2009   Visual Communication and Design GA 3: Written examination

GENERAL COMMENTS

The 2009 Visual Communication and Design examination contained a range of questions requiring both conventional and creative responses. Students' answers were generally good, with the majority of students completing the entire exam. Some weaknesses in the area of third-angle orthogonal drawing were evident, as a large number of students were unable to correctly apply the centre lines to the circles. To support their knowledge of appropriate Australian Standards conventions, students should refer to the resource document *Technical Drawing Specifications* available on the VCE Visual Communication and Design study page on the VCAA website. While conventional drawing is an area studied mainly in Unit 3, it is important that students carefully revise the different types of drawings prior to the examination.

Generally students responded well to the written questions, although it was evident that some students did not read the questions carefully, and therefore did not answer all parts accordingly. A number of students struggled with correct visual communication language in the written questions, particularly when discussing media, materials and methods. The *VCE Visual Communication and Design Study Design* should be used as a guide to support the correct visual communication terminology that is to be used in all written work.

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
%	3	6	9	8	17	1	57	**4.6**

1. a planometric drawing
2. a sectional drawing
3. a two-point perspective drawing
4. a one-point perspective drawing
5. an isometric drawing
6. an oblique drawing

The majority of students were able to correctly identify each drawing system. One mark was allocated for each correct response.

Question 2

Marks	0	1	2	Average
%	1	1	98	2

The correct responses were C and D.

One mark was allocated for each correct response. Almost all students were able to select the drawings where the light source had been applied correctly.

Question 3

Marks	0	1	2	3	4	5	6	7	8	Average
%	2	3	12	14	22	17	16	8	5	**4.4**

For each of the two shapes 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.

Most students chose to complete this question in black and white. Generally students were able to appropriately use the light source given. However, the rendering was often quite roughly completed and did not demonstrate high-quality, consistent tonal shading whether it was smooth or textured. It was clear that many students had not revised this key skill prior to the examination. Teachers should continue to reinforce basic drawing and rendering skills in preparation for the examination. Students should use coloured pencils when answering a rendering question.

Following are examples of high-scoring student responses.

