks	0	1	2	3	4	5	6	Average
%	20	9	8	13	16	18	15	3.1

The following marks were awarded for Question 3a.

- one mark for producing a two point drawing system
- one mark for correct use of the horizon line
- one mark for the correct spectator point of viewing
- one mark for the wall thickness
- three marks for correct proportions for the height, depth, width
- six marks for including of all the details: roof, rim, arch, solid wall, base, and pole

The pole was generally done well, although some students drew it as a square shape.

Some common occurrences in students' responses included:

- not placing the bird house on the horizon line correctly – either too high or too low
- not using the horizon line provided to complete the drawing, instead including another horizon line
- completing the drawing using a paraline drawing system, mainly planometric
- drawing the wall too thick, or not showing it at all, and not projecting towards the back when it touched the base
- drawing the wall and roof height too low – the height of the entire drawing was frequently incorrect
- drawing the rim and base out of proportion, especially in the width and depth.

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Students who measured the drawing to create a scaled image were not awarded greater marks, as a proportional drawing was required.

Question 3b.

i.

Marks	0	1	2	3	Average
%	28	34	23	16	1.3

ii.

Marks	0	1	2	3	Average
%	16	28	34	22	1.6

iii.

Marks	0	1	2	3	Average
%	22	34	26	18	1.4

iv.

Marks	0	1	2	3	4	Average
%	23	15	16	17	28	2.1

The following marks were awarded for Question 3b.

- three marks for the plastic – three different tonal surfaces would have clearly indicated a flat plastic as could be seen on the chair in the resource material
- three marks for the wood
- three marks for the shiny metal
- one mark for light consistency
- three marks for showing tone in the wood, plastic, metal

Overall, the rendering was not done well. The shiny metal used for the roof and pole appeared to be very challenging for students, especially with the roof showing directional rendering to follow the roof line.

The timber was generally done well, although some students did not finish off the rim in wood. This was often because their drawing was too small to render the thin space. Flat brown shading did not clearly show a clear attempt to render wood.

The matt plastic was a challenging surface to indicate and was not done well in the examination overall. Students should have looked carefully at the resource material and copied what was given as an example, therefore shading the three surfaces with a slightly different flat tone.

The tone was generally done well in the overall image, as was the light source. Most students were able to show a consistent light source.

Following is a high-scoring student response for Question 3.



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Question 4a.

i.

Marks	0	1	2	3	Average
%	1	1	18	80	2.8

ii.

Marks	0	1	2	3	4	5	Average
%	1	5	21	38	22	12	3.1

The following marks were awarded for Question 4a.

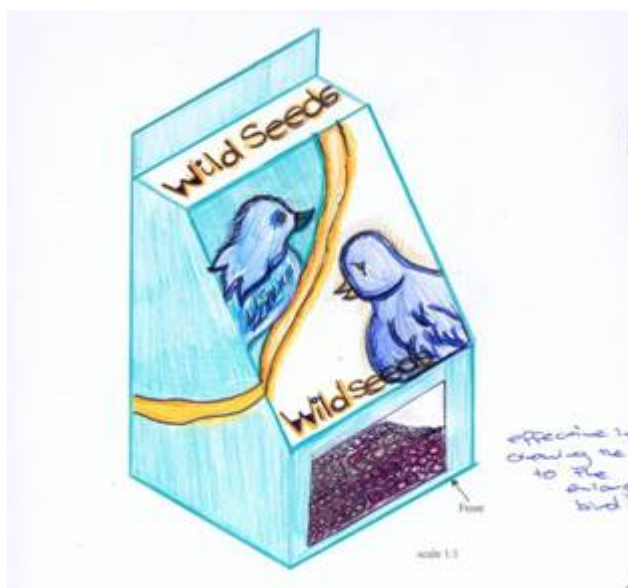
- one mark for the name 'Wild Seeds'
- one mark for a window to show the seeds
- one mark for including a dominant bird image in the design
- five marks for relating the overall design to the target audience and client requirements

Students who used strong and definite application of colour and/or tonal rendering in grey scale displayed confidence in their work and confidence in using pencil or markers. However, many students did not apply colour, tone or visuals to all surfaces of the package, leaving it with an unfinished appearance. Students did not always follow the isometric shape to compliment or work with the package shape.

