



ATAR course examination, 2020

Question/Answer booklet

DESIGN

Please place your student identification label in this box

WA student number: In figures

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In words

Time allowed for this paper

Reading time before commencing work: ten minutes

Working time: two and a half hours

Materials required/recommended for this paper

To be provided by the supervisor

This Question/Answer booklet

Number of additional
answer booklets used
(if applicable):

To be provided by the candidate

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: up to three calculators, which do not have the capacity to create or store programmes or text, are permitted in this ATAR course examination, approved drawing instruments consisting of a drawing compass, set square, dividers, protractor, templates

Important note to candidates

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised material. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

Structure of the examination

The Design ATAR course examination consists of a written component and a practical (portfolio) component.

Structure of this paper

Section	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of written examination
Section One Short response	5	5	30	33	30
Section Two Extended response	6	3	120	54	70
Total					100

Instructions to candidates

- The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2020: Part II Examinations*. Sitting this examination implies that you agree to abide by these rules.
- Write your answers in this Question/Answer booklet.
- Answer the questions according to the following instructions.

Section One: Contains five questions. Answer all questions.

Section Two: Contains six questions. You must answer Questions 6 and 7. Answer one question from Questions 8 to 11.
- You must be careful to confine your answers to the specific questions asked and to follow any instructions that are specific to a particular question.
- Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Section One: Short response**30% (33 Marks)**

This section has **five** questions. Answer **all** questions. Write your answers in the spaces provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 30 minutes.

Question 1

(11 marks)



Figure 1: Exterior of Al Bahar Towers in Abu Dhabi

See next page

Question 1 (continued)

For copyright reasons this text cannot be reproduced in the online version of this document, but may be viewed at the link listed on the acknowledgements page.

Figure 2: CAD drawings of the closed to open states of the exterior shading device of the Al Bahar Towers, inspired by traditional Islamic design

- (c) Outline an inquiry process the designer could have used when developing the Al Bahar Towers' design. (3 marks)

Question 2**(5 marks)**

- (a) Recommend **two** possible future trends in production processes. (2 marks)

One: _____

Two: _____

- (b) Explore **one** of these recommendations and propose how it could affect sustainability in production. (3 marks)

Question 3

(8 marks)

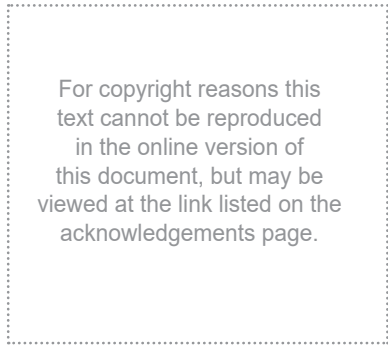


Figure 3: Spartan Golf Club logo

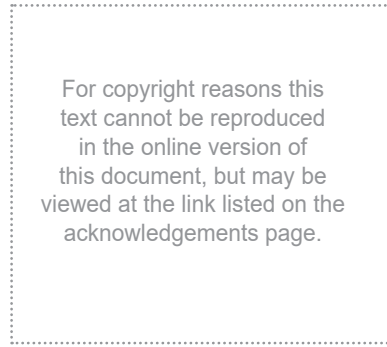


Figure 4: Driving After Dark golf logo

(a) Identify **two** differences in the type used in the golfing logos of Figures 3 and 4. (4 marks)

One: _____

Two: _____

- (b) Analyse how meaning has been created in the designs of Figures 3 and 4. (4 marks)

Figure 3

Figure 4

Question 4

(5 marks)

- (a) Construct **two** questions that you could ask a potential client in order to establish a detailed design brief. (2 marks)

One: _____

Two: _____

- (b) Explain how the client's responses could influence your planning of costs and constraints. (3 marks)

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See next page

Section Two: Extended response**70% (54 Marks)**

This section contains **six** questions.

You **must** answer Question 6, which is common to all contexts **and** Question 7, which relates to a given stimulus.

Then answer **one** context-specific question from Questions 8 to 11.

Write your answers in the spaces provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 120 minutes.

Question 6**(14 marks)**

Refer to **one** design project that you have undertaken this year. Use this project to answer all parts of this question.

- (a) Outline your design brief, solution and **two** important stakeholders. (4 marks)

Design brief: _____

Solution: _____

Stakeholder one: _____

Stakeholder two: _____

Question 7

(20 marks)

- (a) Summarise the use of semiotics, codes and conventions in Figures 6 and 7. Provide your responses by annotating around the advertisements. (6 marks)

