

Visual Communication and Design GA 3: Written examination

GENERAL COMMENTS

The 2001 examination required students to respond to two sections in the paper. Section A was compulsory and students had to respond to all four questions. This section covered drawing production systems, analysis of visual communications and processes and procedures in professional practice. Students were required to respond to all parts within all of the four questions. Section B consisted of two questions; students were required to select one question.

In Section A, students were generally conversant with basic technical visual knowledge as well as displaying adequate skills in drawing representations. The analysis of visual communications focusing on design elements and principles was well handled, with many answers being intelligently and logically composed. A great depth of understanding of professional practice was displayed in many of the responses. Most students were able to articulate the work professional practitioners are engaged in, as well as discuss the resources and design decisions these practitioners made during their work.

In Section B, most students responded to Question 1, 'Mother Earth' biscuits, taking the opportunity to design a final presentation containing all the required listed information, visually transfer a shape from the presented two dimensional plan into a three dimensional form and construct a diagram illustrating the sequence of making the 'Mother Earth' biscuits. Students who responded to Question 2 completed a two-point perspective drawing of the information booth. In general, it was found students who had selected this question were well versed and practised in being able to complete the question successfully. The information pamphlet the students had to design to complete the question generally displayed an application of design elements and principles. Some students attempted and even completed both Questions 1 and 2 in Section B. In these circumstances students should indicate which question they wish to have assessed, otherwise only Question 1 will be assessed.

SPECIFIC INFORMATION

Section A

Question 1

Students were required to match the correct orthogonal view with the given pictorial view.

Correct responses were:

Pictorial view 1: G

Pictorial view 2: F

Pictorial view 3: E

Pictorial view 4: A

Most students were able to complete this question successfully.

Question 2

In Question 2, students were required to rotate and redraw the given isometric drawing from the direction of the arrow 'X'. This required the visual rotation of the shape so that the small cut out back section was placed closest to the viewer and the remainder of the drawing being constructed to the right hand side of the page.

Assessment for this question was as follows:

a.

Three marks for the correct view; 3 marks for maintaining proportions; 2 marks for using the isometric system; 2 marks for maintaining parallel lines

b.

Marks were allocated between 0 and 5; 1 being for poor rendering and 5 being for excellent rendering.

c.

Two marks were allocated for each of the 5 missing lines in the 3rd angle orthogonal drawing.

These were as follows:

Top view – line that runs the width of the object and forms the 'T' shape on the isometric drawing and the line that forms the bottom of the 'T' shape on the isometric drawing. Both these lines are solid lines as they are both visible surface changes of direction as seen on the isometric drawing.

Front view – line on the top right hand side to complete the view from the front of the block. This line is solid as it can be seen from the exterior. Line in the bottom half of the front view which indicates the surface change of direction at the back of the isometric drawing. This line is dotted as it represents a hidden line.

Left-hand side view – Line at the left hand side end to indicate the surface change of direction of the small cut out section as indicated in the isometric drawing. This line is solid.

Question 3

Students had to select one of the visual communications from the detachable insert in the examination booklet and respond to the questions.

a.

Students had to explain the intended purpose of the visual communication. Students had to refer to the imagery and/or the words in their response.

One mark was allocated for the intended purpose, for example to promote/advertise/inform/advertise/promote. Two marks were allocated to an explanation of the intended purpose of the visual communication.

b.

Students had to name and evaluate two design elements used in the visual communication selected.

One mark was allocated for each design element named. Appropriate design elements included:

Example A – point/line/texture/colour/form/tone

Example B – line/shape/colour/letterform/tone

Example C – colour/line/form/shape/tone/texture/letterform.

The remaining marks were allocated as follows: 3 marks for a clear evaluation of the effectiveness of the design elements identified, and 2 or less marks for responses that did not adequately evaluate the effectiveness of the design elements.

c.

Students had to name and evaluate two design principles used in the visual communication selected.

One mark was allocated for each design principle named. Appropriate design principles included:

Example A – composition/figure/contrast (small – large)/hierarchy/scale/balance/pattern

Example B – composition/figure/balance/hierarchy

Example C – composition/balance/cropping/figure/hierarchy/pattern.

The remaining marks were allocated as follows: 3 marks for a clear evaluation of the effectiveness of the design principles identified and 2 or less marks for responses that did not adequately evaluate the effectiveness of the design principles.

Question 4

Students had to respond to a series of questions in reference to the professional practitioner/s they had studied during the year. These questions examined the students' knowledge of the design decisions and the resources used by the professional practitioner/s as well as how two professional practitioners worked together to produce a visual communication.

a.

One mark was awarded for each resource identified. Acceptable responses include: imagination, Internet sources, direct observation, visual knowledge, books, libraries, other designs, other designers etc. The remaining marks were allocated for a fuller description that explained how the resources were used in the production of a visual communication/s.

b.

Students had to discuss two design decisions made by the professional practitioner/s when choosing materials, production systems, media, design elements and/or principles in the production of their visual communication/s. The students were also required to explain the reason/s for their decision.

One mark was awarded for each design decision that was identified by the student/s. The remaining marks were allocated for a discussion regarding these design decisions with reference to the reason/s for each decision.

c.

In this question, students had to describe how two professional practitioners worked together in the production of a visual communication. The students were required to name the role of each practitioner in their response.