It is important to note that a student's ability to create an effective visual communication does not rely on the application of colour. Using a strong black and white tonal range should create an effective design also.

Following are some high-scoring responses to Question 4a., including two that were very effectively presented in grey-scale.





Question 4b.

Marks	0	1	2	3	Average
%	10	10	30	50	2.2

Students were awarded one mark for naming the design element and two marks for giving an appropriate evaluation. Many students did not refer back to the target audience and instead only evaluated the design element and principle in relation to a general audience.

Following is a high-scoring student response to Question 4b.

Element: Colour

Evaluation: In this design, I've mainly used primary colour by doing this the colours contrast each other and appear bold and bright to the young audience. The yellow acts as a background, ensuring the product name still stands out in comparison to the image of the bird.

Question 4c.

Marks	0	1	2	3	Average
%	20	17	33	30	1.8

Students were awarded one mark for naming the design principle and two marks giving an appropriate evaluation.

Following is a high-scoring student response to Question 4c.

Principle: Hierarchy

Evaluation: Through the use of bright colour, I've made the bird first in the order of hierarchy, this will capture the young audience as they often look at imagery first. "Wild Seed" is 2nd in the hierarchy as it is important to get the product name across.

Question 4d.

Marks	0	1	2	3	Average
%	32	10	22	35	1.6

Students were awarded one mark for naming an appropriate specialist and two marks for the discussion.

A common mistake was for students to not specify how they personally would use a specialist practitioner in the production of their package design. Students were able to name and discuss a specialist practitioner in general but not with specific reference to the question.

Following is a high-scoring student response to Question 4d.

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Specialist practitioner: Photographer

Discuss: By using a photographer, they could assist me by taking photographs of birds and greenery. Working together, I would guide the photographer in what type of birds and greenery I wanted images of.

Question 5a.

Marks	0	1	2	Average
%	11	45	43	1.3

Students were awarded one mark each for identifying a purpose and a context of a poster for the brand 'Crocs'.

Many students did not use the correct terminology, which made it difficult for assessors to decipher what was meant in the response. The context refers to where the poster could be seen or used; for example, a shop window or billboard. The poster is actually the final presentation format.

Following are examples of high-scoring student responses to Question 5a.

Example 1

Purpose: To advertise the 'crocs' product to a particular audience, by informing them of the aspects of the product.

Context: This poster could be displayed in a shoe shop or be displayed on a larger scale at a train station/bus stop.

Example 2

Purpose: To advertise the range of crocs shoes & to attract customers to buying the product.

Context: Such a poster may be displayed in the context of a shop window, catalogue, fashion magazine or as a webpage.

Question 5b.

Marks	0	1	2	3	4	Average
%	13	16	31	21	19	2.2

Two marks were allocated for a discussion of colour, and two marks for a discussion of shape.

This question was not done very well. Many students did not refer to hierarchy and just described where colour and shape were used in the visual communication. Colour was generally identified and discussed well on its own; however, it was not always in reference to hierarchy. Shape was generally not as well discussed or understood.

Following are examples of high-scoring student responses to Question 5b.

Example 1

The dominant red immediately draws attention to the shoes as there is a high contrast with the white background and the complimentary green border. The shape of a flower has been created from circle shapes of differing sizes. This interesting shape, along with it's vast array of colours works to make this aspect stand out from it's surroundings and be noticed in the hierarchy.

Example 2

The colour red has been used in the shoe to make it the most dominant visual component and the use of green around the poster edge and in the stem and leaf image contrast with the red making it the next dominant feature. The shape of the shoe is unique compared to the circles which take up the rest of the space making the shoe the most dominant and visually interesting image.

Question 5c.

Evaluation 1

Marks	0	1	2	Average
%	55	10	35	0.8

Evaluation 2

Marks	0	1	2	Average
%	61	10	30	0.7

The majority of students evaluated the design themselves instead of discussing how the design could have been evaluated by the designer, as was asked in the question. This resulted in two personal evaluations from the student's perspective of the design, which did not answer the question.