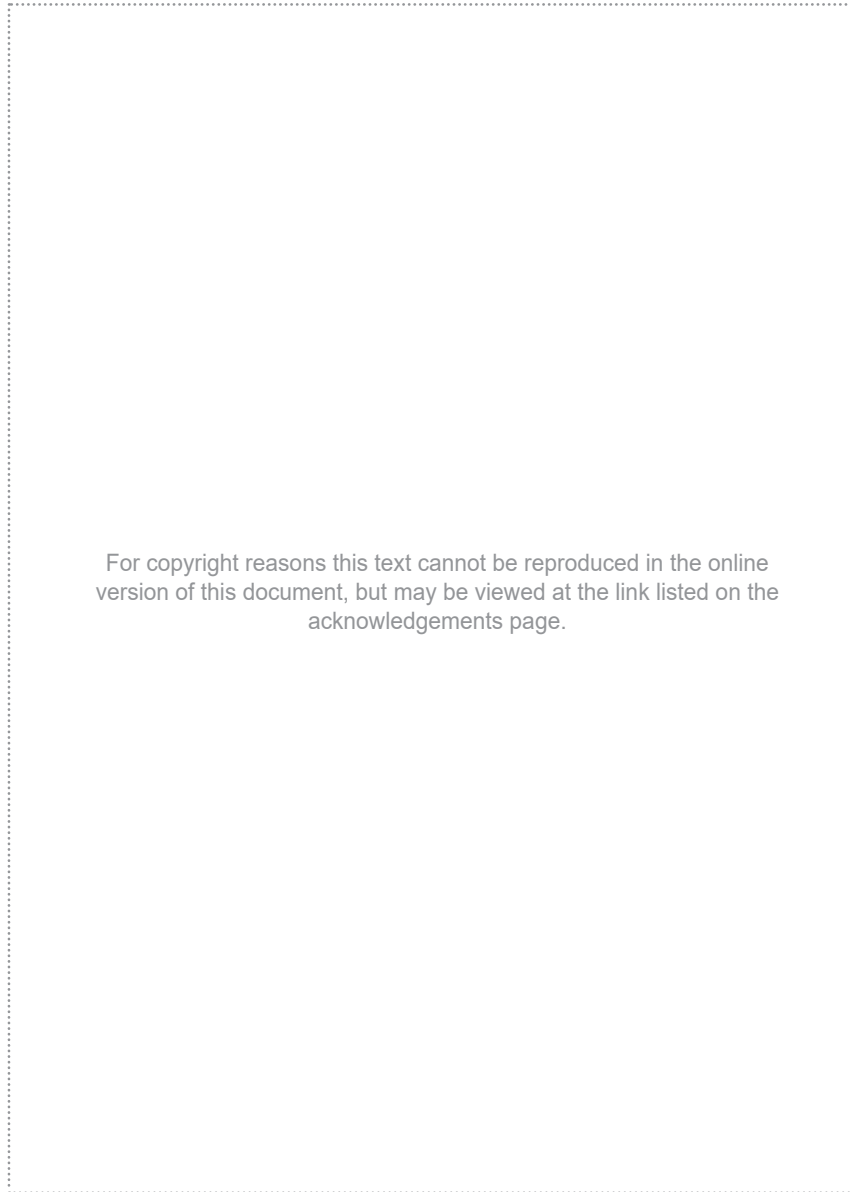


Figure 6: World For All advertisement

Text reads: World For All. There's always room for more. Adopt.
Visit the Pet Adoptathon on 21 January 2017, Sydenham College, Mumbai.
www.worldforall.co

See next page

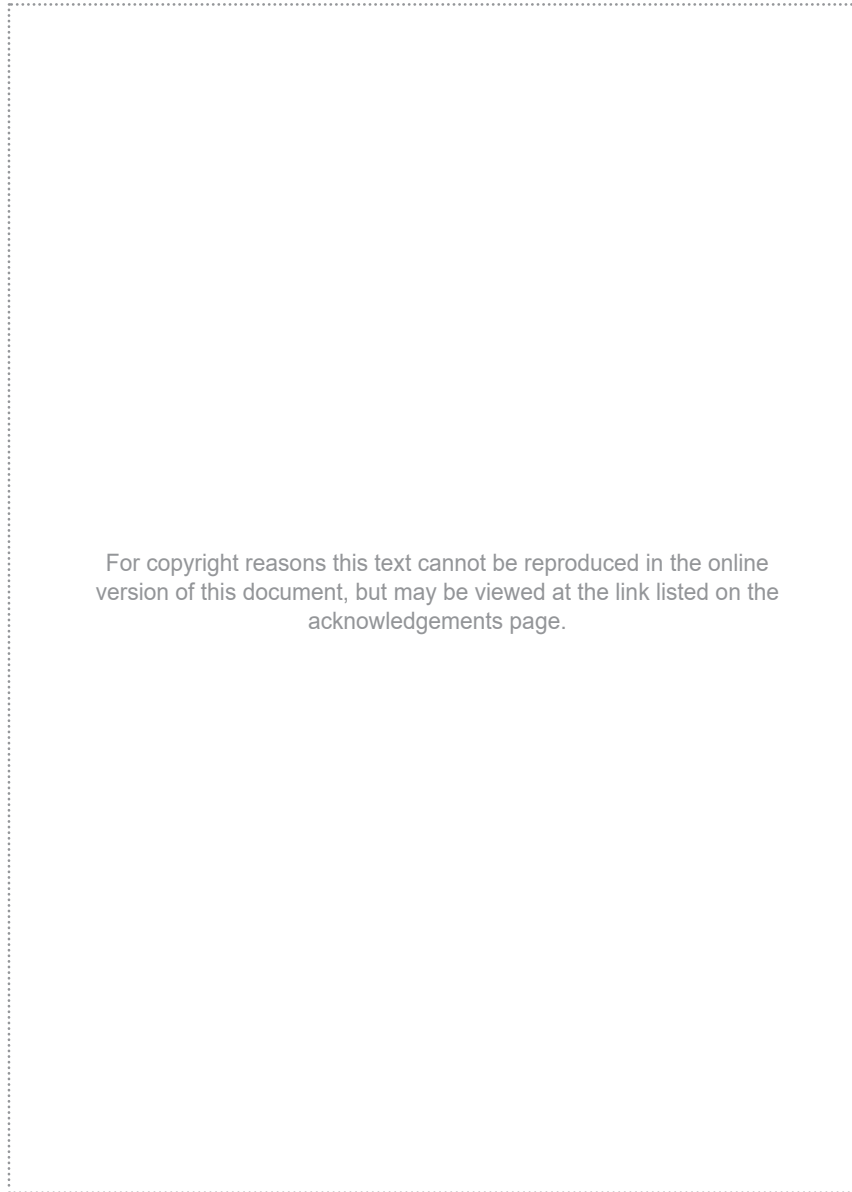


Figure 7: Close Puppy Factories NSW advertisement

Text reads: Like this little girl? She's ready to be part of your family.
#puppynirvana #cavoodles #puppiesforsale
It's easy to disguise a puppy's past. Ask the right questions before you buy one online.

See next page

Section Two: Extended response: Context-specific

Answer **one** question from Questions 8 to 11 in relation to your chosen context. Tick **one** of the boxes below to indicate your context.

Context	Tick ✓	Product	Question	Pages
Photography	<input type="checkbox"/>	Social media campaign	8	21–23
Graphic design	<input type="checkbox"/>	Wearable merchandise	9	24–26
Dimensional design	<input type="checkbox"/>	Communal seat	10	27–29
Technical graphics	<input type="checkbox"/>	Information tent	11	30–32

Examine the design brief below to answer your context-specific question.

