



## ATAR course examination, 2019

### Question/Answer booklet

# DESIGN

Please place your student identification label in this box

WA student number: In figures

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In words

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### 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: non-programmable calculators approved for use in this 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	32	30
Section Two Extended response	6	3	120	50	70
<b>Total</b>					100

### Instructions to candidates

- The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2019*. 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% (32 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.

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Question 1

(4 marks)

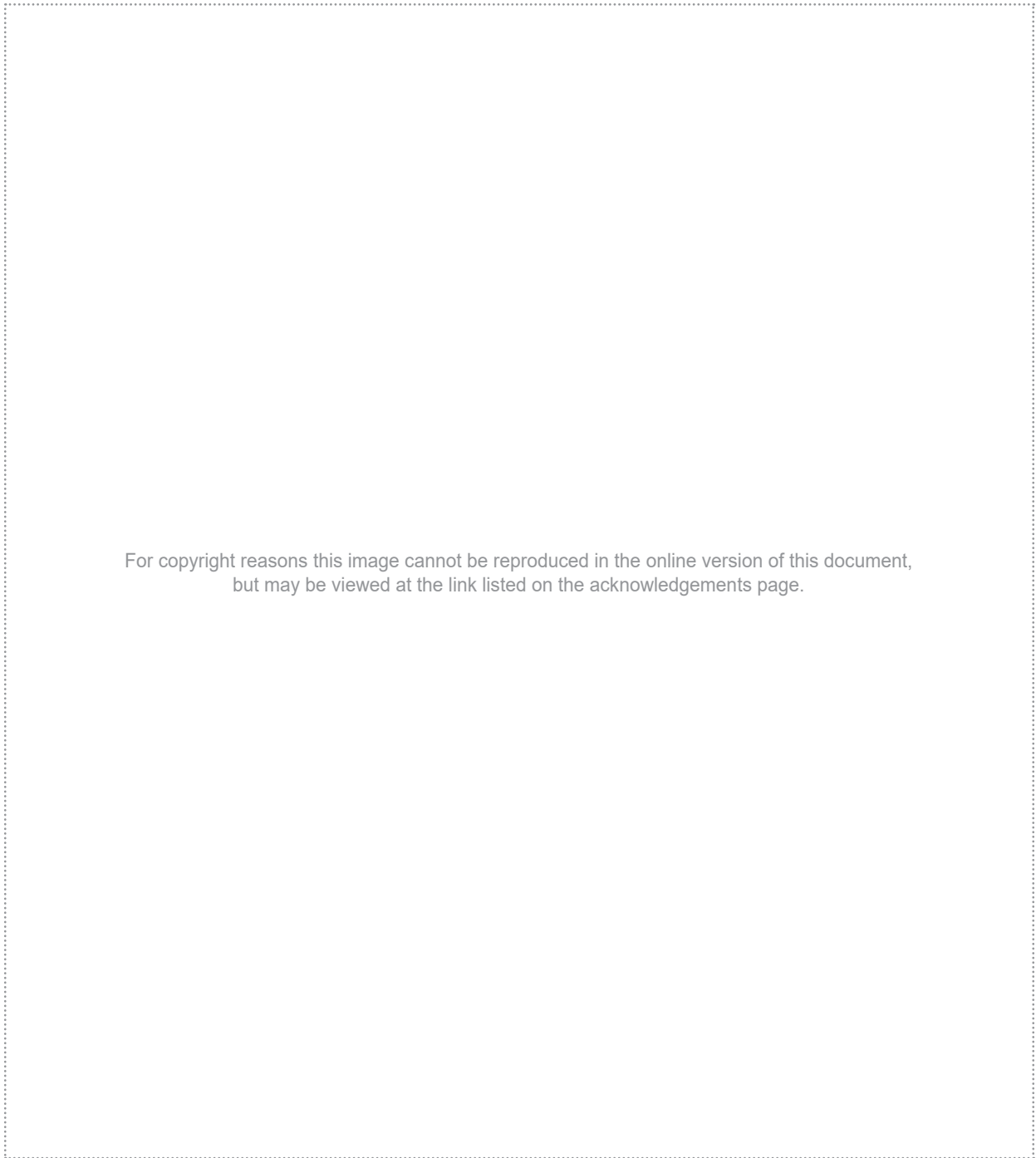


Figure 1: Signage and way-finding system designed by Emery Studio (Axel Peemoeller) for the carpark of Melbourne's Eureka Tower.

See next page

Refer to Figure 1 on the previous page to answer this question.

Explain how colour and type have been used to communicate effectively in Figure 1.

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**Question 2**

**(6 marks)**

- (a) In the space below, draw and label the components of a communication model that you have studied this year. (3 marks)

Communication model name: \_\_\_\_\_



- (b) With reference to the model you identified in part (a), provide an example that explains how communication to an intended audience may be disrupted. (3 marks)

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Question 3

(4 marks)

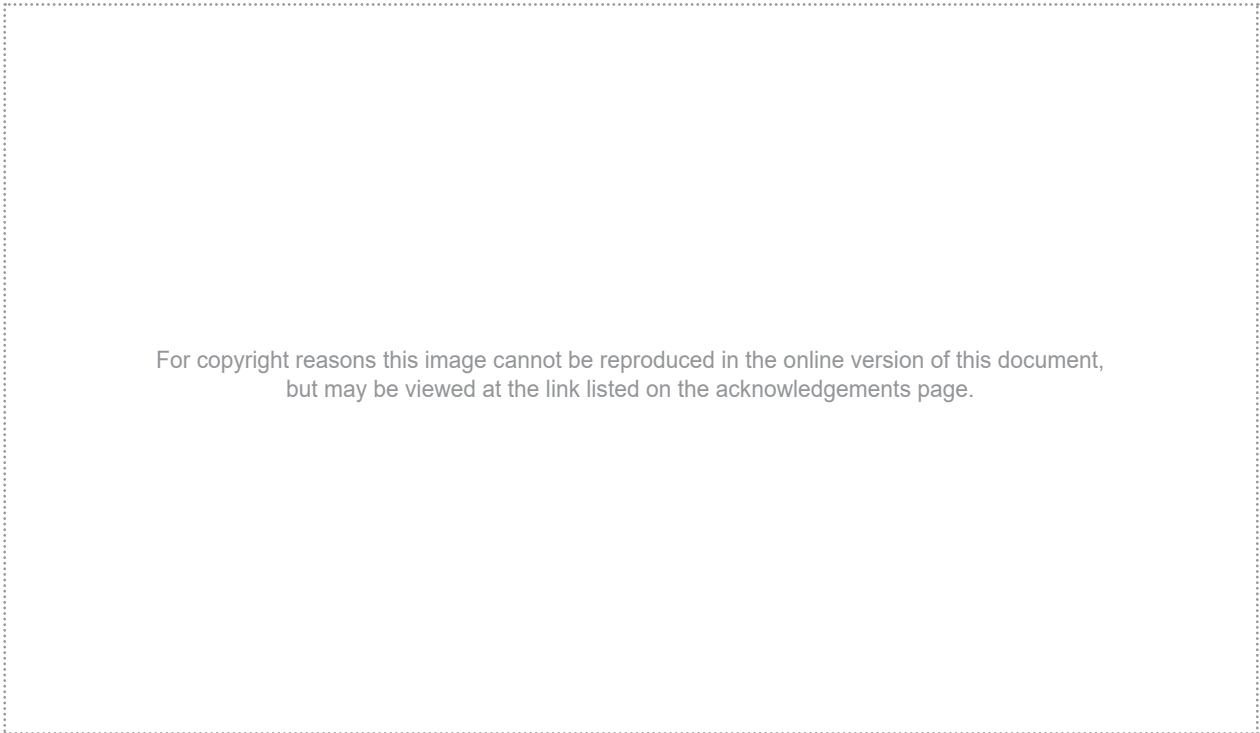


Figure 2: Occupational Safety and Health in the workplace.

