



2008 Visual Communication and Design GA 3: Written examination

GENERAL COMMENTS

Overall, the majority of students handled most questions well in 2008 and completed the paper within the allotted time. There were some clear weaknesses across the cohort; of particular note was the poor rendering of shapes using the light source indicated and the lack of understanding of how to produce an effective logo. Students should practise basic rendering and design skills throughout Units 3 and 4 to ensure that they are adequately prepared for questions of this nature.

Some students responded appropriately to the written questions, applying correct terminology in a manner that was adequate for the marks allocated. However, many students answered the written questions using incorrect and/or inappropriate visual communication and design terminology. Students are advised to familiarise themselves with the correct terminology within the *VCE Visual Communication and Design Study Design 2004–2011* to ensure appropriate application in their responses.

The number of lines given on the examination paper and marks allocated should be a guide to the length of discussion required in response to each question. Students should read questions carefully for all information required to ensure that they respond appropriately.

SPECIFIC INFORMATION

Note: Student responses reproduced herein have not been corrected for grammar, spelling or factual information.

Question 1

Marks	0	1	2	3	4	5	6	Average
%	0	0	0	1	3	24	73	5.7

1i.

Pattern

1ii.

Scale

1iii.

Line

1iv.

Shape

1v.

Texture

1vi.

Hierarchy

Most students were able to identify the emphasised element or principle. However, some students confused shape with form. Form is considered three-dimensional and the design given for Question 1iv. was clearly two-dimensional.

Question 2

Marks	0	1	2	Average
%	8	12	80	1.8

2008 Assessment Report



2i.
C
2ii.
B

The majority of students were able to identify the correct pictorial drawing to match the two-dimensional fold out drawing.

Question 3

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	Average
%	3	2	4	7	8	10	14	13	12	11	8	5	3	6.6

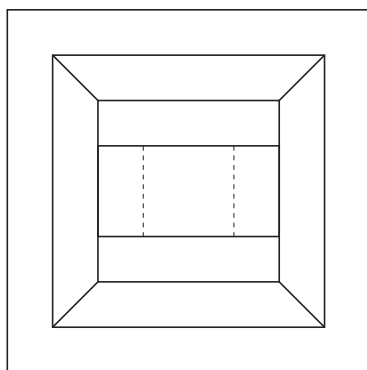
For each shape rendered in Question 3 there were four marks awarded.

- one mark for applying correct and consistent use of the light source given
- three marks for correctly applying consistent tonal rendering to all surfaces of the shapes

Overall, the rendering was poorly done. Most students were able to use the light source given appropriately, though the rendering of the objects did not demonstrate high quality consistent tonal shading. It is clear that many students had not fully developed or revised this skill prior to the examination. Students need to reinforce their basic drawing and rendering skills. Students should also be discouraged from smudging to achieve tone as this method may not achieve the best demonstration of tonal scale.

Question 4

Marks	0	1	2	3	4	5	6	7	8	Average
%	8	5	6	8	10	19	26	15	2	4.6



TOP VIEW

The following marks were awarded for Question 4.

- one mark for the correct placement of the top view (directly aligned above the front view and spaced equally to the views given)
- one mark for each of the details of the top view
 - outer square (the base)
 - mid square (the base of the trapezoid)
 - inner square (the top of the trapezoid)
 - four diagonal lines (sides of the trapezoid)
 - rectangle (top of the 't' shape)
 - two hidden lines of the 't' shape (short dashed lines)
- one mark for including and correctly labelling the top view (below and in caps)

Many students were able to place the top view above the front view. Some students incorrectly spaced the top view and did not include the label. The top view should have been aligned above the front view and spaced equally to the distance between the front and right side views. The top view label should have been placed below the top view and written in capitals in the same way as the views given in the question.

2008 Assessment Report



Question 5

Marks	0	1	2	3	4	5	6	7	8	9	10	11	Average
%	24	4	4	5	5	5	6	8	9	11	12	6	5.3

The following marks were awarded for Question 5.

- one mark for the correct viewing direction
- two marks for use of the planometric drawing system
- three marks for maintaining correct proportions
- five marks for including all details of the key

Most students were able to complete the drawing by using the planometric drawing system. Some common errors included not showing the depth of the hole in the head of the key and incorrectly drawing the key from view A as given. It was good to see that a number of students were able to complete accurate 2D and 3D drawings in freehand as this saves students time when completing a task of this nature. Students should practise drawing 2D and 3D objects from different views and angles in their examination preparation.