Design brief	
<p>Perth City Council is planning a festival to encourage inclusivity among young people. The aim of this 'Diversity Day' celebration is to showcase experiences and create environments that invite young people to connect, share, speak out and value diversity.</p> <p>The Council has requested that your design solution:</p> <ol style="list-style-type: none"> includes one or more of the following strategies of communication: shock tactics, humour, metaphor and emotion in your design solution reflects one of the themes in the summary of census data survey provided below. 	
Accessibility for the less able	<ul style="list-style-type: none"> Disability affects one in five Australians to varying degrees and in different ways. The number of people recorded with a need for assistance represented at 5.1% of the population.
Multiculturalism	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander peoples contribute greatly to the diversity of Australia and are acknowledged as the traditional owners of our land. 49% of Australia's population were either born overseas or had one parent born overseas. The religious beliefs of communities has diversified.
LGBTIQ	<ul style="list-style-type: none"> The number of same-sex couples counted living together in Australia was just under 46,800. This represents a 39% increase since 2011, with young people aged 20 to 29 years accounting for much of it.

Figure 8: Summary survey data (2016 ABS Census) which reflects the key concerns facing young people around the issues of diversity

See next page

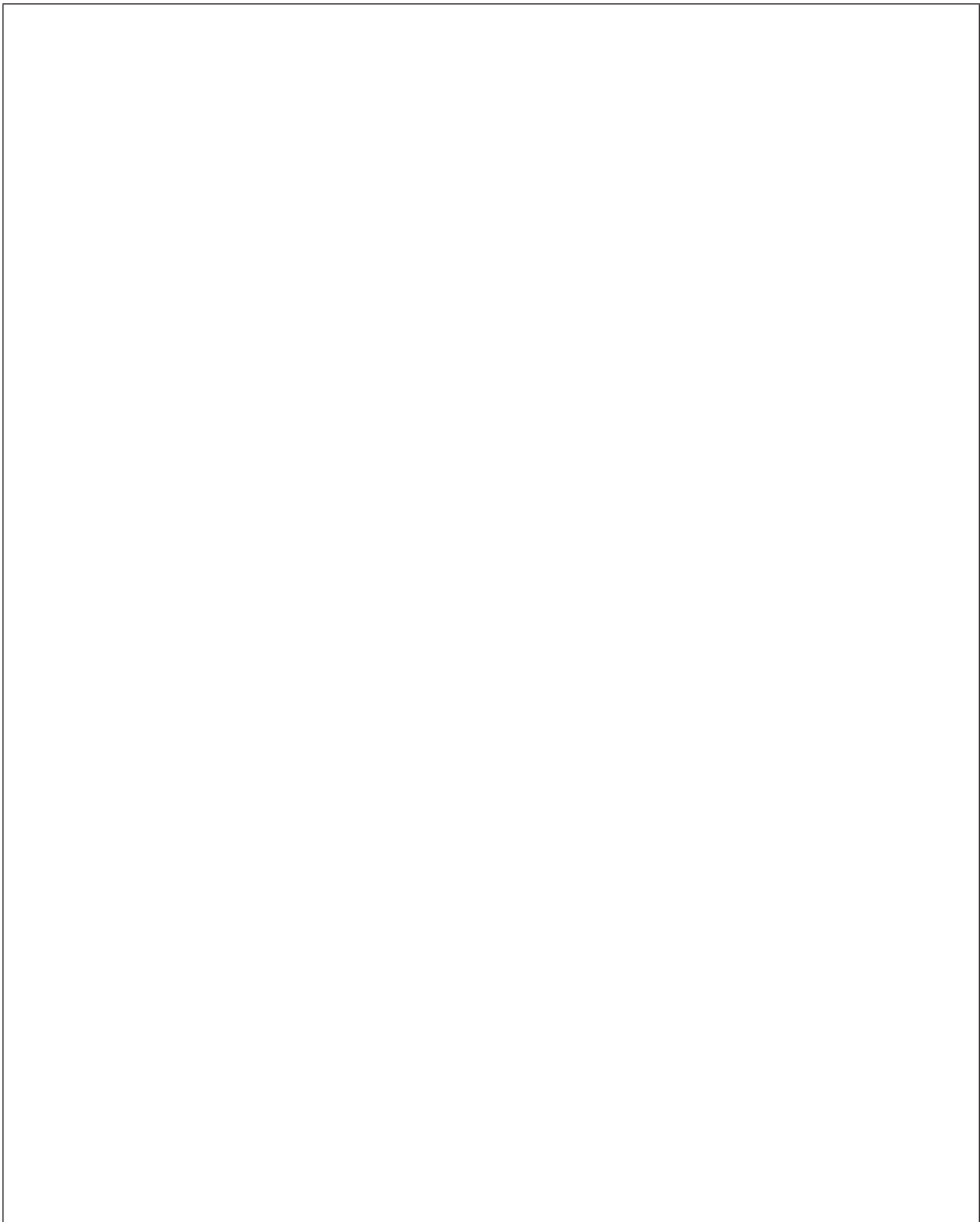
Question 8: Photography**(20 marks)**

Use the design brief on page 20 to answer all parts of this question.

As part of the design team, you are responsible for creating a social media campaign that aims to:

- convey **one** of the festival's themes of diversity to young people
- use one or more strategies of communication (shock tactics, humour, metaphor and emotion).

- (a) In the space below, create a detailed mind map that explores and develops ideas relevant to the design brief. (6 marks)



