

Visual Communication and Design GA 3: Written examination

GENERAL COMMENTS

The examination consisted of Section A and Section B.

- Section A (70 marks) consisted of a range of questions relating to drawing systems and the development of solutions to visual communication problems, as well as an analysis of a piece of visual communication and analysis regarding professional practice. The allocation of marks reflected the weighting of each of the Unit 3 Outcomes.
- Section B (30 marks) had two questions, of which students were to choose only **one** to answer. Some students attempted both questions, indicating the need for students to revise examination techniques and understood the importance of the 15-minute reading time to read and re-read the questions and ensure they fully understand the instructions.

SPECIFIC INFORMATION

Section A			
Question	Marks	%	Response
Question 1	i		Most students answered this question well, identifying the correct three-dimensional cube that matched the two-dimensional surface development drawing.
	0/2	17	
1/2	0		
2/2	83		
(Average mark 1.65)			
ii			
0/2	13		
1/2	0		
2/2	87		
(Average mark 1.73)			
Question 2	0/5	2	Most students recognised each of the different types of representational drawings. A few students had difficulty in differentiating the perspective and the isometric representations. Some students clearly did not recognise the difference between these two drawing representations.
	1/5	7	
	2/5	12	
	3/5	20	
	4/5	0	
	5/5	59	
	(Average mark 3.85)		
Question 3	a		Most students were able to correctly identify the two missing lines on the top view of the orthogonal representation. In many correct answers there was evidence that students used a 45-degree line, from the top view, to correctly measure and position the two missing lines. Where students gave an incorrect answer, they did not know how to interpret an orthogonal drawing.
	0/2	30	
	1/2	23	
	2/2	46	
	(Average mark 1.15)		
	b		
	0/12	2	
	1/12	0	
	2/12	1	
	3/12	1	
	4/12	2	
	5/12	3	
	6/12	5	
7/12	8		
8/12	10		
9/12	14		
10/12	20		
11/12	18		
12/12	16		
(Average mark 9.15)			

	<p>c</p> <p>0/6 22 1/6 16 2/6 25 3/6 15 4/6 13 5/6 5 6/6 3 (Average mark 2.09)</p>	<p>This part was poorly handled. Students were unable to demonstrate knowledge of rendering techniques to show a range of surface textures. Most students only coloured in the phone, lacking knowledge of how to apply tone to emphasise the form of an object. There was also very little evidence of students knowledge of the application of texture to emphasise two different surfaces of the toy mobile phone.</p>
Question 4	<p>a</p> <p>0/3 2 1/3 9 2/3 32 3/3 56 (Average mark 2.43)</p>	<p>Students had to analyse a nominated piece of visual communication. Nearly 90% of students chose Example 1 (One.Tel – Free Postcard). Most students were able to identify the first part of the question, which was to specify the audience/s to whom the communication was directed. Many were not able to complete the second part. Most students were unable to relate how the imagery and/or letterform related directly to the specific audience/s they nominated. There were a number of students who did not realise what the visual communication was actually advertising and therefore misinterpreted the specific audience/s. Students are advised to look carefully at the piece of visual communication to determine the actual message being communicated.</p>
	<p>b</p> <p>0/8 5 1/8 2 2/8 5 3/8 7 4/8 18 5/8 16 6/8 20 7/8 14 8/8 13 (Average mark 5.07)</p> <p>c</p> <p>0/8 13 1/8 3 2/8 8 3/8 11 4/8 19 5/8 14 6/8 15 7/8 9 8/8 7 (Average mark 4.12)</p>	<p>Generally, students were able to identify both the design elements and the design principles of their chosen visual communication. However, many responses lacked depth and students only stated the design elements and principles without describing how the design element or principle conveyed the information and/or ideas. Most marks for this question were allocated to the evaluation of the design element and principle.</p>
Question 5	<p>Students were to identify and describe the visual communication production process in relation to professional practitioners. This year a specific scenario was given to the students to answer and then relate this to the scenario. Students are advised that they should be able to describe the roles of professional communicators and analyse processes and procedures used in professional practice to produce visual communications in general contexts as well as specific contexts. Students should be able to demonstrate this knowledge using a given scenario or the professional practitioner they studied in Unit 3 Outcome 3.</p>	