Identify **two** workplace Occupational Safety and Health (OSH) issues shown in Figure 2. Recommend an appropriate solution for each issue.

One: \_\_\_\_\_

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Two: \_\_\_\_\_

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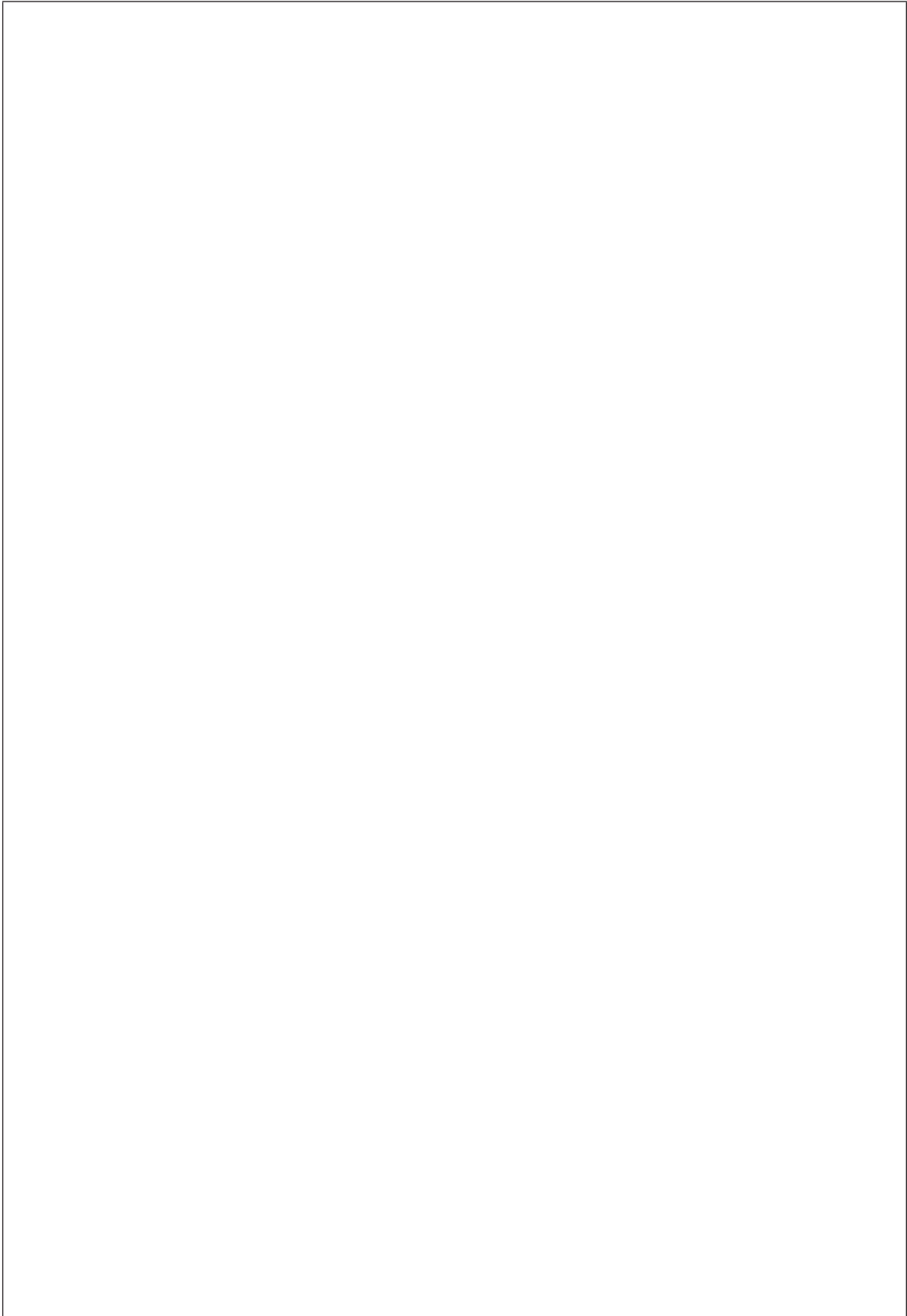
\_\_\_\_\_

**Question 4**

**(9 marks)**

(a) In the space below, draw and label a design process that you have followed this year.

**(3 marks)**





Advanced design processes and methods include research, investigation, questioning, interviewing of client groups and surveys of opinions.

- (b) Referring to part (a), provide **two** detailed examples of how and when you could apply advanced design processes or methods. (6 marks)

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Two: \_\_\_\_\_

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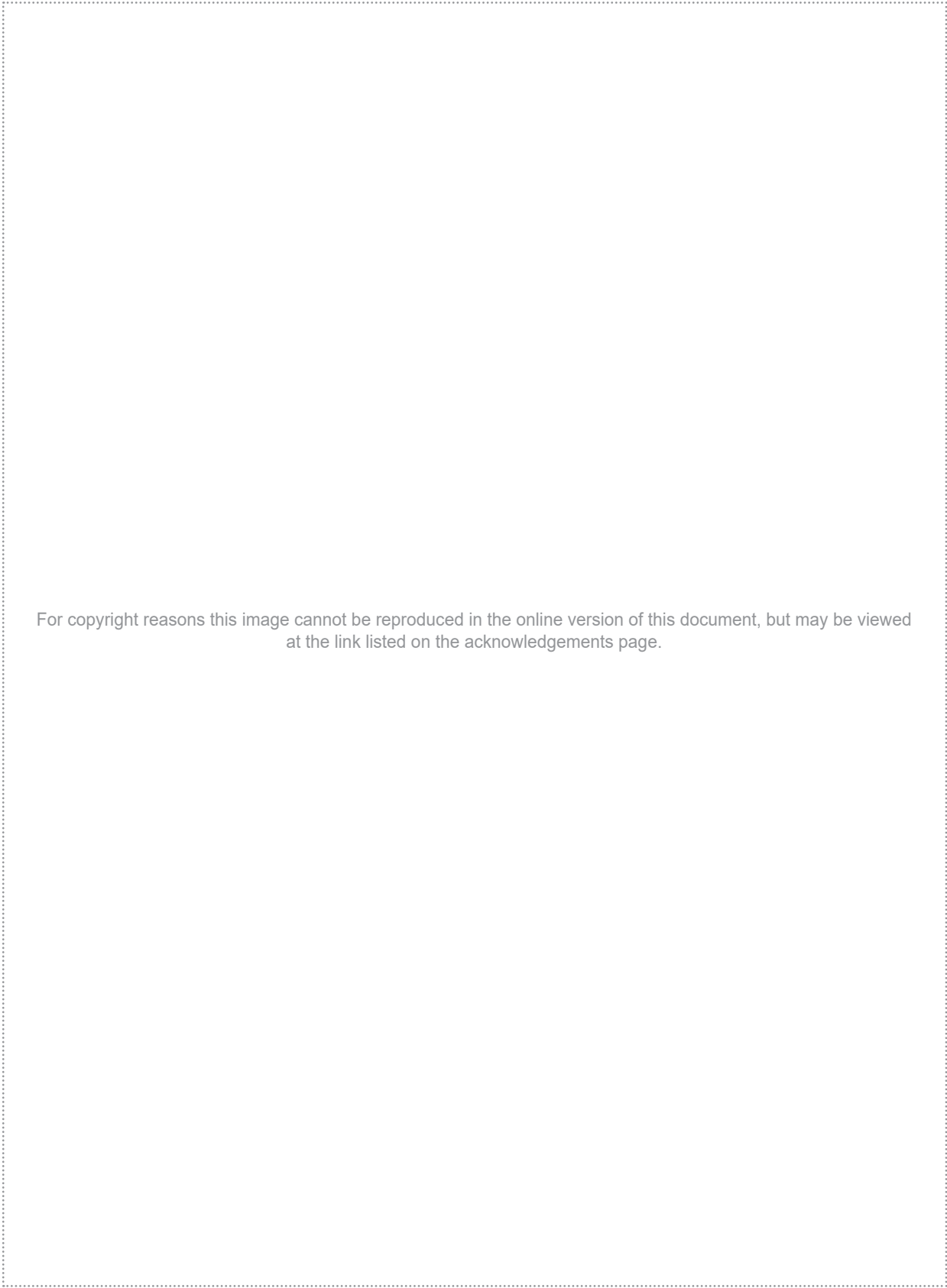
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## Question 5

(9 marks)



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

Figure 3: *'Words can hurt me too'* is a national education program working with schools and police to help raise awareness of the cyberbullying complaints process.