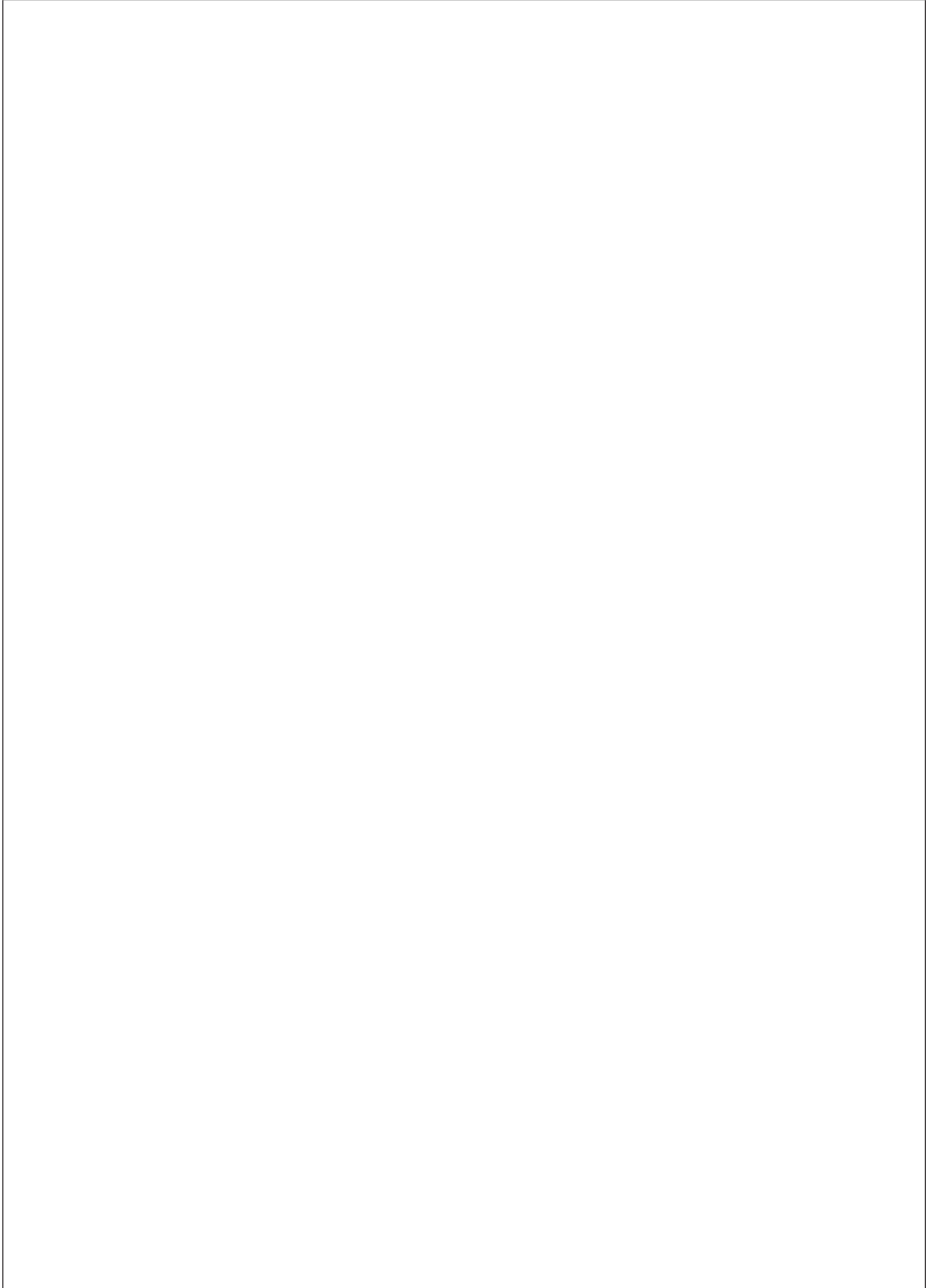
See next page

Question 8 (continued)

(b) In the space below, create a design solution for the social media campaign.

(i) Sketch a solution to the design brief. (5 marks)

(ii) Annotate your design to help communicate your solution. (3 marks)



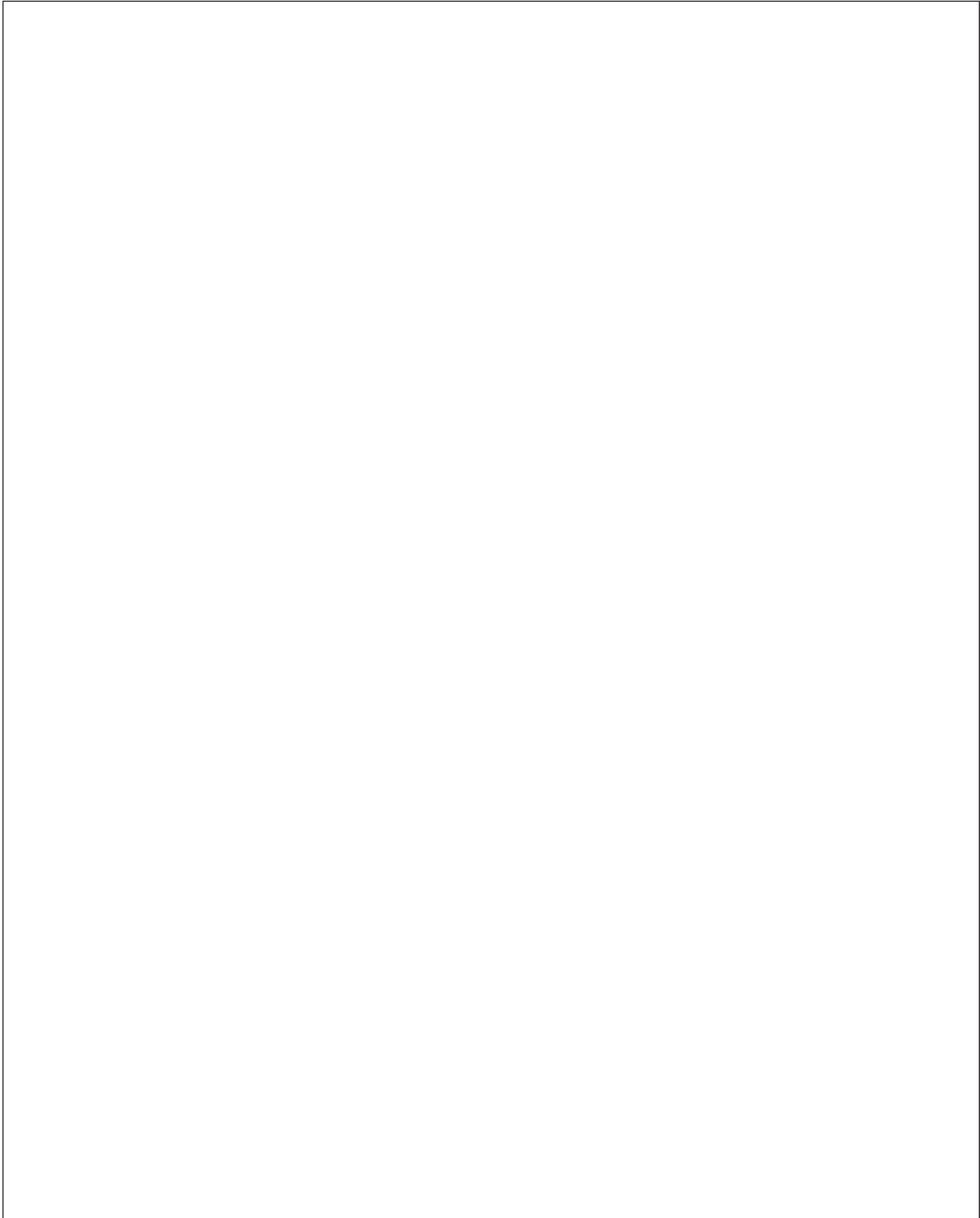
Question 9: Graphic design**(20 marks)**

Use the design brief on page 20 to answer all parts of this question.

