

STUDENT NUMBER Letter

VISUAL COMMUNICATION DESIGN

Written examination

Tuesday 13 November 2018

Reading time: 2.00 pm to 2.15 pm (15 minutes)

Writing time: 2.15 pm to 3.45 pm (1 hour 30 minutes)

QUESTION AND ANSWER BOOK

Structure of book

<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
12	12	90

- Students are permitted to bring into the examination room: pens, lead and coloured pencils, highlighters, erasers, sharpeners, rulers, set squares, protractors, compasses, and circle and ellipse templates.
- Students are NOT permitted to bring into the examination room: markers, tee-squares and boards, texture boards, blank sheets of paper and/or correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 20 pages
- Resource book of 11 pages

Instructions

- Write your **student number** in the space provided above on this page.
- All written responses must be in English.

At the end of the examination

- You may keep the resource book.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

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Instructions

Answer **all** questions in the spaces provided.

Question 1 (4 marks)

Refer to page 3 of the resource book for larger colour versions of the visual communications that are related to Question 1.

Tick (✓) the correct response for each image.

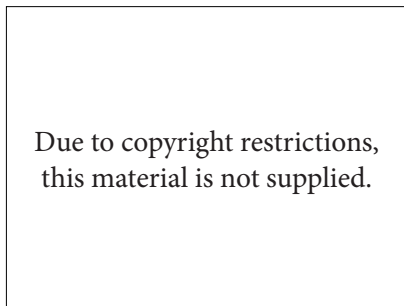


Figure 1



Figure 2

- a.** Identify the dominant design principle. 1 mark **b.** Identify the intended purpose. 1 mark

- line
 shape
 pattern
 figure-ground

- advertise
 persuade
 promote
 identify



Figure 3

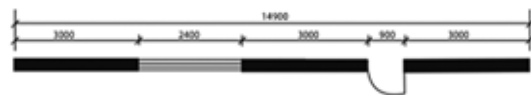


Figure 4

- c.** Identify the media used. 1 mark **d.** Identify the dimension of the window. 1 mark

- paper and glue
 pastel and pencil
 pencil and charcoal
 ink and watercolour

- 900 mm
 3000 mm
 2400 mm
 14 900 mm

TURN OVER

Question 2 (3 marks)

Refer to page 4 of the resource book for a larger colour version of the visual communication that is related to Question 2.



Figure 5

Describe how **two** dominant design elements have been used together effectively in the design shown in Figure 5.

Question 3 (3 marks)

Refer to page 5 of the resource book for a colour version of the visual communication that is related to Question 3.



Figure 6

Figure 6 shows the packaging design for Deluca coffee.

Describe how **two** dominant design principles have been used together effectively on the surface graphics.

Question 4 (8 marks)

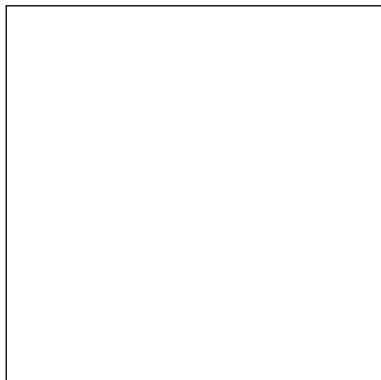
Refer to page 5 of the resource book for a larger colour version of the visual communication that is related to Question 4.

Use the image of a pomegranate fruit shown in Figure 7 to complete the following tasks.

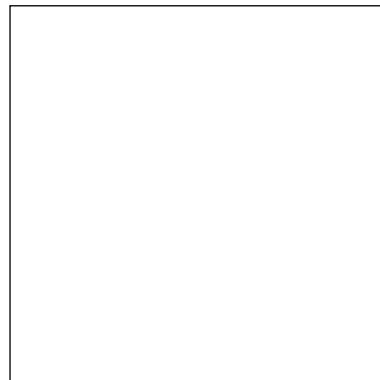


Figure 7

- a.** In the box provided for **part a.**, crop the image and use only black and white to create a simplified design. The design should still be identifiable as the pomegranate. 4 marks
- b.** In the box provided for **part b.**, crop your design from **part a.** to create an asymmetrical design using only **two** colours. 4 marks



part a.



part b.

Question 5 (2 marks)

Refer to page 6 of the resource book for a larger version of the visual communication that is related to Question 5.

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Figure 8

Figure 8 shows a logo designed for the University Institute of Architecture of Venice.