**See next page**

Refer to Figure 3 on the previous page to answer all parts of this question.

- (a) Identify **two** relevant stakeholders and explain the relationship of each stakeholder to the design shown in Figure 3. (6 marks)

One: \_\_\_\_\_

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Two: \_\_\_\_\_

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**Question 5** (continued)

- (b) Explain how **one** stakeholder may have influenced the design shown in Figure 3 on page 10. (3 marks)

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**End of Section One**

**See next page**

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**Section Two: Extended response****70% (50 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.

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**Question 6****(12 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 and draw a rough sketch of the solution you created. (3 marks)

Design brief: \_\_\_\_\_

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Solution:

- (b) Analyse the success of your design solution in meeting the needs of the brief. (5 marks)

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- (c) Explain how you refined a production process or method to improve your final solution.  
(4 marks)

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**WHAT GOES  
IN THE OCEAN  
GOES IN YOU.**

RECENT STUDIES ESTIMATE THAT FISH OFF THE WEST COAST INGEST OVER 12,000 TONS OF PLASTIC A YEAR. FIND OUT HOW YOU CAN HELP TURN THE TIDE ON PLASTIC POLLUTION AT [WWW.SURFRIDER.ORG/RAP](http://WWW.SURFRIDER.ORG/RAP)

 **SURFRIDER**  
FOUNDATION  
SUNSHINE STATE

**FOR LOCAL NEWS & INFO: [OAHU.SURFRIDER.ORG](http://OAHU.SURFRIDER.ORG)**

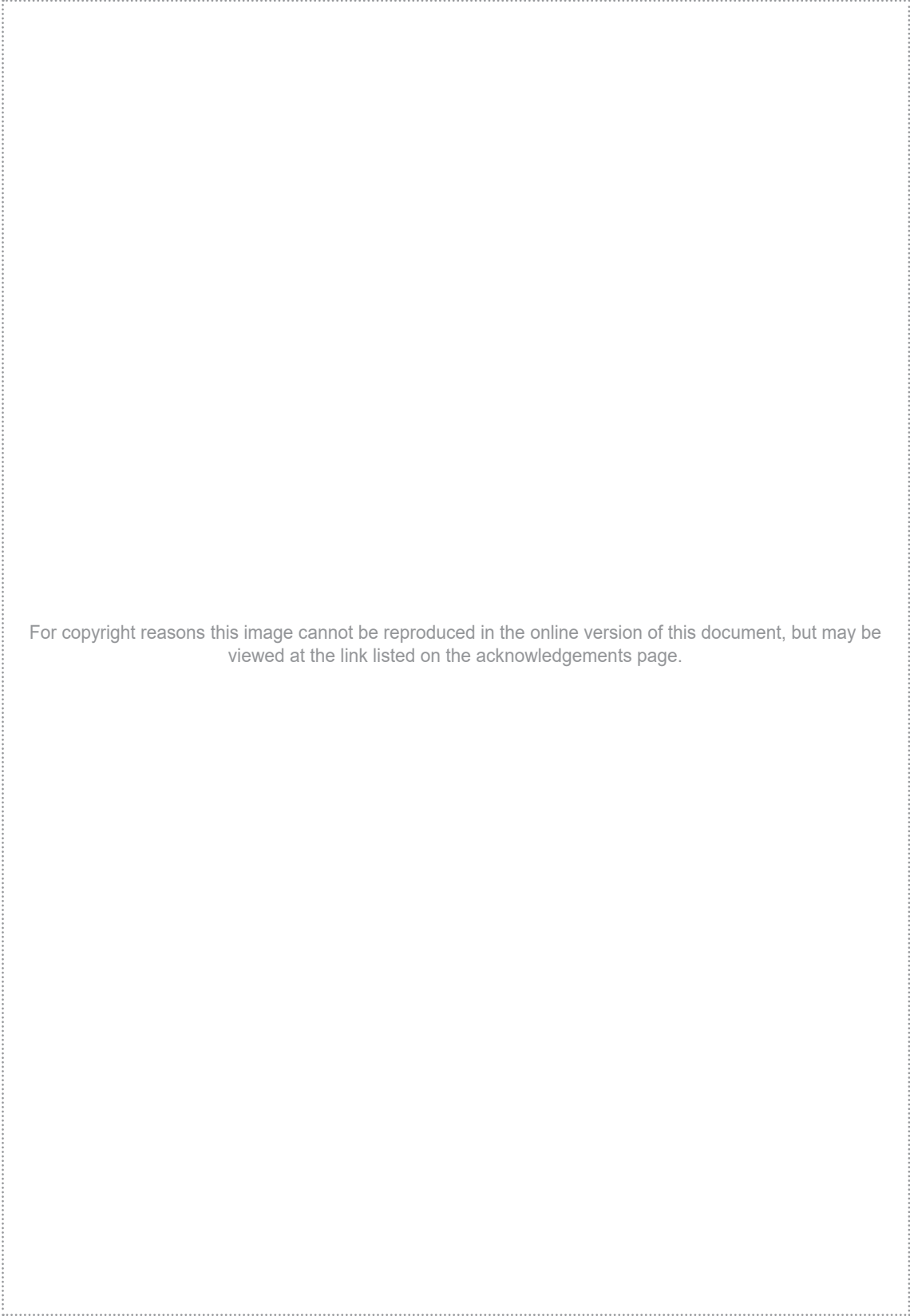
 **SURFRIDER**  
FOUNDATION

 **RISE  
ABOVE  
PLAS  
TICS**

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Source: Davison P, Asch RG (2011) Plastic ingestion by mesopelagic fishes in the North Pacific Subtropical Gyre. Mar Ecol Prog Ser 432:173-180

Figure 4: Surfrider Foundation 'Rise above plastics' campaign material.





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Figure 5: Surfrider Foundation *'You eat what you dump'* campaign material.

**See next page**

**Question 7** (continued)

Refer to Figure 4 and Figure 5 on pages 16 and 17 to answer all parts of this question.

- (a) Using the table provided, make a detailed list outlining the similarities and differences between the **two** images. Refer to the following design concepts in your response:
- dominant design elements and principles
  - visual devices used (shock tactics, humour, metaphor and/or emotion). (4 marks)

Similarities	Differences

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 advertisement	8	22–25
Graphic design	<input type="checkbox"/>	UV+Me logo	9	26–29
Dimensional design	<input type="checkbox"/>	Sunscreen bottle	10	30–33
Technical graphics	<input type="checkbox"/>	Portable sun shelter	11	34–37

Examine the stimulus material below and on page 21 to answer your context-specific question.

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**Stimulus material**

The Cancer Council has asked your design team to create a range of products for a new sun-smart campaign titled 'UV+Me'. Your client aims to educate teenagers on how to avoid ultraviolet (UV) radiation and increase awareness of the dangerous consequences of skin cancer. Studies show that Australian teenagers have the highest risk of sun exposure, due to the value they place on looking tanned.