As part of the design team, you are responsible for creating wearable merchandise that aims to:

- convey **one** of the festival's themes of diversity to young people
- use one or more strategies of communication (shock tactics, humour, metaphor and emotion).

- (a) In the space below, create a detailed mind map that explores and develops ideas relevant to the design brief. (6 marks)

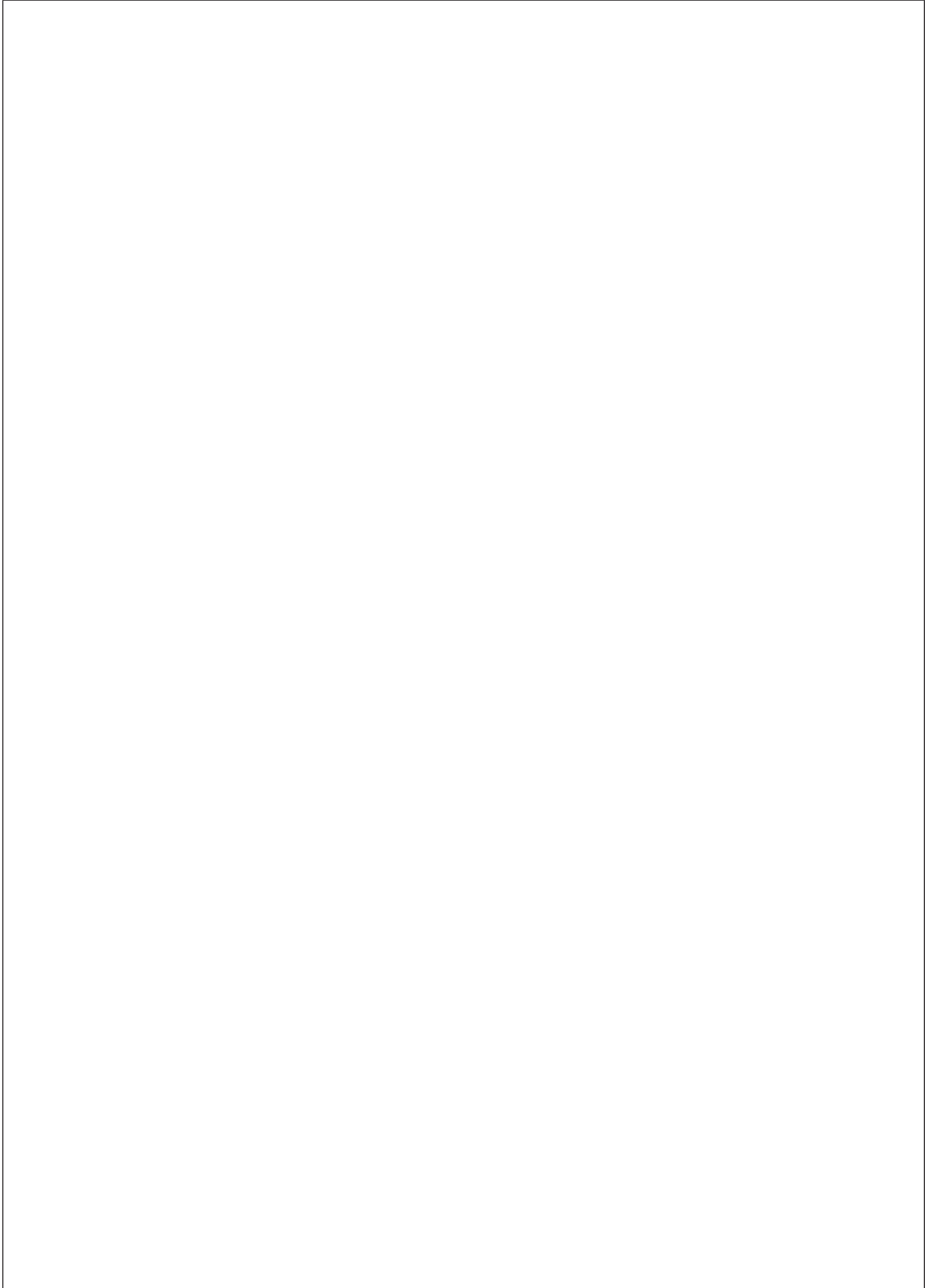


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(b) In the space below, create a design solution for the wearable merchandise.

(i) Sketch a solution to the design brief. (5 marks)

(ii) Annotate your design to help communicate your solution. (3 marks)