a 0/4 22 1/4 6 2/4 15 3/4 31 4/4 26 (Average mark 2.34)	Generally, students correctly answered this question. Most students were able to correctly identify the four stages of the visual communication production process described in the scenario. If there was one stage that was frequently omitted it was the Definition of the communication need or Design Brief.
b 0/2 13 1/2 22 2/2 65 (Average mark 1.51)	Most students correctly answered this question, naming two resources that were used as sources of inspiration by the professional practitioner.
c 0/12 17 1/12 1 2/12 5 3/12 6 4/12 9 5/12 8 6/12 13 7/12 11 8/12 10 9/12 7 10/12 7 11/12 2 12/12 3 (Average mark 5.4)	Responses to this question were generally very poor. Many students could not identify two choices made by a professional practitioner as they lacked the knowledge to identify a material, production system, media, design element and/or a design principle. It was evident students did not understand these terms, nor did they understand the difference between a material and media. Many answers lacked sufficient depth as well as a general understanding of the concept of the choices that professional practitioners make during the production process. Many students nominated a choice made by the professional practitioner but could not adequately explain why this choice was made. Most marks in this question were allocated to the description of the choice.
d 0/4 20 1/4 5 2/4 8 3/4 17 4/4 50 (Average mark 2.73)	Most students were able to identify four final presentation formats to launch an advertising campaign for the Epson phone. However, some students referred to the actual media, such as television, as the format and not how the professional practitioner would communicate the information; for instance, a storyboard to visualise the concept for a television advertisement. This pointed to some misunderstanding by students of what a 'final presentation format' is and what the term 'media' means.

Section B

Student choice was evenly divided between Questions 6 and 7. However, those who attempted Question 6 achieved a slightly better standard than those who attempted Question 7. It was evident that the students who chose Question 6 had a solid background and understanding of perspective drawing and could interpret the orthogonal drawing of the bus shelter. Many students who attempted Question 7 lacked the same degree of understanding of isometric drawing conventions.

Questions 6 and 7

Question 6a and 7a (Average mark 6.5/Available marks 12)

6a

Most students were able to construct the basic shape in proportion but had difficulty including the correct detail. Many students did not see that one end of the shelter was longer than the other.

7a

Most students were able to draw the basic shape of the sports drink container, demonstrating some knowledge of the isometric drawing conventions, though many found it difficult to draw the correct representation of the top of the carton. The carton is a basic tetra pack with the top similar to that of a milk carton. Very few students were able to draw the pourer inserted into the correct position and sitting at the correct angle on the sloping top of the carton.

Question 6b and 7b (Average mark 2.85/Available marks 6)

6b

Most students were able to show tone to emphasize the form of the bus shelter, though a number found it difficult to render using texture to emphasise the different surface textures and some were unable to complete the rendering.

7b

Students did not know what a logo is. Many created images that were overcrowded and inappropriate for the application to a logo design.

Question 6c and 7c (Average mark 6.14/Available marks 12)

6c

Most students showed all the required information in the design of a poster. They used the name and appropriate images, though many answers lacked the use of shape and cropping. Many designs showed little concern for the overall visual impact and composition of the bus poster. The more successful posters were those with bold designs and letterform rather than lots of small shapes and images crowding the poster area.

7c

Many students did not apply their ideas to the entire surface development of the carton; instead only applying their ideas to only one or sometimes two sides of the container. Generally, students did not incorporate the design principles of cropping and contrast. These were either ignored completely or applied showing little understanding of either of the two principles. The overall standard of freehand design work was weak and underdeveloped. Some students did not complete this part of the question.