The Cancer Council is seeking a design solution that will appeal to the values, attitudes and lifestyle preferences of this intended audience.

Some typical characteristics of the teenage audience include:

- often respond well to humour
- are attracted to technology
- prioritise friendships and being 'on trend'
- enjoy sports, music festivals and socialising
- are spontaneous risk takers.



Figure 6: Client-provided imagery.

See next page

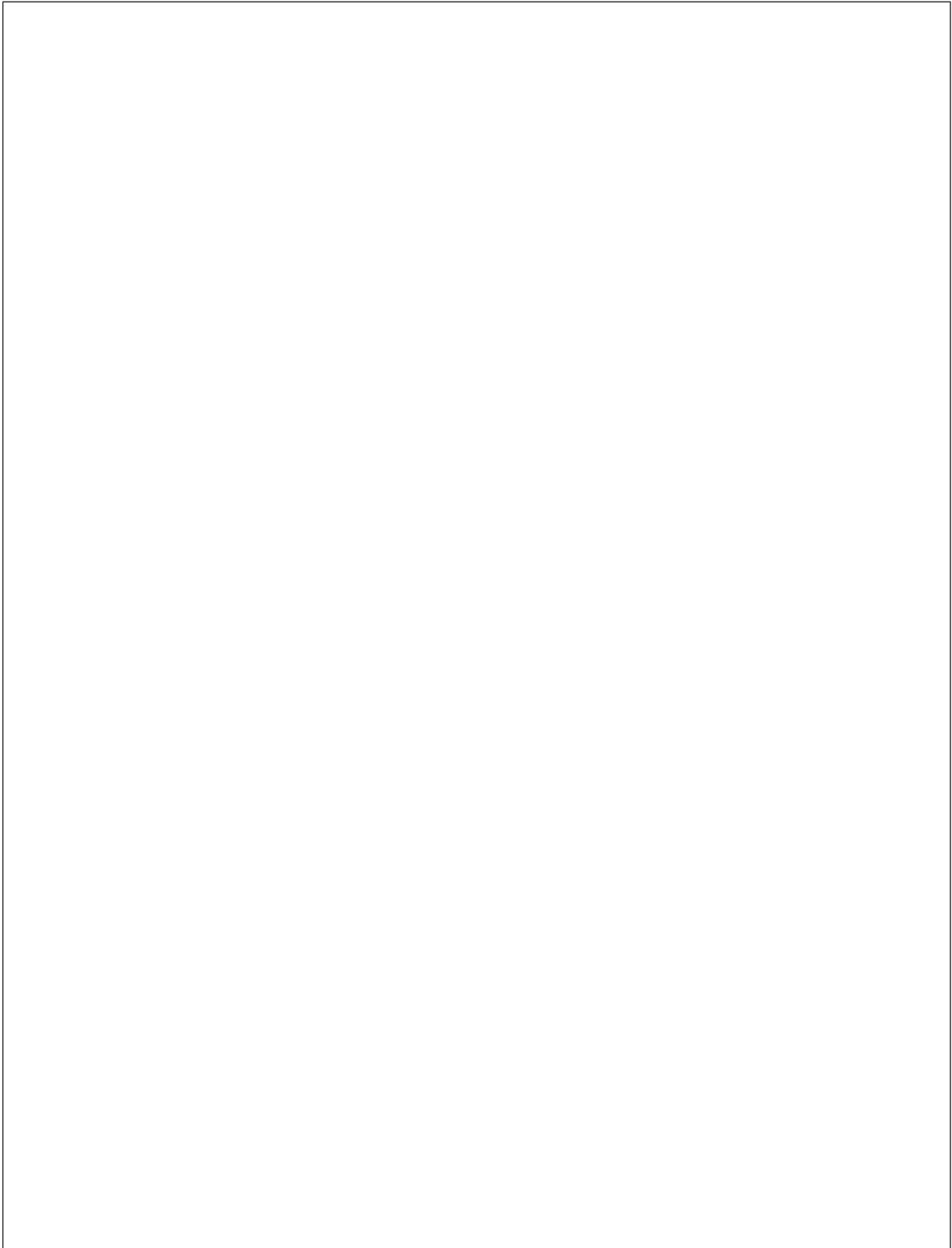
**Question 8: Photography**

**(26 marks)**

Use the following design brief and the stimulus material on pages 20 and 21 to answer all parts of this question.

As part of the design team, you are responsible for creating a social media advertisement to promote your client's 'UV+Me' brand and the sun-smart message to a teenage audience.

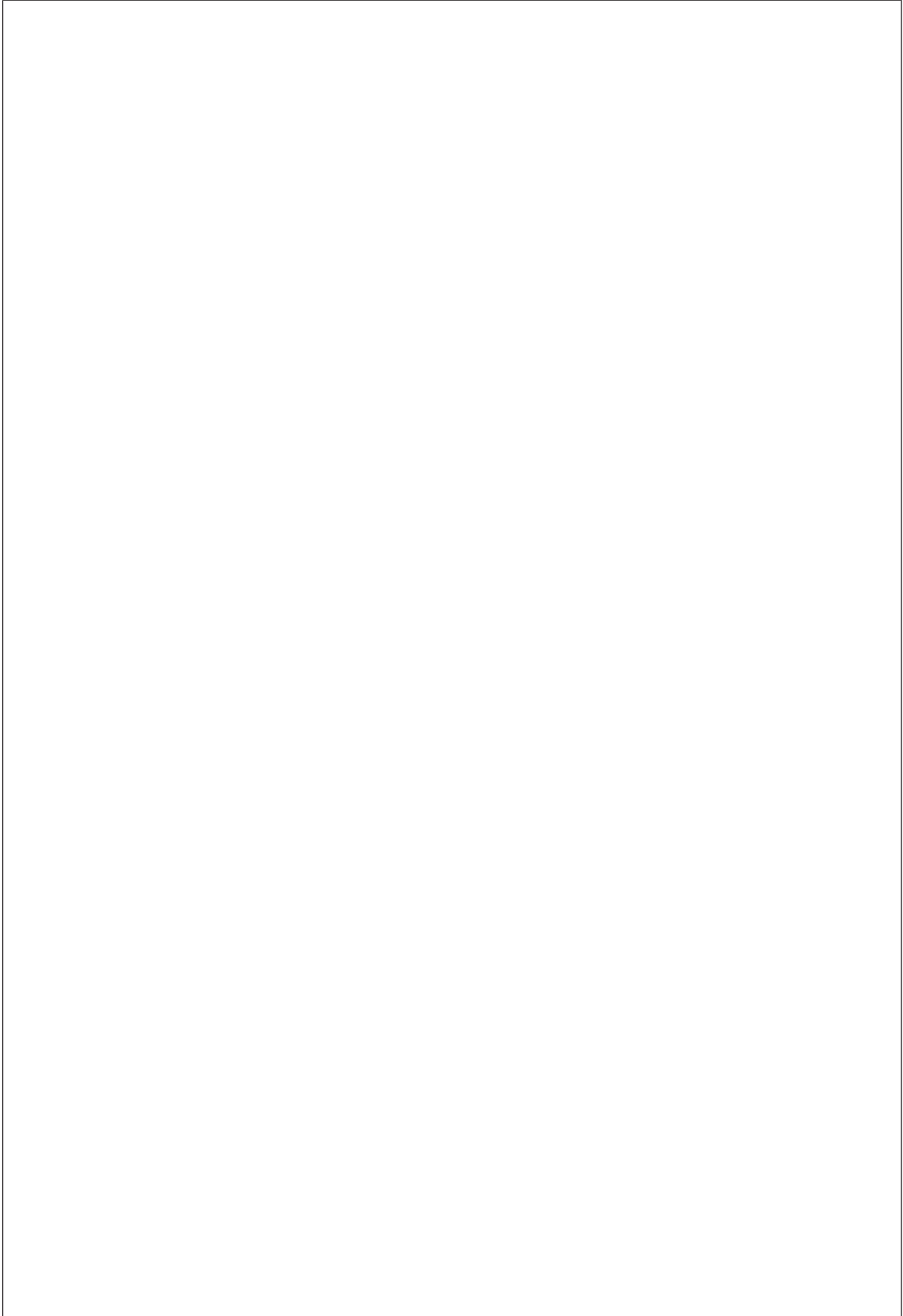
- (a) In the space below, create a detailed mind map that explores and develops ideas relevant to the design brief. (6 marks)



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

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

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



See next page

**Question 8 (continued)**

- (c) Explore how you have applied semiotics in your design solution to engage the intended audience. (6 marks)

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The Cancer Council has now decided to expand its sun-smart campaign. They would like you to design a second social media advertisement to engage a new intended audience of wealthy, retired professionals.