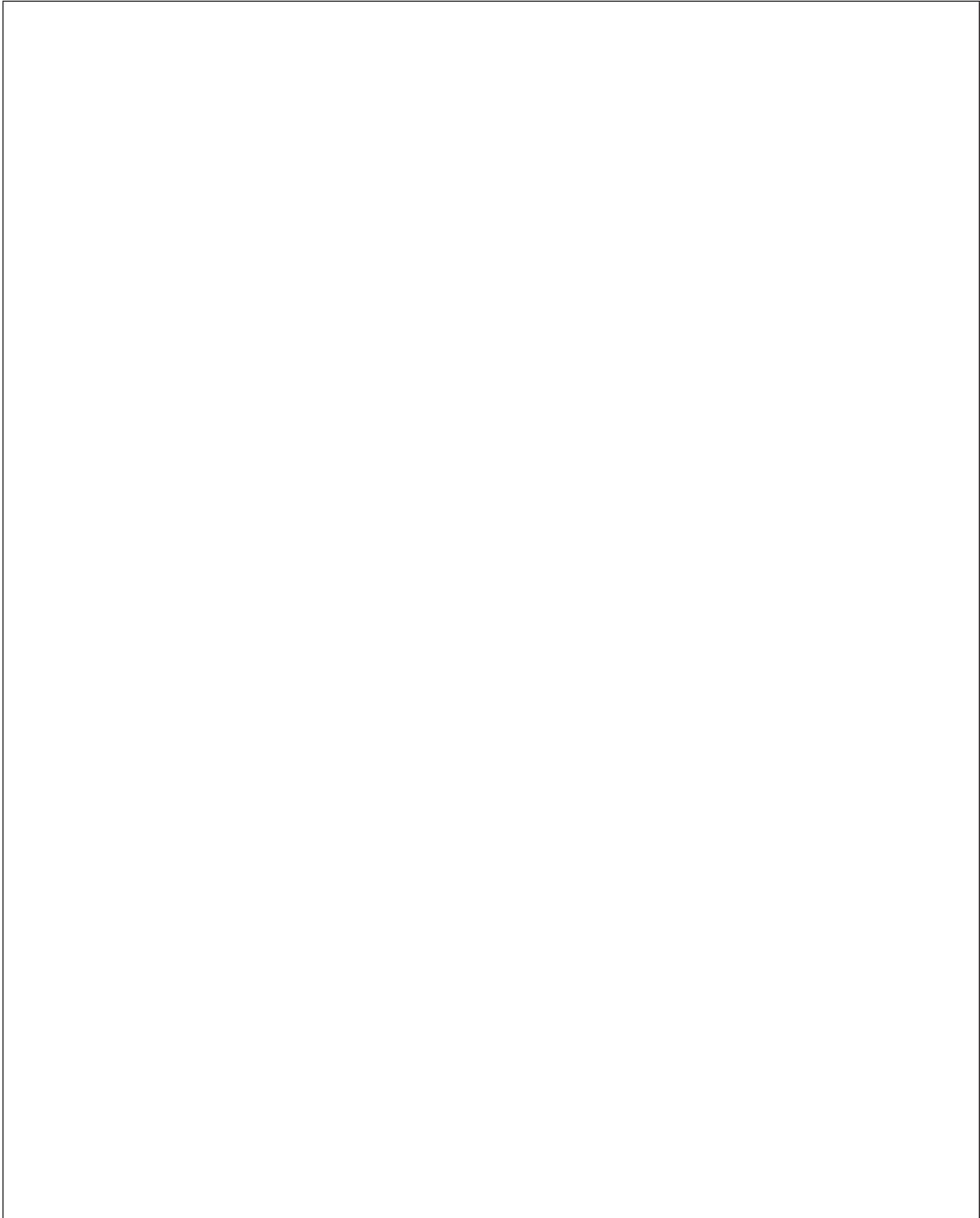
Question 10: Dimensional design**(20 marks)**

Use the design brief on page 20 to answer all parts of this question.

As part of the design team, you are responsible for creating a communal seat that aims to:

- convey **one** of the festival's themes of diversity to young people
- use one or more strategies of communication (shock tactics, humour, metaphor and emotion).

- (a) In the space below, create a detailed mind map that explores and develops ideas relevant to the design brief. (6 marks)



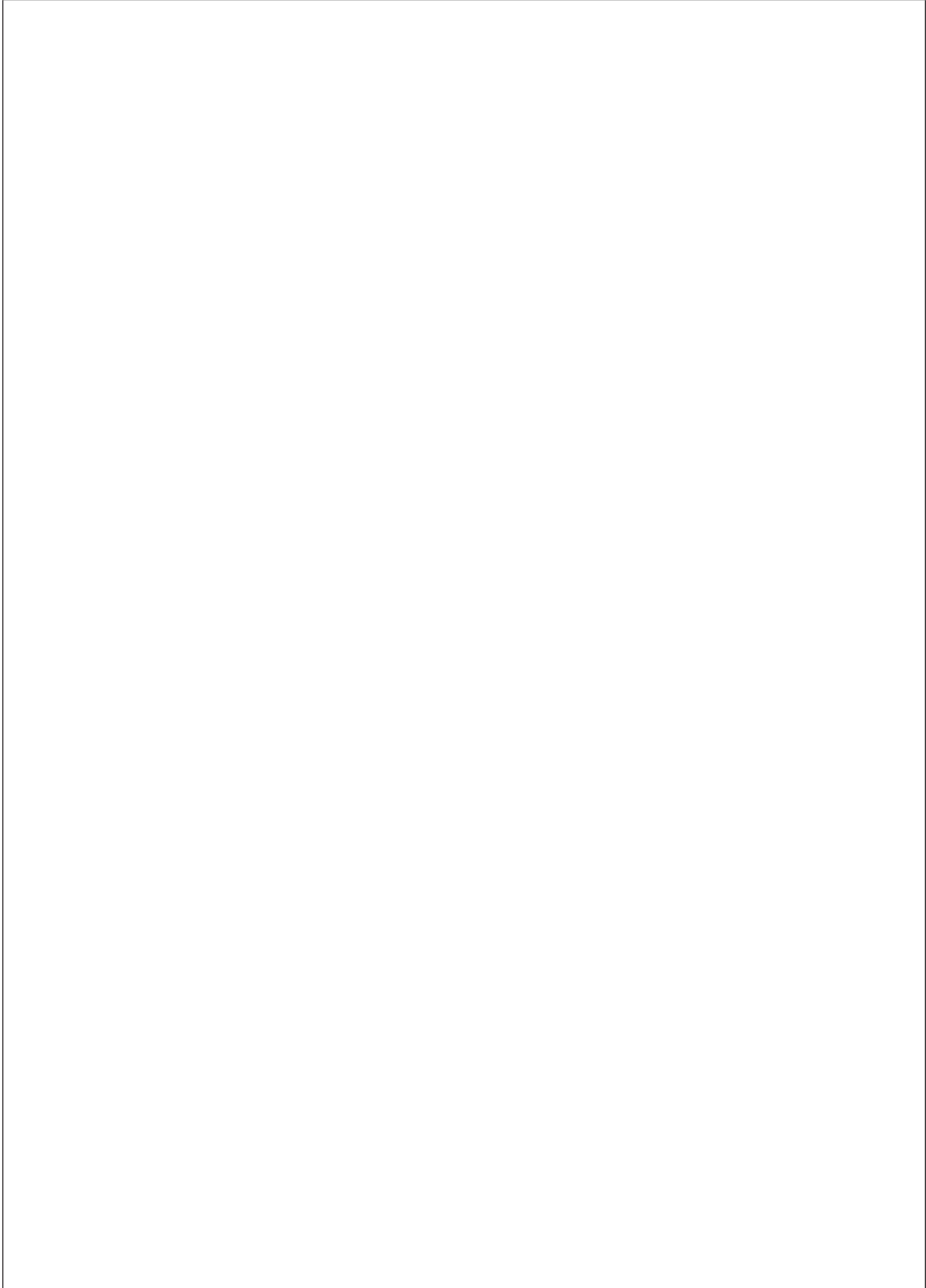
See next page

Question 10 (continued)

(b) In the space below, create a design solution for the communal seat.