Question 6a.

Marks	0	1	2	3	Average
%	15	15	37	34	1.9

The following marks were awarded for Question 6a.

- one mark for naming an element
- two marks for discussion of how this element was used effectively in the design

The most dominant elements were shape, colour, tone, letterform, form and line. The majority of students were able to correctly name an element and discuss how it was used effectively in the design, though there were a small number of students who confused elements and principles.

The following is an example of a student response that identifies the elements of colour.

The colours used are reflective of the colours used on the architectural façade of Fed Square. This is effective as it cleverly creates a link for the audience between the ad and the building. The soft grey background does not distract the viewers' attention from the figure which is the main focal point and which is important to grab the viewers' attention.

Question 6b.

Marks	0	1	2	3	Average
%	20	18	38	24	1.7

The following marks were awarded for Question 6b.

- one mark for naming a principle
- two marks for discussion of how this principle has been used to attract the general public

The most dominant principles were pattern, hierarchy, balance, contrast and figure-ground. The majority of students were able to correctly name a principle and discuss how this had been used to attract the general public. Some students incorrectly identified repetition as the principle rather than pattern, asymmetry rather than balance and discussed figure rather than figure-ground.

The following is an example of a student response that identifies the principle of pattern.

Pattern is used on the figure of the woman. The design of the architecture has been painted onto her body; it represents the pattern of the architecture at Fed Square and therefore reinforces the building's design to the general public, attracting them to visit Fed Square to see the design in person.

Question 6c.

Marks	0	1	2	3	4	Average
%	26	10	23	22	18	2

The following marks were awarded for Question 6c.

- one mark for naming another method used to create the poster
- three marks for discussion of how this method has been combined with photography to create the poster



Naming the computer method was an excellent and easy choice when responding to this question, though there seemed to be some confusion as to the correct terminology used for methods. The correct term would be ‘computer’, rather than ‘ICT’ or ‘digital manipulation’ or naming of a software program. Students and teachers are encouraged to refer to the Advice to Teachers section of the *VCE Visual Communication and Design Study Design 2004–2011* for a list of the appropriate terminology used for methods. Some students did not include enough detail in their description of how this method was used to create the poster. Other methods which may have been discussed and awarded high marks were printing or painting/drawing.

The following is an example of a student response.

*Photography has been combined with **computer**. The photograph would have been digitally taken and then downloaded onto the computer. The image would then have been manipulated on the computer using a program to add the image to the figure and create the final image used on the poster.*

Question 6d.

Marks	0	1	2	3	4	5	6	Average
%	20	3	9	10	22	15	20	3.4

The following marks were awarded for each response in Question 6d.

- one mark for naming another presentation format
- two marks for discussion of why this presentation format would be appropriate to the campaign

The majority of students were able to name another presentation format; however, many did not adequately describe why this choice would be appropriate to the campaign. The responses ‘magazine’ or ‘Internet’ imply a whole product. A more appropriate response would be ‘magazine advertisement’, ‘webpage’, or ‘multimedia advertisement’.

The following are examples of student responses.

Postcards – could be on the foyer desk or sent out to people or placed in cafes on the tables these would be effective in reaching a broad audience.

*Signage – could be banners in the city would reach a broad city audience as many people commute and would see the banners.
Multimedia – this could be in the form of a website or advert on a web page would be cost effective and reach a wider audience.*

Question 7a.

Marks	0	1	2	3	4	Average
%	14	12	35	16	22	2.2

Two marks were awarded for each response in Question 7a.

This question was handled well and the majority of students were able to identify two specific requirements of the design brief which may have been discussed with the client, though in some cases the two responses given were similar.

The following are examples of student responses.

To keep the identity design simple so that could be easily applied to a range of final presentations.

To create a design that can be scaled very large or very small effectively.

In order to keep costs lower the use of colour should be limited to black and white for signs.

Question 7b.

Marks	0	1	2	3	Average
%	54	17	16	12	0.9

The following marks were awarded for Question 7b.

- one mark for naming a decision relating to materials or media
- two marks for discussion of this decision

2008 Assessment Report



The majority of students completed this question incorrectly. A number of students discussed the designers' choice to create the design on the computer, which is discussing a method rather than a decision based on materials and/or media.