- (d) Describe how you would manipulate visual codes and modify your first design to appeal to this new intended audience. (6 marks)

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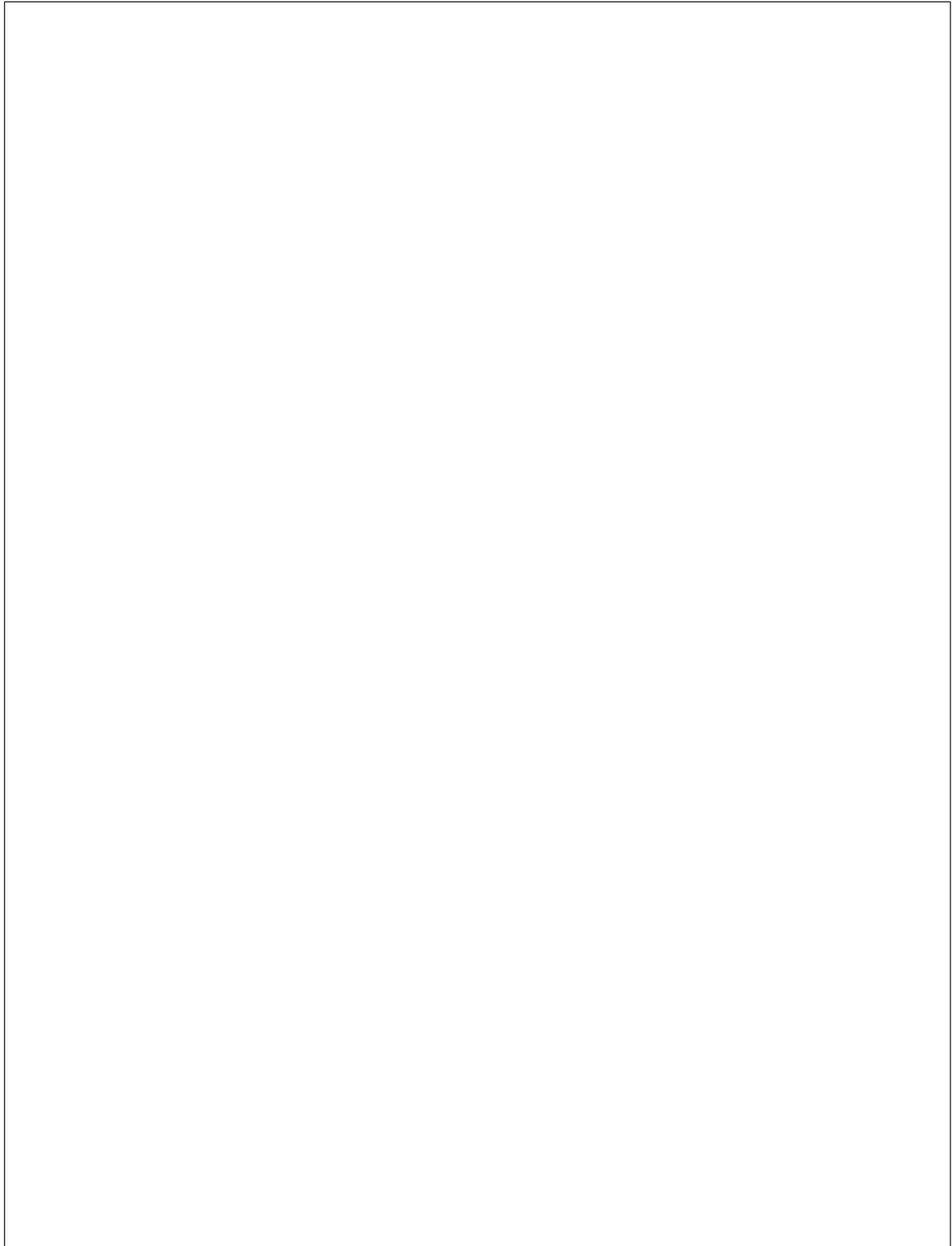
**Question 9: Graphic design**

**(26 marks)**

Use the following design brief and the stimulus material on pages 20 and 21 to answer all parts of this question.

As part of the design team, you are responsible for creating a logo to promote your client's 'UV+Me' brand and the sun-smart message to a teenage audience.

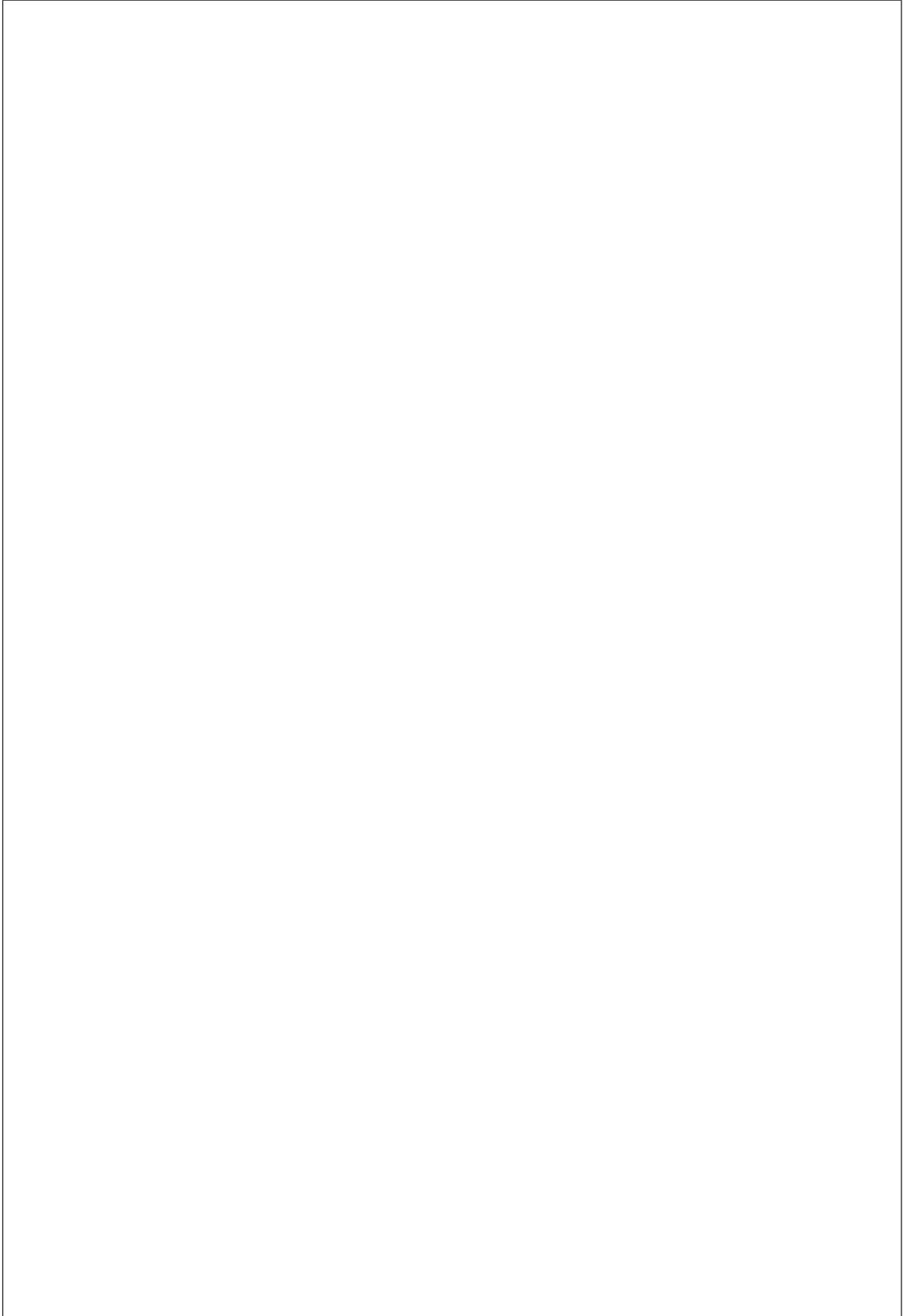
- (a) In the space below, create a detailed mind map that explores and develops ideas relevant to the design brief. (6 marks)