Describe **one** way in which the designer has manipulated type to create the logo.

Question 6 (4 marks)

Refer to page 6 of the resource book for larger colour versions of the visual communications that are related to Question 6.

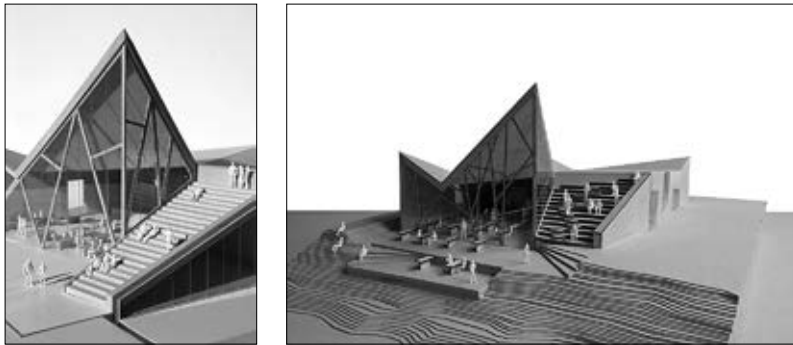


Figure 9

Architectural models are three-dimensional visual representations of architectural designs.

With reference to Figure 9, describe **two** functions of the models shown and what information these functions convey.

Question 7 (4 marks)

Refer to page 7 of the resource book for a larger colour version of the visual communication that is related to Question 7.

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Figure 10

Figure 10 shows disposable tableware made in Japan by Wasara. The designer has considered both aesthetics and functionality.

Explain how **one** aesthetic consideration contributes to the functionality of the tableware.

Question 8 (14 marks)

a. Figure 11 shows a third-angle orthogonal drawing of a toy block.

Draw a two-point perspective view of the toy block in the space provided below.

Your drawing must:

- be drawn from point A as indicated by the arrow
- maintain similar proportions
- use the horizon line provided in Figure 11
- use the vanishing points (VP) provided.

7 marks

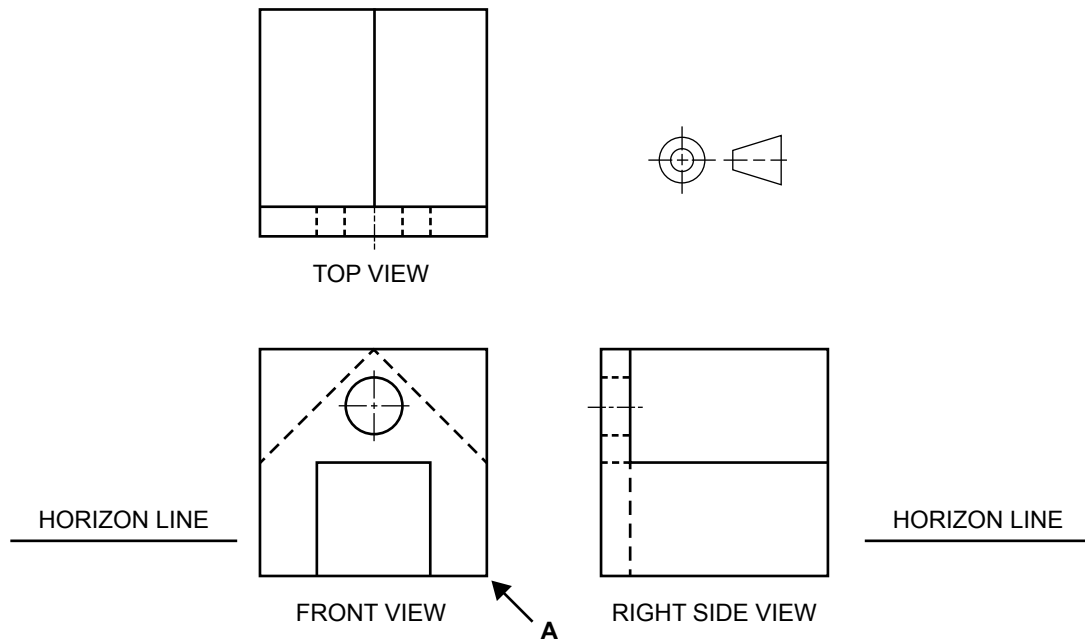


Figure 11

Complete your answer to **part a.** in the space below.

VP
●

VP
●

↑
A

- b. Figure 12 shows an isometric drawing of a three-dimensional structure that has a **closed pyramid top** and is open at the bottom.