One mark was allocated for each of the roles of the practitioners selected and the remaining 4 marks were allocated depending on the detail and clarity of the description of the working relationship between the two practitioners.

Section B

In Section B, students were required to select one of two questions to answer. Most students took the opportunity to use the rough working space provided for each question to plan initial ideas before attempting their final presentation.

Both questions were supported with a detachable resource sheet to assist students in formulating their ideas and concepts for this section. The resource sheet also presented a variety of font styles to assist students in the planning of their ideas. Many students took advantage of this provision, and this was reflected in the quality of their work.

Question 1 – ‘Mother Earth’ biscuits

a.

Students had to present a final presentation for the front surface for a packet of one of the biscuit types presented (students had to complete a final presentation for either tomato and basil biscuits or honey and banana biscuits). As a requirement, the students had to include the following in their final design:

- brand name of the biscuit
- type of biscuit
- images appropriate to the type of biscuit mixture chosen
- colour.

Students were also required to complete their final presentation in a specified area of the examination paper and they were required to complete the work using a vertical format. Mark allocation took into account information relating to the brand name of the biscuit, type of biscuit, images appropriate to the biscuit mixture, use of colour and the quality of the final presentation.

b.

Students were required to use the isometric drawing system to produce a correctly proportioned, three-dimensional view of the unfolded biscuit packet presented in the examination paper. The unfolded image presented was complete with solid lines to represent cut lines and dotted lines to represent the folded lines. The marks for this section were allocated as follows:

- a maximum of 3 marks for correctly maintained proportions of the isometric drawing of the packet. Fewer marks were allocated for work presented that lacked correct proportions
- a maximum of 3 marks for the correct use and application of the isometric drawing system (all angles at 30°, all lines parallel, etc). Fewer marks were allocated for work presented that lacked a full and detailed understanding of the isometric drawing system.

c.

Students were presented with a written description on how to make ‘Mother Earth’ biscuits. The students were required to produce a diagram that illustrated the sequence of how to mix the biscuits in six steps on the back of the biscuit packet. Students were also required to:

- ensure the diagram contained no more than six, distinctly numbered steps
- use colour to emphasise important steps or stages.

The use of words to clarify the process was optional and the final diagram could be presented either vertically or horizontally.

One mark was allocated for each of the following: the use of no more than six steps in the final diagram and the use of colour to emphasise important steps or stages

The remaining 10 marks were allocated as follows:

9–10 marks: a clear, coherent diagram with all the relevant information required in the correct sequence

6–8 marks: use of drawings (and possibly words) to describe all of the required steps or stages with clarity and most aspects of the drawings resolved

3–5 marks: use of drawings (and possibly words) to describe most of the required steps or stages with some clarity, with some aspects of the diagram unresolved

0–2 marks: use of drawings (and possibly words) to describe a limited number of the required steps or stages.

Question 2 – Information booth and brochure for a national park

a.

Students were presented with a top and front elevation of an information booth designed for a national park. The diagram indicated what materials were used in its construction; it gave the spectator point from which the required two-point perspective drawing was to be drawn and the horizon line was also indicated. The students were required to produce a well-proportioned, two-point perspective drawing using the top and front elevation provided. They were required to use the two-point perspective drawing system and draw the booth from the spectator point.

One mark was allocated for each of the following:

- correct use of the two-point perspective drawing system
- correct use of the spectator viewpoint
- correct position of the horizon line
- correct use of the horizon line.

The remaining 8 marks were allocated as follows:

8 marks: excellent, clear, coherent diagram with all the relevant information correctly placed

6–7 marks: very good, coherent diagram with all relevant information included and most aspects of the diagram resolved

4–5 marks: good diagram that included most of the required information but with some aspects of the diagram unresolved

2–3 marks: poor diagram with most aspects unresolved

0–1 marks: a minimal diagram indicating limited understanding of the requirements of the question.

Incorporation of details such as the use of correct proportions and the inclusion of three-dimensional details on the posts, window ledges and concrete thickness helped to reinforce the concept of reality in the two-point perspective drawing of the information booth.

b.

Students were required to shade their two-point perspective drawing in colour. Marks allocated took into account the quality, shading, use of colour and how it might have been related to such considerations as the materials used and environmental context of the building.

c.

Students were required to produce a final presentation for the front cover of a brochure to promote Wilsons Promontory National Park. Students had a choice between either promoting the plants and animals or bush walking and outdoor activities in the national park.

Students were required to include the following in the final presentation:

- the name of the area – Wilsons Promontory National Park
- the information the brochure was promoting – either plants and animals or bushwalking and outdoor activities
- images appropriate for the brochure
- colour.

One mark was allocated for each of the following:

- name of the area included in the final presentation
- promotion of either bushwalking and outdoor activities or plants and animals
- images appropriate to the brochure promotion
- use of colour.

The remaining 8 marks were allocated as follows:

8 marks: excellent clear coherent diagram with all the relevant information included

6–7 marks: very good coherent diagram with all relevant information included and most aspects of the diagram resolved

4–5 marks: good diagram that included most of the required information but with some aspects of the diagram unresolved

2–3 marks: poor diagram with most aspects unresolved

0–1 marks: a minimal diagram indicating limited understanding of the requirements of the question.