(b) In the space below, design a solution for the logo.

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

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



See next page



The Cancer Council has now decided to expand its sun-smart campaign. They would like you to design a second logo to engage a new intended audience of wealthy, retired professionals.

- (d) Describe how you would manipulate visual codes and modify your first design to appeal to this new intended audience. (6 marks)

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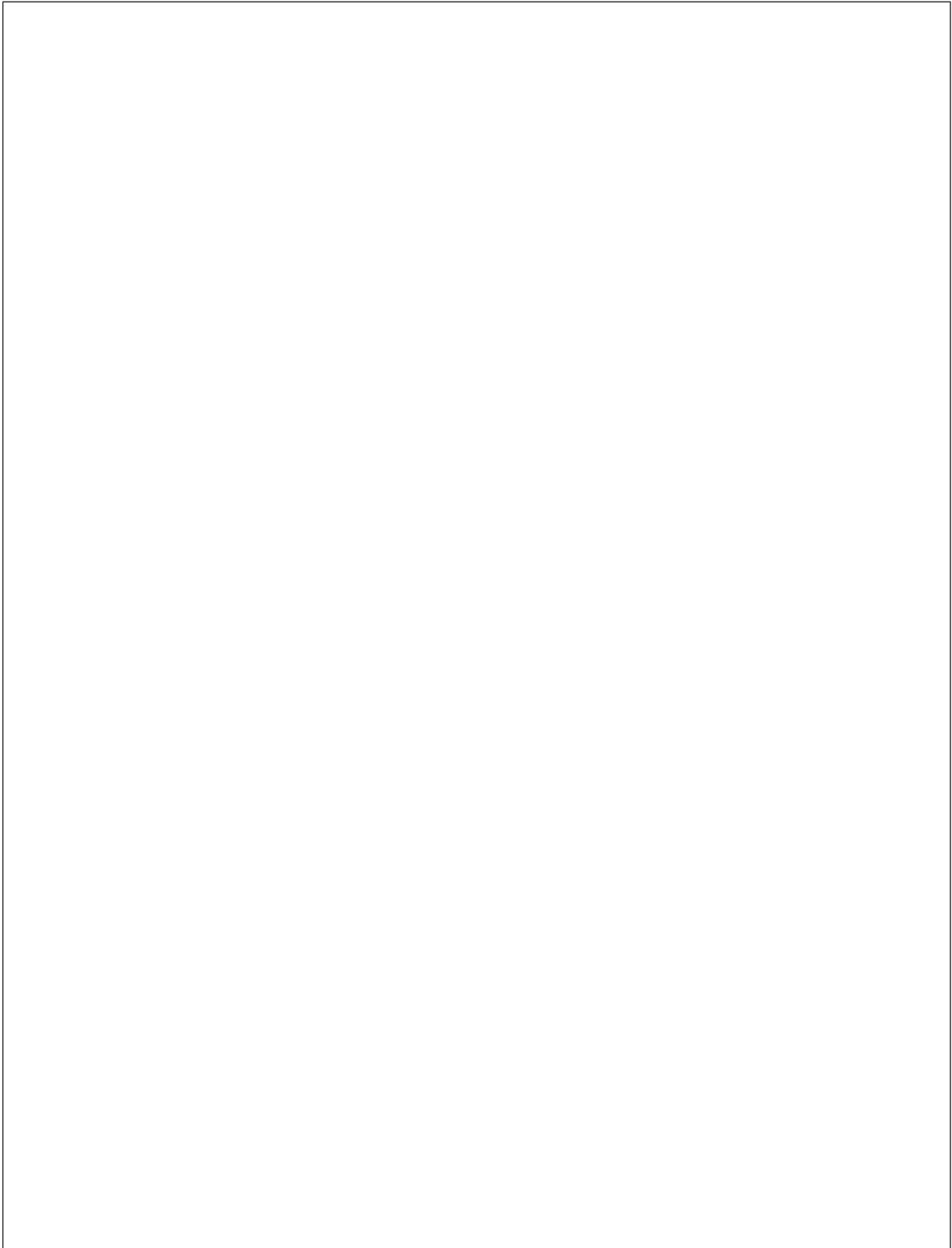
**Question 10: Dimensional design**

**(26 marks)**

Use the following design brief and the stimulus material on pages 20 and 21 to answer all parts of this question.

As part of the design team, you are responsible for creating a sunscreen bottle to promote your client's 'UV+Me' brand and the sun-smart message to a teenage audience.

