2003 Assessment Report

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

2003 Visual Communication and Design GA 3: Written examination

GENERAL COMMENTS

Teachers should note that the comments made in this report are based on the *Visual Communication and Design Study Design*, 2000–2003. A reaccredited study design has been implemented in 2004.

The examination comprised two sections. Section A consisted of a range of questions requiring the demonstration of skills in drawing and rendering, the development of solutions to visual communication tasks, as well as an analysis of a piece of visual communication and a student response regarding professional practice.

Section B consisted of two questions of which students were to choose **one** only to answer. Some students attempted both questions indicating the need for teachers to revise examination techniques. An emphasis on the importance of the 15-minute reading time to read and reread the questions ensures students understand the instructions implicitly.

SPECIFIC INFORMATION

Section A

Question 1

Marks	0	1	2	3	4	5	Average
%	3	2	3	6	10	76	**4.46**

Generally, students answered this question well identifying the correct missing line in each of the third angle orthogonal drawings.

Question 2

Marks	0	1	2	3	Average
%	3	2	14	81	**2.73**

Most students transferred the pattern correctly to each corresponding view, although a few indicated the pattern by using outline. This was correct in identifying the placement of the pattern but did not correctly transfer the required pattern. In some cases students rotated the top view incorrectly; they had not considered the alignment of all the three views and therefore gave an incorrect response.

Question 3

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	Average
%	2	2	3	5	7	9	10	12	11	11	10	8	6	4	**7.44**

This question 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 torch lacking knowledge of how to apply tone to emphasise the form of an object. There was little evidence of students' knowledge of the application of texture to emphasise three different surfaces of the torch. The poor quality of answers highlighted the number of students who did not bring the appropriate equipment with them to the examination to complete a practical question such as this. A range of equipment is essential for students to demonstrate skill in rendering and representation of surface textures. Students are strongly advised to bring a range of appropriate equipment such as 2H pencils, HB pencils, coloured pencils, erasers.

Question 4

a

Marks	0	1	2	3	Average
%	2	9	31	58	**2.44**

b

Marks	0	1	2	3	4	5	6	7	8	Average
%	4	2	5	6	14	13	21	15	20	**5.41**

c

Marks	0	1	2	3	4	5	6	7	8	Average
%	12	2	6	9	14	12	17	12	16	**4.71**

Students were asked to analyse a nominated piece of visual communication. The students' choices were evenly spread between Example 1– Free Postcard, Music Festival, Example 2 – Poster, Shakespeare series and Example 4 – Shirt, Mambo. Few students attempted Example 3 –Industrial design, Sculptural chair; however, those who did achieved a high standard.

Most students were able to identify the first part of the question, which was to specify the audience/s at which the communication was directed. However, many students were not able to complete the second part of this question which asked students to relate how the imagery and/or letterform related directly to the specific audience/s they nominated. Students are advised to look carefully at the piece of visual communication to determine what the actual message is visually communicating and describe the effectiveness of the message in relation to the imagery and/or letterform.

Generally students were able to identify both the design elements and the design principles of their chosen visual communication. Many responses lacked depth and only stated the design elements and principles without describing how the design element or principle conveyed the information and or ideas. Some students were unable to specifically identify a design element and principle and discussed these in general terms and were less successful. Most marks were allocated to the evaluation of the effectiveness of a specific design element and principle.

Question 5

a

Marks	**0**	**1**	**2**	**Average**
%	13	17	70	**1.57**

b

Marks	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Average**
%	15	5	11	9	16	8	14	7	15	**4.11**

c

Marks	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**Average**
%	26	6	13	12	13	10	20	**2.86**

d

Marks	**0**	**1**	**2**	**3**	**4**	**Average**
%	25	5	20	12	38	**2.31**

Many students did not attempt this question, highlighting a lack of understanding of the key knowledge and skills for Unit 3 Outcome 3, investigating professional practice. Students had to identify and describe the professional practitioners' relationship to the production of visual communication/s. The questions, rather than being based on a given case study or scenario, required students to base their answers on the work of professional practitioners they had studied in Unit 3. The questions were, in most cases, similar to the wording in Unit 3 Outcome 3 in the study design. In a number of cases students answered this question using the example that they had chosen for Question 4 and severely hampered the IT ability to answer part b and part d, as the two questions were not related and the visual examples in Question 4 were not intended to be used as inspiration for Question 5.

Student responses in part b. was poor. This low standard indicated students' lack of understanding of 'material' and 'production system'. Students often confused 'materials' with 'media' and in many cases could not name a specific 'material' or 'production system'; their answers were vague and often confused. Teachers are advised to clearly define the terms 'materials', 'production systems' and 'media' with their students. Examples of each of these terms are provided on page 34 of the Visual Communication and Design Study Design 2000–2002 (extended to 2003).

In part c most students were able to nominate design element/s; however, students lacked the ability to describe the decisions a professional practitioner may make in deciding upon the use of design element/s. Students who applied key knowledge from the professional practitioner whom they had studied in Unit 3 were able respond well to this part of the question as they had a context in which to base their answers.

In part d students became confused about the terminology of 'refine' and 'evaluate', indicating a lack of knowledge of how these terms relate to the visual communication production process. 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.

Section B

Many students did not read the instructions carefully and attempted to answer both questions, resulting in many running out of time and answering neither question well. Students must read the instructions carefully to ensure correct choices and responses. Most students chose Question 1; however, those who attempted Question 2 on the whole achieved a better standard. It was evident that students who chose Question 2 had a solid background and understanding of isometric drawing and could interpret the orthogonal drawing of the wooden toy boat. Many students who attempted Question 1 lacked the same degree of understanding of orthogonal drawing conventions.

Question 1

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Average
%	4	1	1	1	2	1	2	2	4	5	6	7	11	15	16	22	**11.39**

a

Most students were able to construct the chair as a third-angle orthogonal drawing, demonstrating knowledge of conventions. Some students did not read the instructions carefully and omitted the labelling of the three views. The common mistakes were:

- plan view incorrectly orientated
- hidden line detail for the four legs of the chair was omitted from the top view.

b

Most students were able to answer this part of the question successfully, especially those who understood and could practically 'emphasise' the concept of the design principle 'ground'. In many responses students applied 'ground' but did not emphasise 'ground', instead emphasising the letterforms 'u' and 'd' and were therefore less successful.

Question 2

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Average
%	3	0	0	1	1	2	3	5	8	11	12	13	13	11	10	7	**10.34**

Many students who attempted this question created good responses. Generally, students were able to produce a correct isometric drawing of the wooden toy boat from arrow A. Students who were able to maintain the proportions of the boat were most successful.

Generally, students who answered this part of the question responded creatively, identifying all the requirements as stated in the question. However, many students were not able to practically incorporate the design principle 'pattern' into the flyer design, hindering their success. Pattern was either ignored completely or was applied showing little understanding of the principle. This highlighted students' lack of knowledge and ability to apply the design principles, such as 'pattern' for a practical response.

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