Draw a packaging net of the three-dimensional structure in the space provided below.

Your drawing must:

- maintain a scale of 1:1
- use correct line conventions
- include cut lines, fold lines and tabs.

7 marks

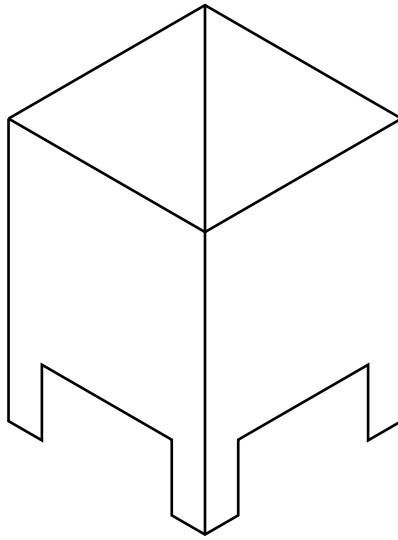


Figure 12

Complete your answer to **part b.** in the space below.

Question 9 (9 marks)

Refer to page 8 of the resource book for larger colour versions of the visual communications that are related to Question 9.



Figure 13

ECOlunchbox is a company that sells a range of eco-friendly lunchware. Its Seal Cup Trio lunch containers are shown in Figure 13.

- a. Identify the materials that the designer might have selected for the Seal Cup Trio lunch containers and explain why the designer might have used these materials. 4 marks

- b. Explain **one** environmental consideration that might have resulted in the decision to produce the Seal Cup Trio lunch containers. 2 marks

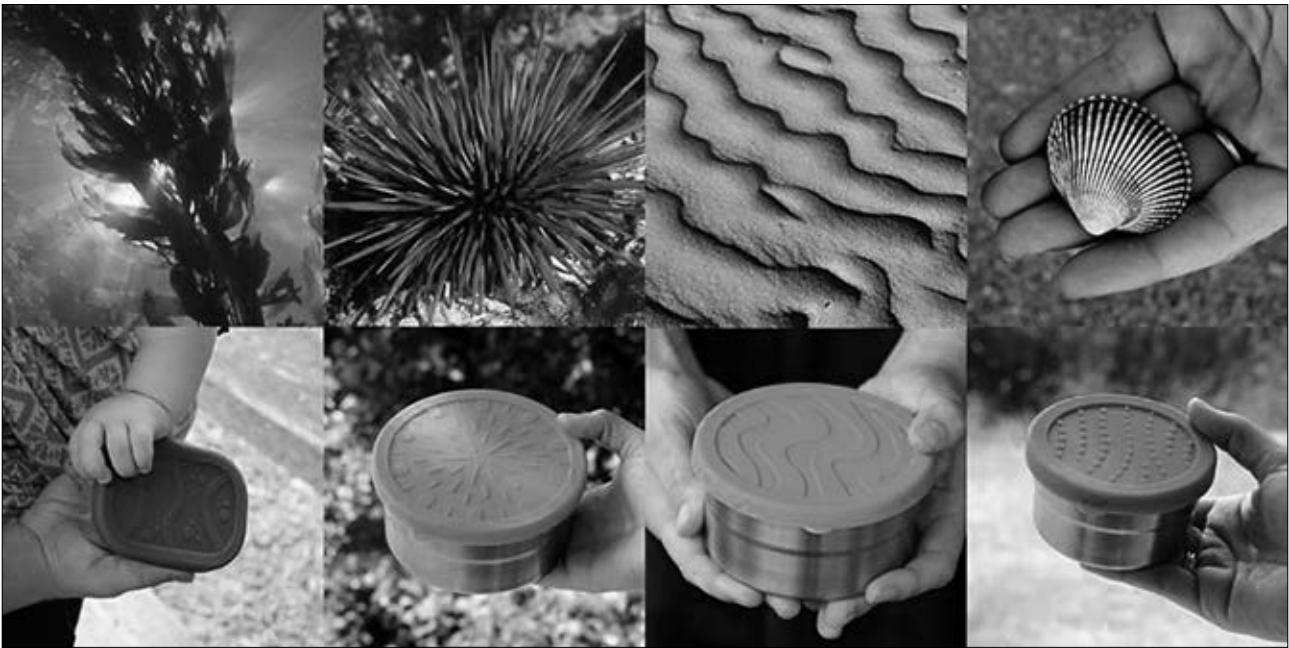


Figure 14

- c. Figure 14 shows an image from the ECOLunchbox website.