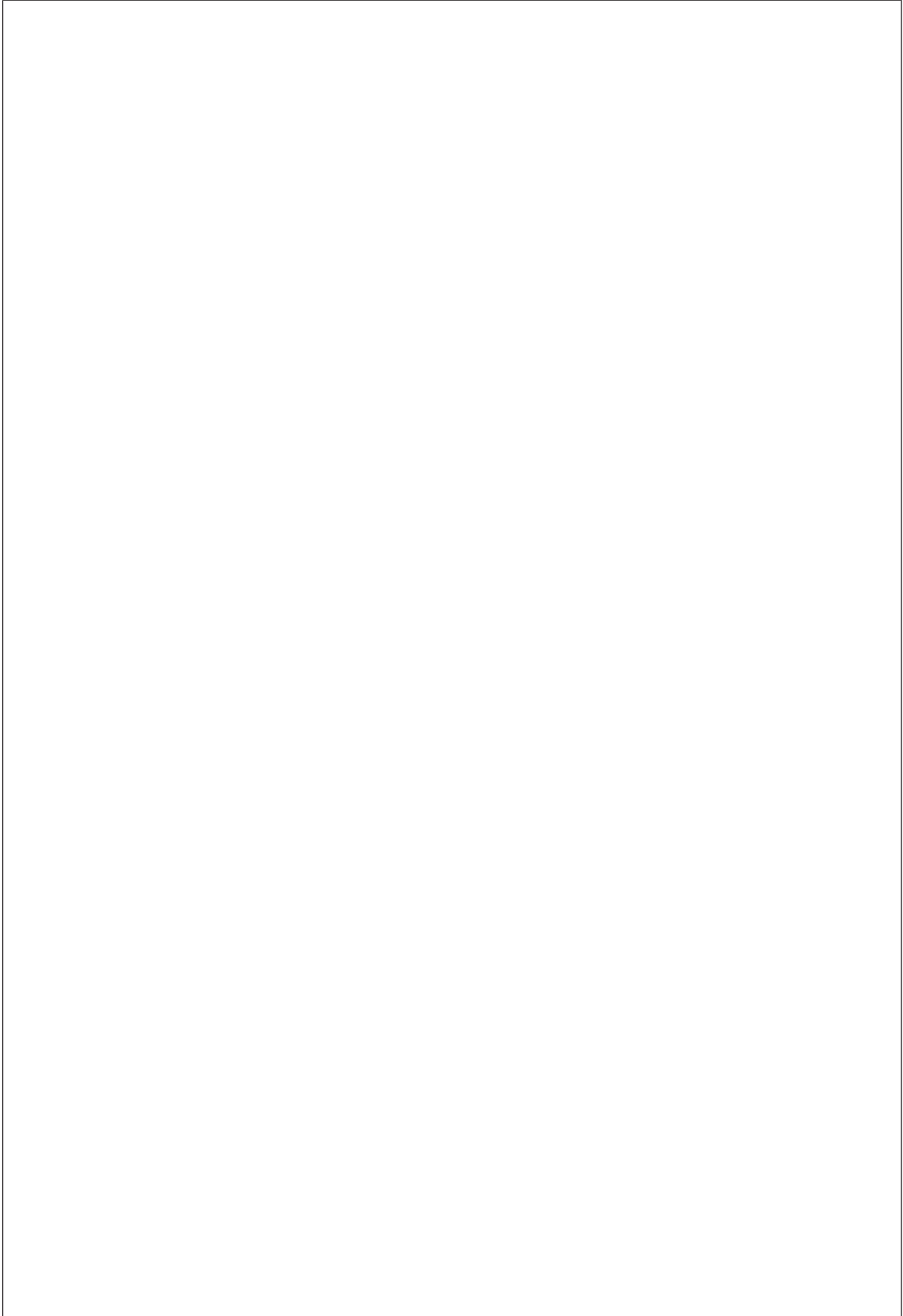
- (a) In the space below, create a detailed mind map that explores and develops ideas relevant to the design brief. (6 marks)



(b) In the space below, design a solution for the sunscreen bottle.

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

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



See next page

**Question 10** (continued)

- (c) Explore how you have applied semiotics in your design solution to engage the intended audience. (6 marks)

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The Cancer Council has now decided to expand its sun-smart campaign. They would like you to design a second sunscreen bottle to engage a new intended audience of wealthy, retired professionals.

- (d) Describe how you would manipulate visual codes and modify your first design to appeal to this new intended audience. (6 marks)

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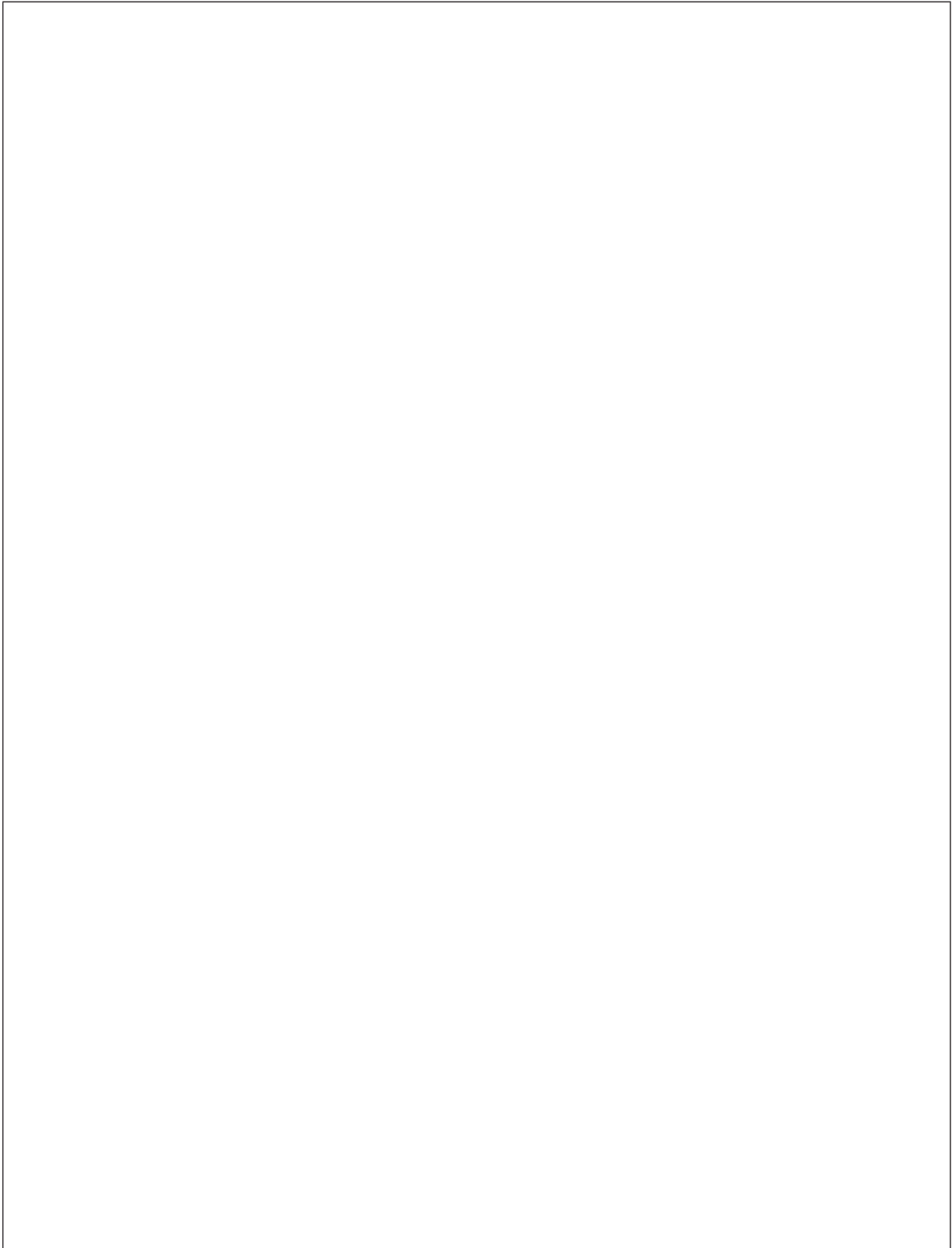
**Question 11: Technical graphics**

**(26 marks)**

Use the following design brief and the stimulus material on pages 20 and 21 to answer all parts of this question.

As part of the design team, you are responsible for creating a portable sun shelter to promote your client's 'UV+Me' brand and the sun-smart message to a teenage audience.