(i) Sketch a solution to the design brief. (5 marks)

(ii) Annotate your design to help communicate your solution. (3 marks)

A large, empty rectangular box with a thin black border, intended for the student to draw and annotate their design solution for a communal seat.

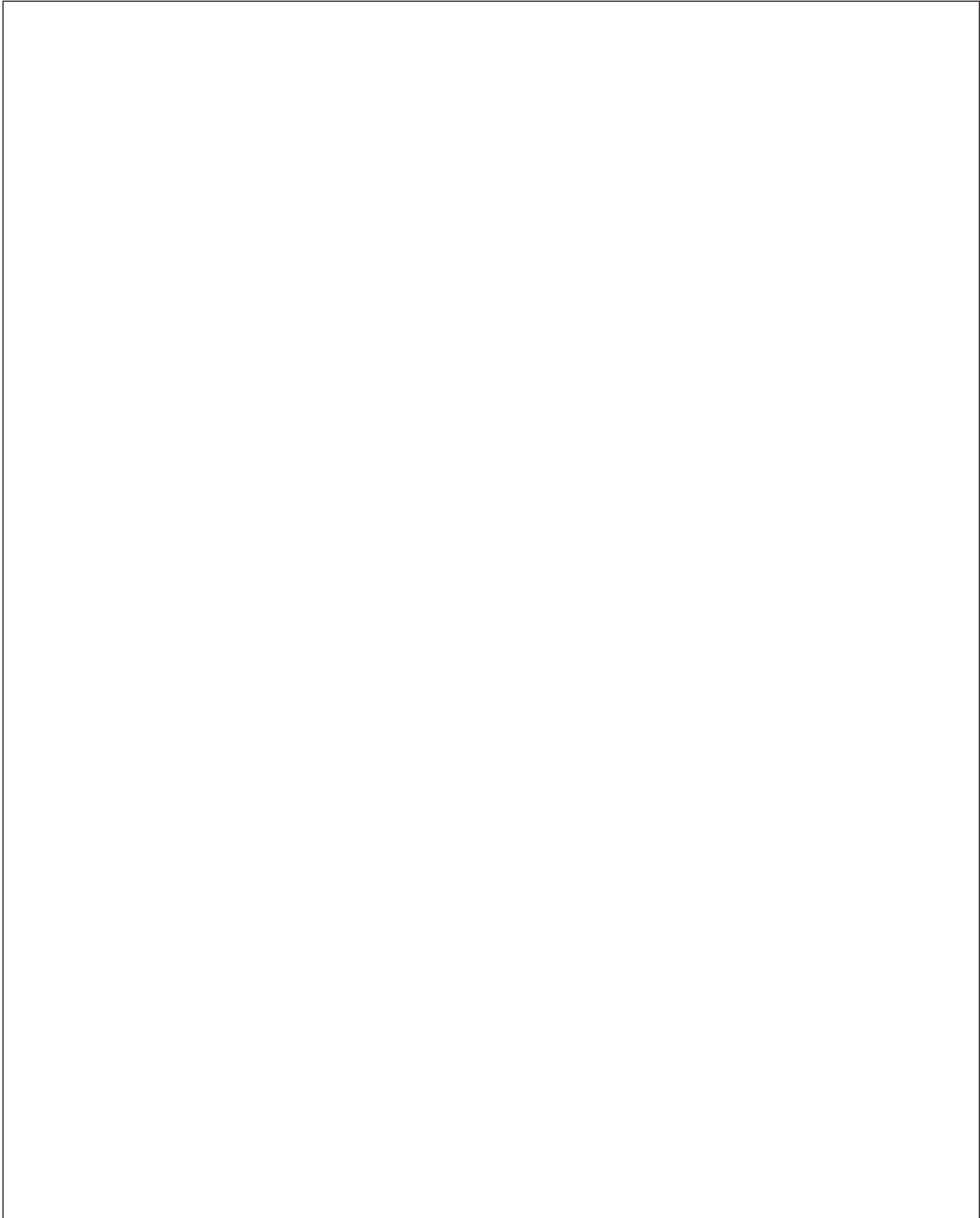
Question 11: Technical graphics**(20 marks)**

Use the design brief on page 20 to answer all parts of this question.

As part of the design team, you are responsible for creating an information tent that aims to:

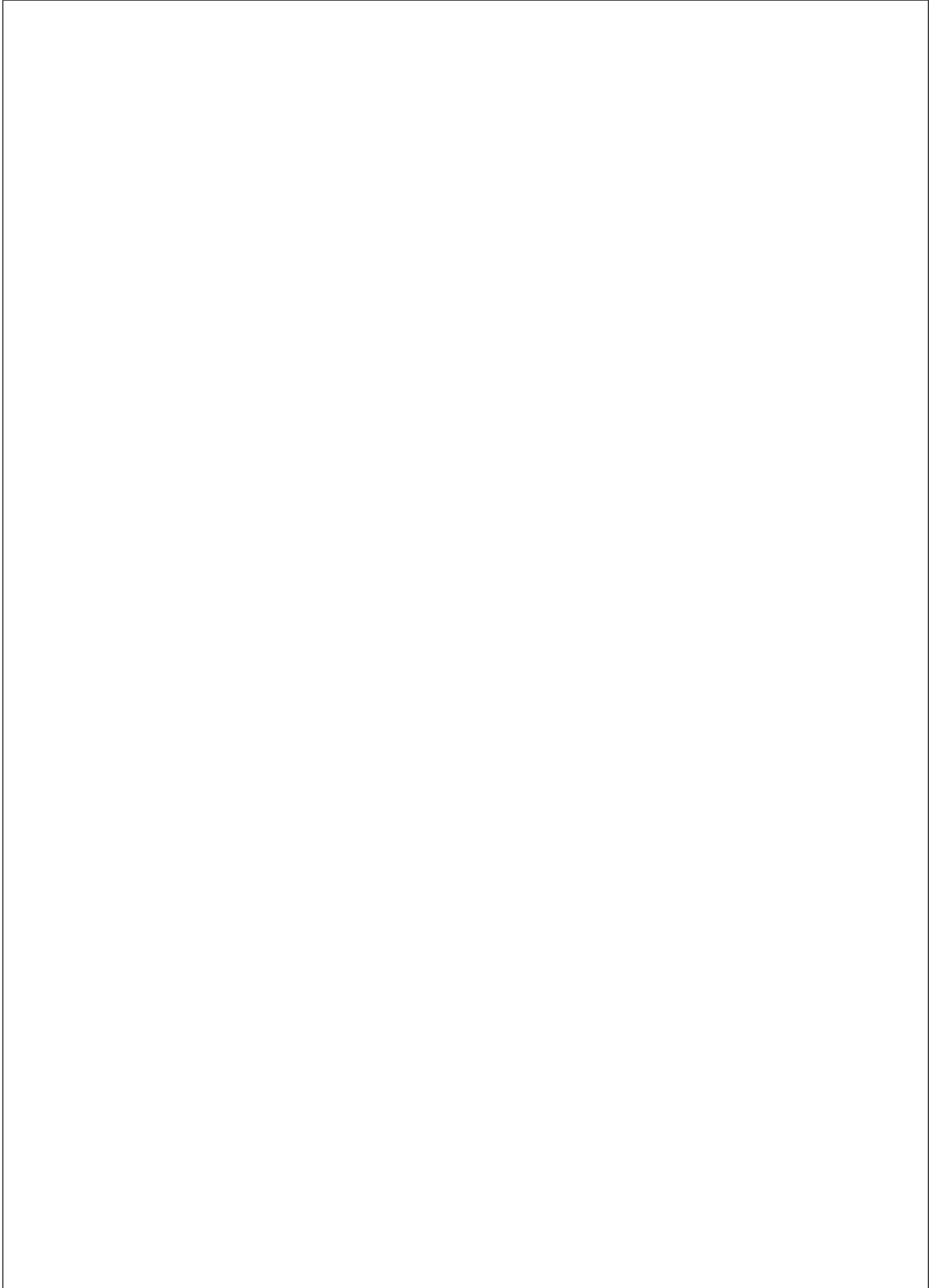
- convey **one** of the festival's themes of diversity to young people
- use one or more strategies of communication (shock tactics, humour, metaphor and emotion).

- (a) In the space below, create a detailed mind map that explores and develops ideas relevant to the design brief. (6 marks)



See next page

- (b) In the space below, create a design solution for the information tent.
- (i) Sketch a solution to the design brief. (5 marks)
- (ii) Annotate your design to help communicate the solution. (3 marks)



ACKNOWLEDGEMENTS

- Questions 1(a)(b)** Figure 1 photographs provided by courtesy member of examining panel.
- Question 1(c)** Figure 2 from: Aedas. (n.d.) [CAD drawing of actuated facade panels on Al Bahar towers]. Retrieved April, 2020, from <https://www.archdaily.com/270592/al-bahar-towers-responsivfacade-aedas>
- Question 3** Figure 3 from: Fonteneau, R. (n.d.). [Spartan golf club logo]. Retrieved April, 2020, from <https://justcreative.com/2017/06/14/negative-space-logo-design-inspiration/>
Figure 4 adapted from: [Crescent shaped golf ball graphic]. (n.d.). Retrieved May, 2020, from <https://www.essendoncc.co.uk/eccadmin/resources/news-events/night-golf-and-casino-w600h375@2x.jpg>
- Question 5** Figure 5:
First image: Weiqi, J. (2019). [Photograph of shared lady beetle-micro movable library]. Retrieved May, 2020, from <https://www.dezeen.com/2019/05/09/micro-library-shared-lady-beetle-luo-studio/>
Second image: Weiqi, J. (2019). [Photograph of shared lady beetle-micro movable library with doors open]. Retrieved May, 2020, from <https://www.dezeen.com/2019/05/09/micro-library-shared-lady-beetle-luo-studio/>
Third image: Weiqi, J. (2019). [Photograph of shared lady beetle-micro movable library with children reading]. Retrieved May, 2020, from <https://www.dezeen.com/2019/05/09/micro-library-shared-lady-beetle-luo-studio/>
- Question 7** Figure 6 from: McCann Mumbai. (2016). *There's always room for more. Adopt* (Dog) [Campaign poster]. Retrieved May, 2020, from https://www.adsoftheworld.com/media/print/world_for_all_animals
Figure 7 from: Saatchi & Saatchi. (2017). *The disguise* [Campaign poster]. Retrieved May, 2020, from http://www.bestadsontv.com/files/print/2017/Mar/85121_RSPCA_PuppyFactory.jpg
- Section 2** The Brief, table:
Accessibility for the less able dot point 1 from: Australian Bureau of Statistics (ABS). (2018). *Core activity need for assistance, 2016*. Retrieved May, 2020, from <https://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/2071.0~2016~Main%20Features~Core%20Activity%20Need%20for%20Assistance~27>
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Section 2 cont.

Accessibility for the less able information from: Australian Bureau of Statistics (ABS). (2018). *Core activity need for assistance, 2016*. Retrieved May, 2020, from <https://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/2071.0~2016~Main%20Features~Core%20Activity%20Need%20for%20Assistance~27>
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Multiculturalism adapted from: Australian Bureau of Statistics (ABS). (2017). *Cultural diversity in Australia, 2016*. Retrieved May, 2020, from <https://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/2071.0~2016~Main%20Features~Cultural%20Diversity%20Article~60>
Used under a Creative Commons Attribution 4.0 International (CC BY 4.0) licence.

LGBTQI information from: Australian Bureau of Statistics (ABS). (2017). *ABS reveals new Census insights into Australia's same-sex couples*. Retrieved May, 2020, from <https://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/2071.0~2016~Main%20Features~Cultural%20Diversity%20Article~60>
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