The following are examples of student responses.

May have needed to make a decision regarding the types of ink that can be used and the choice of fabrics for the banners/ flags. As some inks can fade over time he would have had to make choices based on durability so that the flags would last in varying weather conditions.

May have decided to use pencils at the beginning of the process so that he could quickly sketch out a range of ideas which he can then show to the client to get approval this would save time.

Question 7c.

Marks	0	1	2	3	Average
%	29	22	30	19	1.4

The following marks were awarded for Question 7c.

- one mark for naming a specialist
- two marks for discussion of how David worked with the specialist during the design process

There has been some improvement from previous years on this question, however students should broaden their knowledge of design industry specialists. They should particularly focus on the roles of those specialists as some students did not demonstrate sound understanding of each design professional's role. It should also be noted that the question asked students to name a design specialist, therefore answers such as 'council worker', 'truck driver', 'generalist practitioner' and 'computer programmer' were incorrect.

The following is an example of a student response.

In the initial stages of the design process he could have worked together with a typographer to gain a better understanding of creating and manipulating letterforms as this was a key component to this design brief. The typographer would have a good understanding of letterform and would be able to advise David on his choices.

Question 7d.

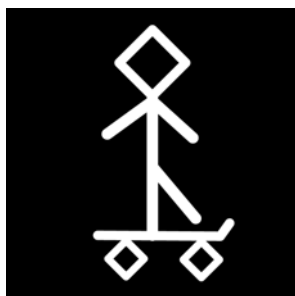
Marks	0	1	2	3	4	5	Average
%	3	7	17	28	31	13	3.2

The following marks were awarded for Question 7d.

- three marks for correctly identifying and reproducing the key design elements and principles used (line, shape, figure-ground)
- two marks for clearly communicating a person skateboarding

Students demonstrated a good understanding of the use of design elements and principles in this set of symbols and were able to produce a matching symbol. The most common mistakes were not carefully rounding the corners of the shapes and not maintaining a consistent line weight. Many students did not spend time blocking in the black area to demonstrate the ground but rather labelled their designs and, in this instance, this was quite acceptable.

The following is an example of a student response.



2008 Assessment Report



Question 8a.

Marks	0	1	2	3	4	5	6	Average
%	2	3	22	22	25	14	12	3.6

The following marks were awarded for Question 8a.

- three marks for letterform manipulated and used in an effective way which meets the needs of the brief
- three marks for contrast used in a deliberate and effective manner which meets the needs of the brief

While many students completed this question well, there seemed to be a limited knowledge of what constitutes a logo. A number of students completed an ad as opposed to a logo. Some students did not manipulate the letterform but rather placed the text with an image, which is not what the brief required. Some students did not effectively apply contrast to their design. It should be noted that, while contrast can be identified between the paper and a grey lead pencil, this does not demonstrate a high-scoring or effective application of this principle.

Question 8b.

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	Average
%	5	1	1	1	2	3	6	11	16	19	17	11	5	2	8.3

The following marks were awarded for Question 8b.

- one mark for including each of the following: marine imagery, name Fins, opening times and colour
- two marks each for hierarchy and pattern
- five marks for the effectiveness of the design in meeting the brief

On the whole, this question was completed well. However, many students did not use the fish images as a reference and instead traced the images, resulting in designs that were not entirely appropriate for a fish and chip shop. Students should be encouraged to adapt resource imagery to develop an appropriate design and use this material as a reference and guide. While the majority of students were able to include all aspects required in the brief and could create a clear hierarchy, very few students were able to apply pattern deliberately and effectively within their design and instead resorted to a very simple repetition of a couple of elements.

Question 8c.

Marks	0	1	2	Average
%	35	30	35	1

Two marks were awarded for the discussion/evaluation of how an element has been used effectively to attract the target audience in the student's own design.

The majority of students were able to evaluate how an element was used effectively in their design to attract the target audience.

Question 8d.

Marks	0	1	2	Average
%	53	24	23	0.7

Two marks were awarded for the discussion/evaluation of how a principle has been used effectively to create hierarchy in the student's own design.

The majority of students were able to evaluate how a principle had been applied to the design to create hierarchy. Some students discussed hierarchy on its own rather than nominating the principle they had used to create hierarchy and discussing it.