Identify one other visual communication presentation format that ECOLunchbox could use to advertise its products. Describe the design changes needed for the new presentation format. 3 marks

Presentation format _____

Design changes _____

Question 10 (9 marks)

Figure 15 is a line drawing of an alarm clock that you are required to render. The arrow indicates the direction of the light.

Your response must:

- use the light source as indicated by the arrow to enhance the form
- include shadows that are cast onto the clock
- include shadows that are cast onto the ground by the clock
- use tone and **one** colour to render the clock to indicate the following surface materials:
 - coloured matte paint for the outside of the clock
 - white matte plastic for the interior face and inside cylinder of the clock
 - glass for the covering of the face of the clock.

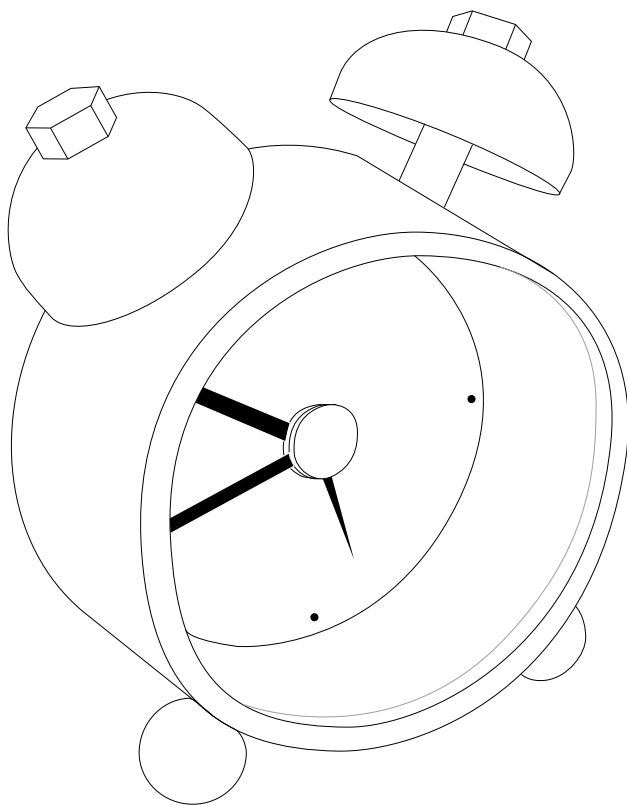
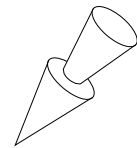


Figure 15

Question 11 (7 marks)

Refer to page 9 of the resource book for larger colour versions of the visual communications that are related to Question 11.

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Figure 16

People with dyslexia may have difficulty with language and words. The organisation Sydlexia wanted to generate awareness of dyslexia and of the different ways people with dyslexia learn, for example, through visual, tactile and spatial stimulation.

- a. With reference to Figure 16, explain how **two** methods used by the studio engaged by Sydlexia have effectively communicated awareness of the different ways people with dyslexia learn.

4 marks

- b. Explain how the visual communication shown in Figure 16 might benefit society by addressing a social factor considered by the client.

3 marks

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Question 12 (23 marks)

A local zoo requires a design using one image and a title for the front cover of its 2018 annual report. Refer to page 10 of the resource book for colour images of four of its animals.

You are required to choose **one** of these animals and to create type for the front cover design of the report. You must generate visualisation drawings, provide possible layout designs and produce a refined final design for the front cover of the report.

- a.** Generate visualisation drawings of a range of stylised geometric designs for your chosen animal in the space provided below. You must use only line and geometric shape. 3 marks