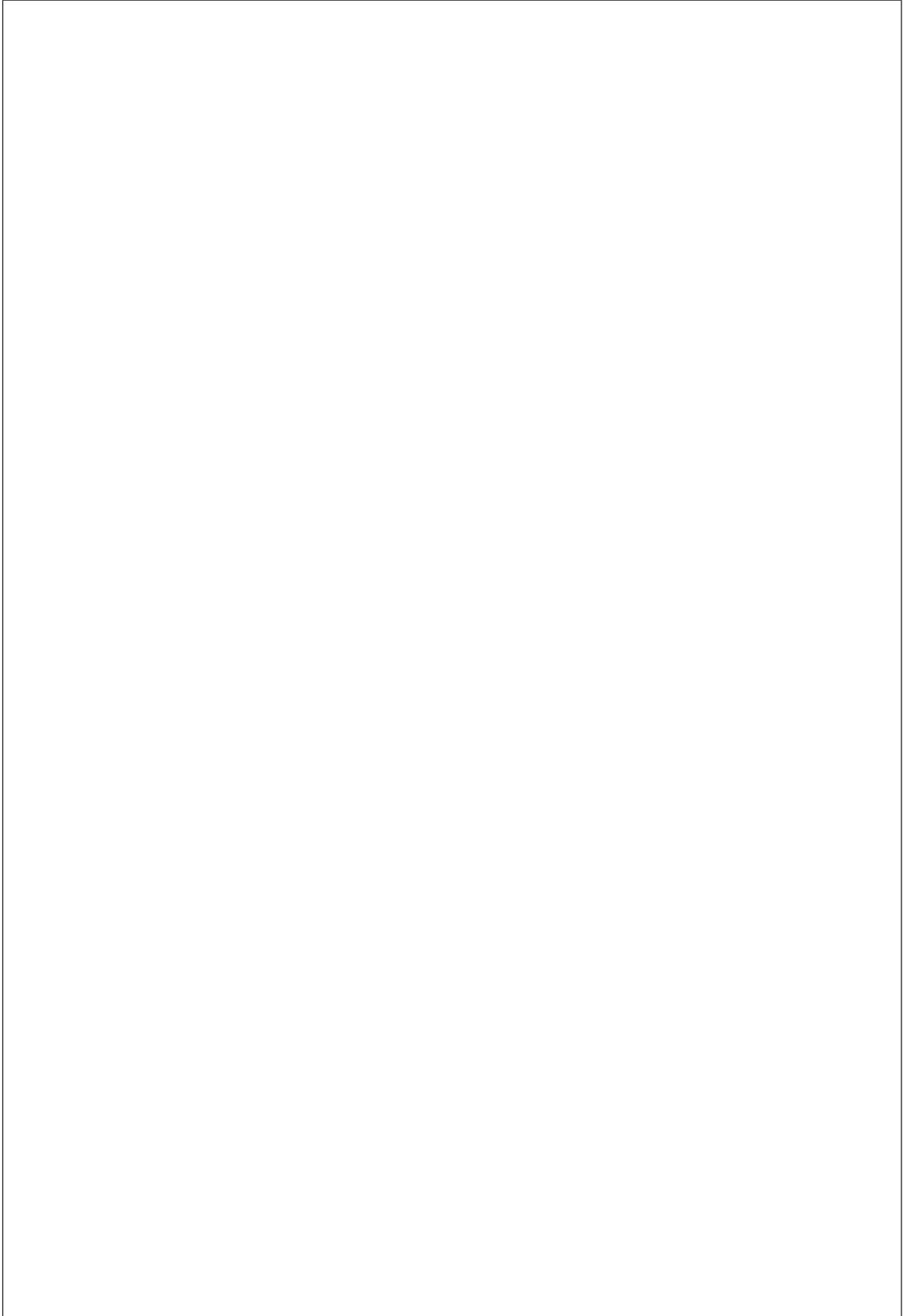
- (a) In the space below, create a detailed mind map that explores and develops ideas relevant to the design brief. (6 marks)



(b) In the space below, design a solution for the portable sun shelter.

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

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



See next page

**Question 11** (continued)

- (c) Explore how you have applied semiotics in your design solution to engage the intended audience. (6 marks)

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The Cancer Council has now decided to expand its sun-smart campaign. They would like you to design a second portable sun shelter to engage a new intended audience of wealthy, retired professionals.

- (d) Describe how you would manipulate visual codes and modify your first design to appeal to this new intended audience. (6 marks)

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Supplementary page

Question number: \_\_\_\_\_

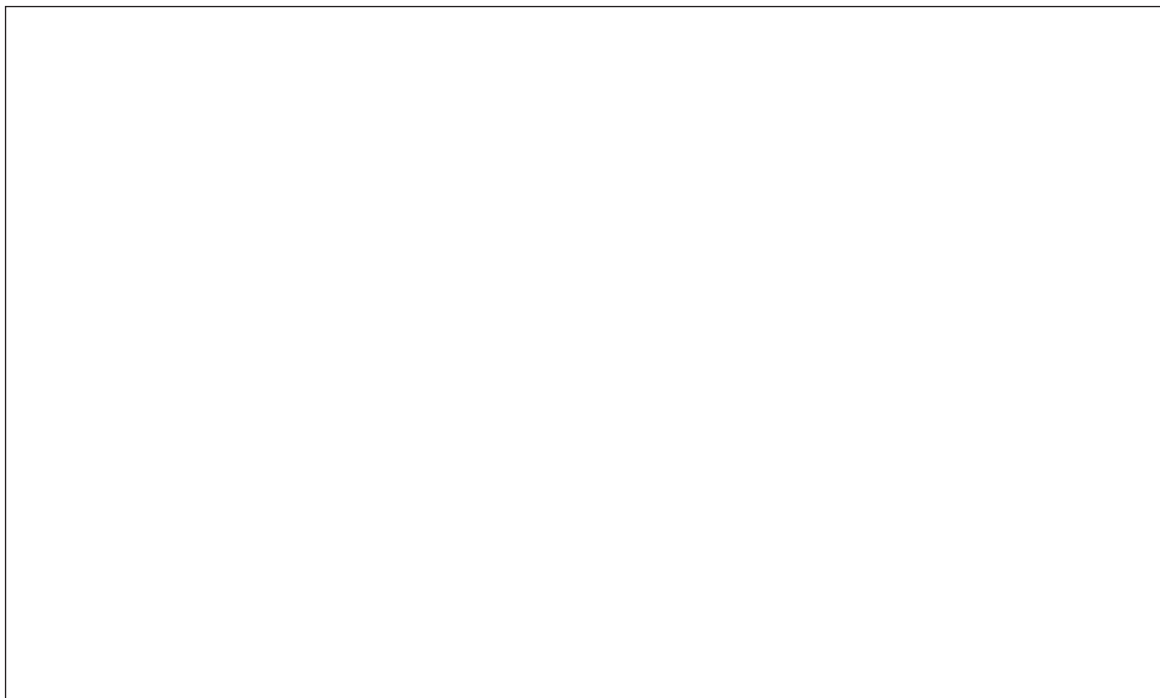


A series of horizontal lines for writing the answer, consisting of 18 lines spaced evenly down the lower half of the page.



Supplementary page

Question number: \_\_\_\_\_



A series of 18 horizontal lines, evenly spaced, extending across the width of the page. These lines are provided for the student to write their answer below the drawing box.









## ACKNOWLEDGEMENTS

- Question 1**            **Figure 1**  
Images 1–9: Peemoeller, A. (2006). *Eureka Tower carpark: Wayfinding* [Photographs]. Retrieved April, 2019, from <http://axelpeemoeller.com/eureka-tower-carpark/>
- Question 3**            **Figure 2**  
OHS Consultants. (2018). *Neal's turnarounds – office dangers* [Image]. Retrieved April, 2019, from <https://www.ohsconsultants.nz/news/2018/11/20/neals-turnarounds-office-dangers-1>
- Question 5**            **Figure 3**  
Isaza, A. G. (2015). *Words can hurt me too* [Campaign poster]. Retrieved April, 2019, from <https://www.esafety.gov.au/about-the-office/resource-centre/poster-words-can-hurt-me-too>
- Question 7**            **Figure 4**  
Pollinate Agency. (2012). *Rise Above Plastics* [Campaign poster]. Retrieved June, 2019, from <https://www.surfrider.org/coastal-blog/entry/new-rise-above-plastics-print-psas-from-pollinate>
- Figure 5**  
van Eenoge, P. (2015). *You eat what you dump, 2* [Campaign poster]. France: Young & Rubicam Paris for Surfrider Foundation Europe. Retrieved June, 2019, from [https://www.adsoftheworld.com/media/print/surfrider\\_foundation\\_you\\_eat\\_what\\_you\\_dump\\_2](https://www.adsoftheworld.com/media/print/surfrider_foundation_you_eat_what_you_dump_2)
- Questions 8–11**        **Figure 6**  
All images provided by courtesy member of examining panel.

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