direction
of light

direction
of light

direction
of light

direction
of light
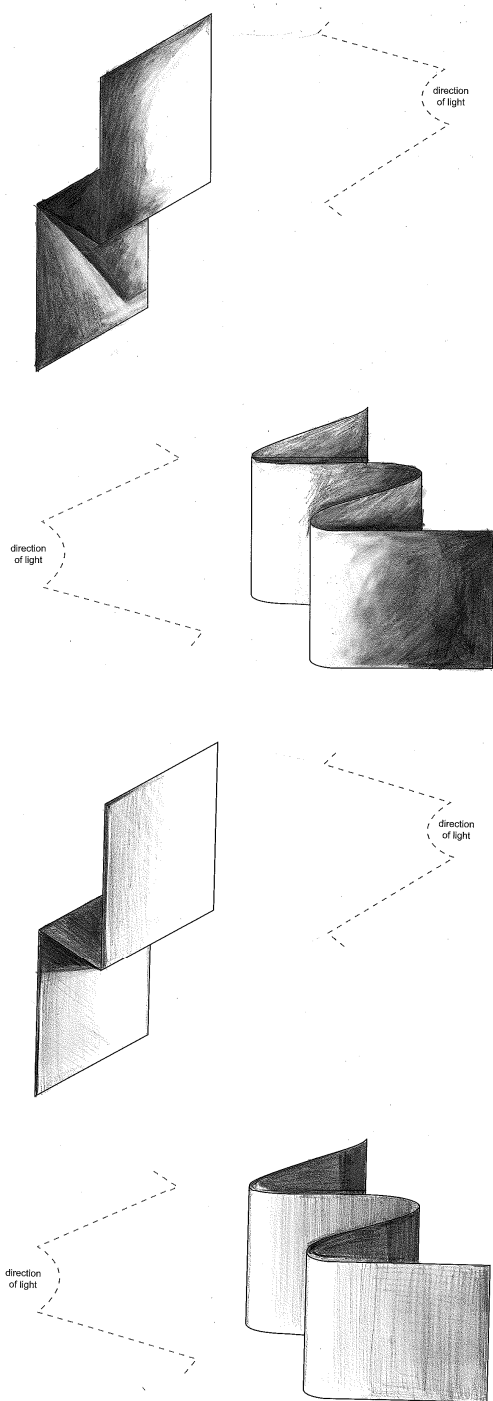
Question 4

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Average
%	8	3	3	3	3	3	3	4	4	4	5	5	7	9	10	7	6	5	3	2	1	1	**9.8**

In Question 4, five marks each were awarded for correctly drawing each of the top, front and side views. Six marks were awarded for correct spacing, layout, labels and symbols.
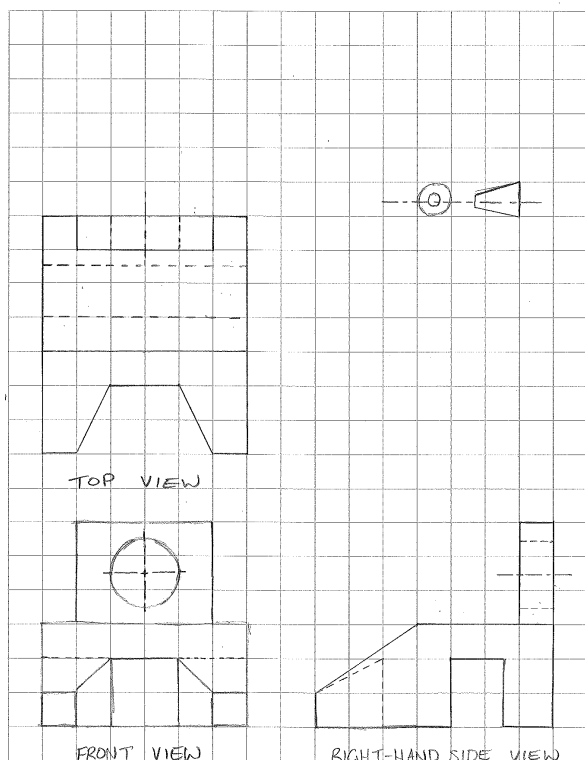
Most students were able to draw each of the views. Hidden lines were usually correctly shown but many students were unclear about how to correctly apply other details such as chain/centre lines, labels and symbols.

Students are advised to refer to the document *Technical Drawing Specifications* on the VCE Visual Communication and Design study page on the VCAA website to support their preparation for the examination and complete the conventional drawing questions.

Following is an example of a high-scoring student response. Please note the symbol has been drawn incorrectly in this example.

Question 5a.

Marks	0	1	Average
%	11	89	**0.9**

Students were asked to identify a purpose of the visual communication. Correct answers included to advertise, to promote or to inform.

Most students were able to complete this question correctly.

Question 5b.

Marks	0	1	2	3	Average
%	7	15	51	27	**2**

Correct answers included discussion of the most dominant elements: shape, colour, letterform, point, line and texture.

The analysis of a design element was mostly completed well. However, when discussing letterform many students only referred to the text, rather than discussing the choice of letterform such as sans serif, bold, upper/lower case, size and how the choice of letterform works in the design to express the words visually.

The following are examples of high-scoring student responses.

Shape
The geometrical shapes used on the poster contain the various letterform and draw the eye in a clockwise motion to the different words. The red stretched elipse draws the eye to 'works' and then the bold square harsh black rectangular shapes bring the eye around to the other words to create interest and clarity.

Colour
The colour choice is very simple in this design with the black and sunny yellow, enhancing the great contrast. The colour red is the add to the VC and the contrasting of the black and yellow give it hierarchy. This shows the dominance in the VC for gaining focus and hierarchy and delivering the most important information first.