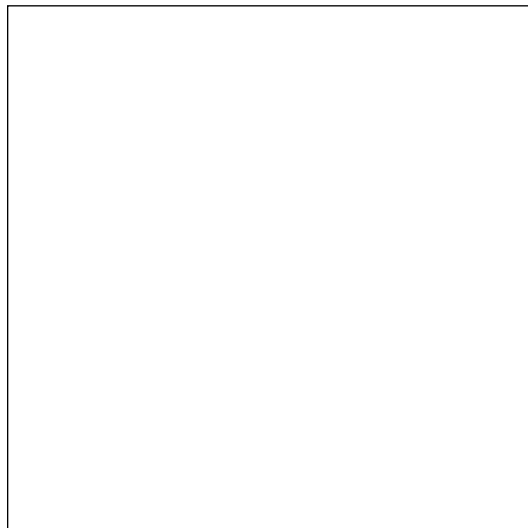
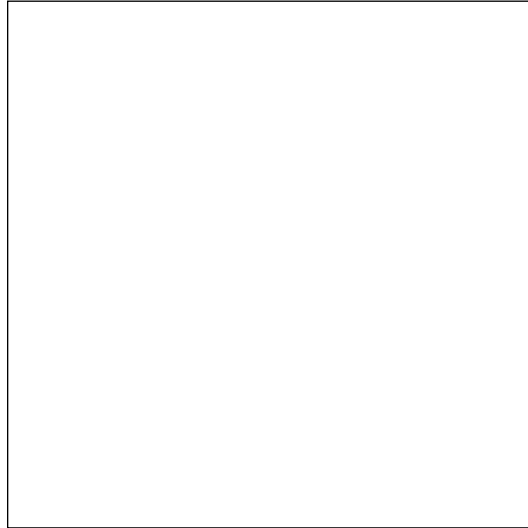
Complete your answer to **part a.** in the space below.

- b.** Use visualisation drawings to explore a range of creative ideas for type in the space provided below. For the title, you must use only the letters and numbers 'ZOO 2018'. 3 marks

Complete your answer to **part b.** in the space below.

- c. Combine your preferred animal design from **part a.** with your preferred type design from **part b.** and produce two possible unrefined layout design options for the front cover of the zoo's 2018 annual report in the boxes provided below. Use annotations to critically evaluate your unrefined layout design options.

6 marks

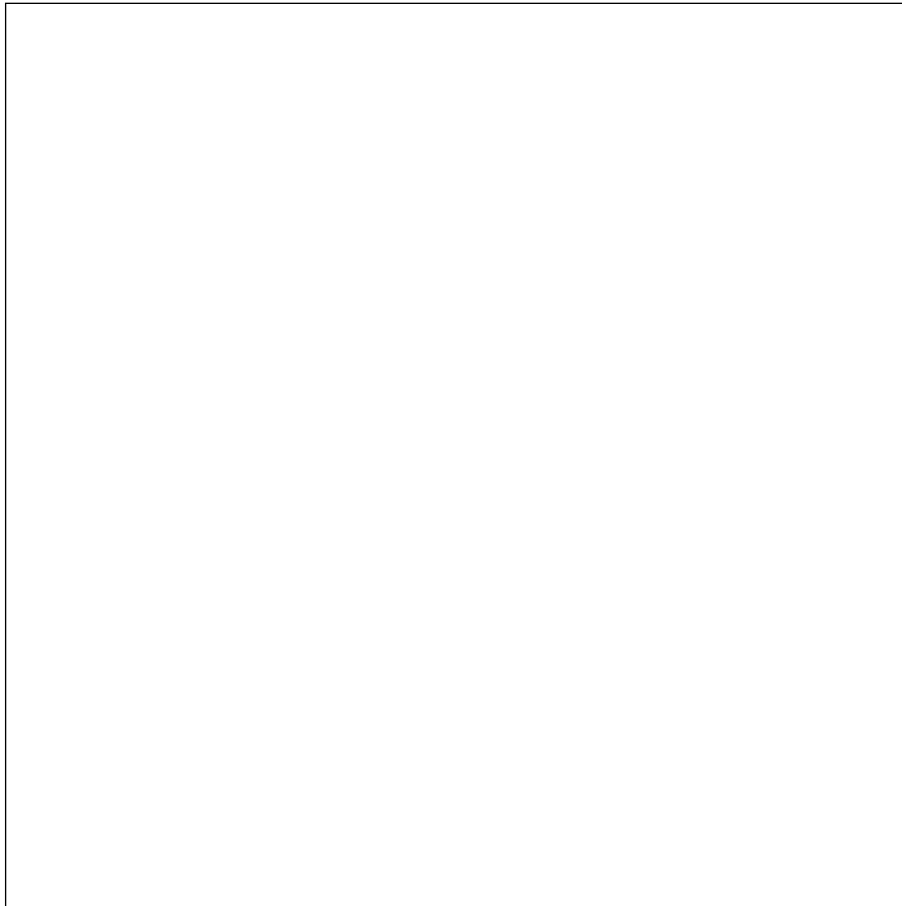


- d.** Select your preferred unrefined layout design option from **part c.** and produce a refined design for the front cover of the zoo's 2018 annual report in the box provided below. Your design must show evidence of refinement and must be informed by your critical evaluation in **part c.**

You must use only:

- type and image
- line and geometric shape
- black, white and **one** colour.