Following is an example of a high-scoring student response to Question 5c.

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Evaluation 1: The designer may have referred back to the design brief to ensure the final design was relevant to the desired purpose and to ensure all constraints had been met.

Evaluation 2: The designer may have surveyed a large group of people to find out which aspects they noticed first in the hierarchy and if the advertisement would be successful in making them want to buy the product.

Question 6a.

Marks	0	1	2	3	Average
%	8	5	16	71	2.5

Good examples of constraints included:

- bags must be made of recycled material
- only black can be used, no other colour, on a brown bag
- the zoo logo must appear on the bag.

Students who discussed constraints in the past tense did not gain any marks as the question related to the start of the design process.

Question 6b.

Marks	0	1	2	3	Average
%	8	14	39	39	2.1

Two marks were allocated for the choice of an appropriate target audience and one mark for the reason the student chose that audience. A good response could have been:

- target audience: visitors to the zoo who are interested in either the educational or entertainment aspect of animals and their habitat
- reason: the stylised image of animals possibly represents the curiosity/entertainment value of the zoo, while the physical bag can be used to carry educational material.

A common target audience given was 'young children and adults'; however, this was not specific enough. Other students listed a potential target audience as required but unfortunately continued to explain why they would target this audience rather than explain and point out why the existing design relates to the specific audience. For example, 'Older people tend to buy gifts so bags would be made to appeal to them.'

Question 6c.

Marks	0	1	2	Average
%	22	27	51	1.3

Two marks were awarded for a discussion of the effectiveness of the design principle contrast.

Following are examples of high-scoring student responses to Question 6c.

Example 1

Contrast has been used very effectively and successfully. The black images are bold and eye-catching against the white background, creating contrast and making the images jump out at the viewer. The black word 'zoo' can be read and identified very clear as it appears on the white background.

Example 2

The monochromatic colour scheme of the bags draws attention to both the lettering and the animal silhouettes. The contrast keeps the design clean and simple allowing the information in the images and text to communicate clearly.

Question 7a.

Marks	0	1	2	3	Average
%	29	18	23	30	1.6

Possible methods used included:

- computer
- photography
- illustration
- painting
- three dimensional model.

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It appeared that students were not confident about methods of production. Many students repeated the same style of method in their answer, for example they used 'printing – offset' and 'printing – lino'.

Students should be encouraged to use the correct terminology from the study design's Advice to Teachers section. This would ensure clear responses.

Question 7b.

Marks	0	1	2	Average
%	12	6	82	1.7

This question was done very well. The most common mistake was not distinguishing between materials and media.

Following are some high-scoring student responses that used wood as the material.

Example 1

Wood is easy to paint over and print on, additionally it is a durable material that can be quickly assembled from the separate boards that comprise the stool.

Example 2

As the product is a stool, it is essential that it is strong, durable & sturdy enough to withstand a range of impacts. Also the look of wood is ancient & therefore fits with the context of the design inspired by ancient China.

Question 7c.

Marks	0	1	2	3	4	Average
%	27	6	19	11	36	2.3

One mark was allocated to naming a resource for each section and one mark for the description for each section.

Some examples of appropriate resources could have been:

- seeing a specialist practitioner to get advice and information on how to complete the production process
- talking to a painter about the most appropriate paint to use on the surface of the wood
- visiting a Japanese design shop to gain inspiration and research other traditional furniture.

In general, this question was not done very well. Many students listed media and materials and some mentioned methods, such as ICT. Students should become more familiar with resources and how they are used in design.

Question 7d.

Marks	0	1	2	3	4	Average
%	32	7	21	10	30	2.0

Many students only mentioned the word ICT and then went on to say 'to manipulate images, etc.' This did not fully answer the question, as students were asked to name the **type** of ICT.

Many students discussed the computer as an ICT for both examples. Ideally this question required two different types of ICT; however, if the student provided an example of two very different functions to create a different outcome, then full marks could be awarded. For example;

- computer – Photoshop to manipulate images
- computer – InDesign to manipulate the text and create the layout.

Students who suggested using a 'camera' rather than a 'digital camera' could not be given the marks for a correct use of ICT.