Question 5c.

Marks	0	1	2	3	4	Average
%	15	10	31	28	16	**2.2**

Correct answers included discussion of the most dominant principles: balance, contrast, hierarchy, figure/ground, scale and pattern.

To obtain full marks for this question, students were required to evaluate effectiveness in conveying information and/or ideas, which involved analysis of a design principle. Some students did not evaluate or make reference to the information or ideas conveyed and therefore did not achieve full marks.

Following are examples of high-scoring responses.

Contrast
Contrast, especially in colour has effiectively been used in this VC to gain hierarchy for the most important information that the poster delivers. The red stands out against the muted tones of the black and pale yellow. The two occasions that that red has been used are rare and there for make it a focal point as it is so contrasting to the other colours. The contrast effectively draws the audiences attention to the date of show as it stands out against the other colours.

Balance
The poster is well-balanced creating a pleasing visual communication to the eye. The 'Terry Fox' offset to the right is balanced by the black set of rectangular boxes on the left. The red shape balances the right side as it is centred in its space and balances the rectangular boxes, also the black brail on the right at the bottom balances the bold black rectangles. The black rectangles carry a large weight to the poster therefore its weight is balanced with the tree other letterforms to create a visually pleasing poster. It allows the eye to circulate around the information in an even flow in order for the audience take in all the information presented effectively.

Question 6a.

Marks	0	1	2	3	4	Average
%	7	4	24	19	45	**2.9**

A correct answer could have been: Male and female bicycle enthusiasts who are conscious of their environment enjoy bike riding and appreciate unique design. A bike made from cardboard, which has a low impact on the environment when manufactured, is inexpensive and has a distinctive design. It would appeal to them also because it is light and strong.

Students were required to identify two characteristics of the target audience for the design and give reason(s) for their choice. There were four marks awarded: two for identifying the characteristics of the audience and two for giving a suitable reason.

Following are examples of high-scoring responses.

Physical exercise is important for both males and females and would therefore attract both genders, and considering that the bike is made out of completely recycled materials, it would appeal to an audience concience about being environmentally friendly, particularly younger generations.

The target audience would need to be non-gender specific in order to appeal to all types of commuters as both males and females could use the product and who are environmentally conscious so that they product appeals to their interests in reducing their environmental impact who enjoy and are able to ride bikes.

Question 6b.

Marks	0	1	2	3	Average
%	7	12	26	55	**2.3**

Students were asked to list the decisions considered, such as cost, durability and weight, when choosing materials in the design process. This question was completed well by most students. One mark (up to a total of three) was awarded for each decision.

The following are examples of high-scoring responses.

The designer would have needed to consider cost of recycling the materials he used in order to keep to buget contraints and remain cost effective for buyers. Also he needs to consider safety of materials and there sturdiness to support a person riding it and finally durability. Bikes are used outdoors and so the materials need to sustain themselves in a variety of wheather conditions.

The materials needed to be environmentally friendly but also durable so that the product is able to function after a lot of use. The material needs to be lightweight and readily available in order for effective functionality and at a cheap price so that it is affordable for the public.

Question 7a.

Marks	0	1	2	3	4	Average
%	12	6	9	22	52	**3**

All of:
- communication need/design brief
- research
- generate and refine ideas
- final design.

There were a number of different variations of this answer but in order to gain full marks students must have identified four different stages of the design process. Where students listed both the communication need and the design brief separately, only one mark could be awarded for that point.

Question 7b.

Marks	0	1	2	3	4	Average
%	14	5	23	15	42	**2.7**

Students were asked to describe two different resources, such as the Internet, books or photographs. Most students were able to describe two resources. Two marks were awarded for each resource described. Students who only listed a resource, and did not describe it in further detail, could only be awarded one mark.

Following are examples of high-scoring responses.