11 marks



Sources

Figure 1: Betina Ramirez Bustelo, <<http://photobucket.com>>; Figure 2: Map Victoria Aboriginal tribes by Tirin aka Takver, <<https://commons.wikimedia.org>>; Figure 3: Allison Kunath, <www.allisonkunath.com/full-moon-series/>; Figure 5: Map of Peters Reserve, City of Darebin, drawing by ABe; Figure 6: Deluca coffee packaging, design by Christopher Doyle & Co., <<https://awards.agda.com.au>>; Figure 7: An Nguyen/Shutterstock.com; Figure 8: Philippe Apeloig, *Typorama*, Thames & Hudson, New York, 2014, p. 330; Figure 9: Reulf Ramstad Arkitekter, <www.reulfframstadarchitects.com/troll-wall-restaurant-and-visitor-centre/>; Figure 10: Wasara, <<http://wasara.jp/e/about/>>; Figures 13 & 14: ECOLunchbox, <<https://ecolunchboxes.com>>; Figure 16: 'Making Sense of Dyslexia' campaign, design by Impact BBDO, <<https://awards.agda.com.au>>

END OF QUESTION AND ANSWER BOOK

**Victorian Certificate of Education
2018**

VISUAL COMMUNICATION DESIGN

Written examination

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RESOURCE BOOK

Instructions

- A question and answer book is provided with this resource book.
- Refer to instructions on the front cover of the question and answer book.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

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Reference material for Question 1

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Figure 1

Figure 2



Figure 3

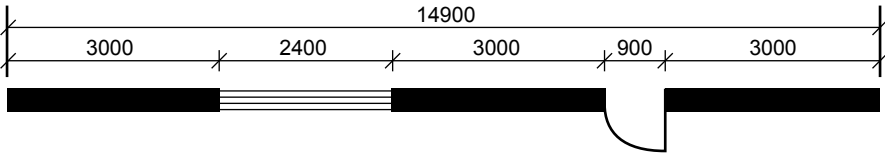


Figure 4

Reference material for Question 2



Figure 5

Reference material for Question 3



Figure 6

Reference material for Question 4



Figure 7

Reference material for Question 5

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Figure 8

Reference material for Question 6

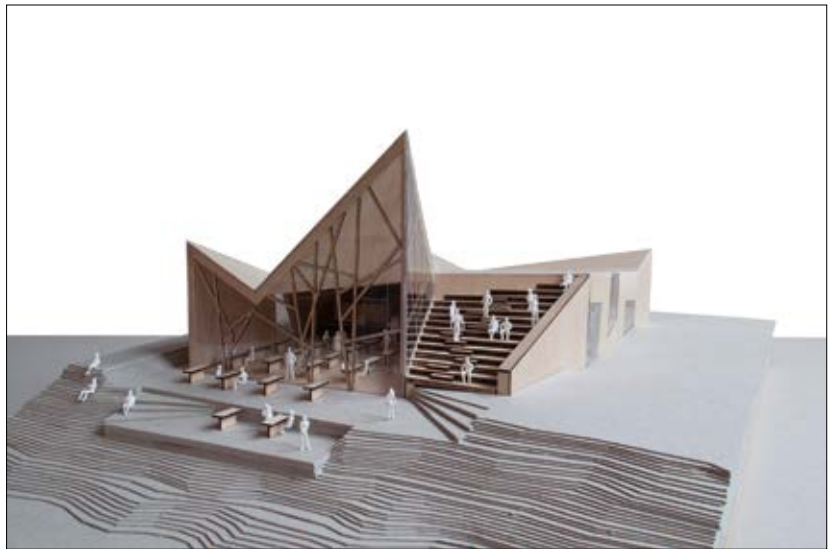


Figure 9

Reference material for Question 7

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Figure 10

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Reference material for Question 9



Figure 13



Figure 14

Reference material for Question 11

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Figure 16

TURN OVER

Reference material for Question 12



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Resources for Question 12

Clockwise from top left: Eric Isselee/Shutterstock.com; mark higgins/Shutterstock.com; Fazwick/Shutterstock.com; Chik_77/Shutterstock.com