

Question 5

2011 Year 12 Resource Book on pages 5–7 are three examples of visual communications.

Choose one example and answer all parts of the question, referring to this example.

Question 5a Write the chosen example _____

Question 5b Describe two characteristics of the specific audience(s) to whom the visual communication may be directed.

Choose one

Indicate the chosen example _____

a. Describe two characteristics of the specific audience(s) to whom the visual communication may be directed.

2 marks

Describe one different context where the visual communication could be used.

b. Describe one different context where the visual communication could be used.

1 mark

Identify and describe two **dominant** design elements in the visual communication. Discuss how these have been combined to attract the target audience.

c. Design element 1 _____

Describe how these two design elements have been combined to attract the target audience.

Design element 2 _____

Describe how these two design elements have been combined to attract the target audience.

5 marks

- d. Identify and describe one design principle used in the visual communication. Discuss how it has been effectively applied in order to create hierarchy.

Design principle _____

4 marks

TURN OVER

Reference material for Question 5



Example B

Advertisement for Melbourne Zoo twilight concerts

Assessor Comments - Question 5

Most students chose example B, followed by example A. Only a few students chose example C. Where there are two parts to a question, such as 'identify' and 'discuss the effectiveness', students need to think about whether they can justify the element or principle selected. In some answers, the design element or design principle chosen was not the most dominant used in the design and therefore the discussion was weakened.

5a.

Most students were able to answer this question correctly. Possible answers could have described specific characteristics such as age, gender, special interests and location.

5b.

Most students demonstrated an understanding of context. Answers could have described a number of different contexts; for example, the design being seen in a newspaper advertisement such as in the *Herald Sun* or on the side of a tram for the general public to see as they travel around the city of Melbourne.

5c.

Dominant elements could be classified as those which were used more predominantly. For sample A the dominant elements were point, line, shape, colour and letterform, but form and texture were not. For samples B and C good choices were point, line, shape, colour and letterform. Students should have chosen to discuss an element that had been used in a dominant way within the design, rather than one which has been used in only a minimal way, as this would have allowed a more detailed response.

The question was completed reasonably well. Common errors included not suggesting how the elements may have been used to attract the specific target audience. Few students confused elements and principles, and the majority of students were able to select a dominant element.

5d.

When selecting a principle for sample A, any of the remaining principles that were evident in the visual communication were acceptable. Cropping was not accepted for samples B and C as it was not used in these samples. This question was not as well handled as the previous question, with many students not referring to hierarchy at all in their response. The design principle balance was generally not handled well in discussion, with many students lacking the vocabulary and understanding of this principle to give an informed answer. Contrast was a common response that was generally handled well.