1. *The internet to research images (photos, illustrations etc) of birds and trees to gain insight, inspiration and ideas.*
2. *Used photography of parks or wildlife sanctuaries to gain understanding of birds and trees in their natural state.*

1. *He may have used the internet to research different Christmas card styles and to find digital photographs of partridges.*
2. *He may have used library books to look up stylised drawings and traditional styled pictures of birds in order to get an idea of a handmade look.*

Question 7c.

Marks	0	1	2	3	4	5	6	Average
%	25	7	14	14	16	12	12	**2.7**

For each method discussed, one mark was awarded for naming the method used and two marks were awarded for the discussion of how this method was used to develop and refine ideas. Overall, many answers to this question were weak. Student answers lacked depth of understanding of each method and often did not employ the terminology consistent with the *VCE Visual Communication and Design Study Design*.

Following are examples of high-scoring responses.

Drawing & Sketching
In order to effectively sort his ideas, he could have sketched them to collect and analysis his thoughts in order to further refine them. This also helps him asscess how relvent they are in addressing the brief.

Computer (editing programs)
In order to refine his concepts he could have used programs like Adobe Illustrator or Photoshop to manipulate his sketches/images and ideas, these programs also assist him with refining his layout and incorporating asspects of design such as letterform and typography.

Freehand drawings
He may have done some initial sketches by hand of birds and various imagery in alternate styles to develop the style of illustrations and type of imagery needed for the 5 unique designs.

Computer generation
After refining the 5 unique images for the card he may have scanned his illustrations into a computer software program, such as Photoshop, in order to refine the layout of the card with added letterform. He also may have tried putting a background behind his imagery on this program by enlarging a copy of the image and reducing the opacity to put behind the stronger more dark image to create a matching background.

Question 7d.

Marks	0	1	2	3	4	5	6	Average
%	15	12	20	16	17	11	10	**2.8**

Three marks were awarded for each discussion of how Finlay Williams may have worked together with the specialists. Overall, students struggled to demonstrate their understanding of the roles of the printer and the graphic designer. Many students mistakenly discussed 'printer' as a piece of computer hardware rather than a design specialist.

Following are examples of high-scoring student responses.

Printer
Would have been important in the process for assessing the types of printing, paper and ink needed for cards. The printer would also provide advise on proportion & scale of the piece so as not to lose the effect that Finlay is trying to achieve, and the printer would also help with matrial choice and their cost effectivness.

Graphic designer
A graphic designer would have been able to assist Finlay by helping with manipulating and editing his illustrations on the Computer using Adobe Photoshop & Illustator. The Graphic designer would also be able to give helpful advise on layout, the incorporation of letterform & typography and colour in order to form effective hierarchy.

Printer
He may have consulted a professional printer in order to discuss different weights of card to print onto, such as 300 gsm or 400 gsm, to get an idea of what options he had to print on. Also, to discuss the layout for printing to be easier for the printex machine and how to give the cards to the printer eg. Electronically on a USB stick.

Graphic designer
A graphic designer may have been consulted in order to discuss how to effectively layout the imagery with the letterform, how putting a grey background behind the imagery is effective to bring the white images forward and maybe how to use a computer software program, such as Photoshop, to put the letterform with the imagery or layout the cards for printing.

Question 8a.

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Average
%	1	0	0	1	1	3	5	8	11	14	15	13	10	8	5	3	2	**6.4**

Marks were allocated as follows:
- ten marks were awarded for the design requirements such as text, shape, colour to create hierarchy, pattern and cropping
- six marks were awarded for the effectiveness of the design in meeting the brief.

This question required students to design a ticket for an observation wheel in the city. While there were some high-level responses to this question, very few responses demonstrated a considered design. Students often did not use the entire ticket space or did not make the presentation look like a ticket and simply decorated the space given. It was clear that students had used the colour pencils they had available rather than selecting the colours deliberately to create hierarchy within their design. Additionally, very few students applied considered letterform and simply used their own handwriting. Students are strongly encouraged to use the reference given for the type and to select and apply letterform to suit the design.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Following are examples of high-scoring responses.