



# Western Australian Certificate of Education ATAR course examination, 2016

## Question/Answer booklet

### DESIGN

Please place your student identification label in this box

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):	<input type="text"/>
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#### *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	26	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 Certificate of Education ATAR course examinations are detailed in the *Year 12 Information Handbook 2016*. 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.
- Additional working space pages at the end of this Question/Answer booklet are for planning or continuing an answer. If you use these pages, indicate at the original answer, the page number it is planned/continued on and write the question number being planned/continued on the additional working space page.

**Section One: Short response****30% (26 Marks)**

This section has **five (5)** questions. Answer **all** questions. Write your answers in the spaces provided.

Additional working space pages at the end of this Question/Answer booklet are for planning or continuing an answer. If you use these pages, indicate at the original answer, the page number it is planned/continued on and write the question number being planned/continued on the additional working space page.

Suggested working time: 30 minutes.

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**Question 1****(4 marks)**

Occupational Safety and Health (OSH) concepts aim to protect the safety, health and welfare of people engaged in work or employment.

Identify and explain **two** actions that you could incorporate into your own work practice as a designer to ensure a safe workplace for yourself and others.

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

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

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Question 2

(8 marks)

The organisation, *People for the Ethical Treatment of Animals* (PETA) is dedicated to establishing and protecting the rights of all animals. The branch in the United Kingdom (UK) has used Bollywood megastar and 2007 *UK Celebrity Big Brother* winner Shilpa Shetty in one of their advertisements. Featuring the tagline 'Beaten, Lonely and Abused: Boycott the Circus', the advertisement aims to connect with Shilpa's legions of fans around the world.



Figure 1: PETA Boycott the Circus campaign with Bollywood celebrity Shilpa Shetty

(a) Describe how the design in Figure 1 challenges representations and values in society.

(4 marks)

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- (b) Discuss the use of semiotics, codes and conventions that the designer has selected to visually reinforce the message to the audience. (4 marks)

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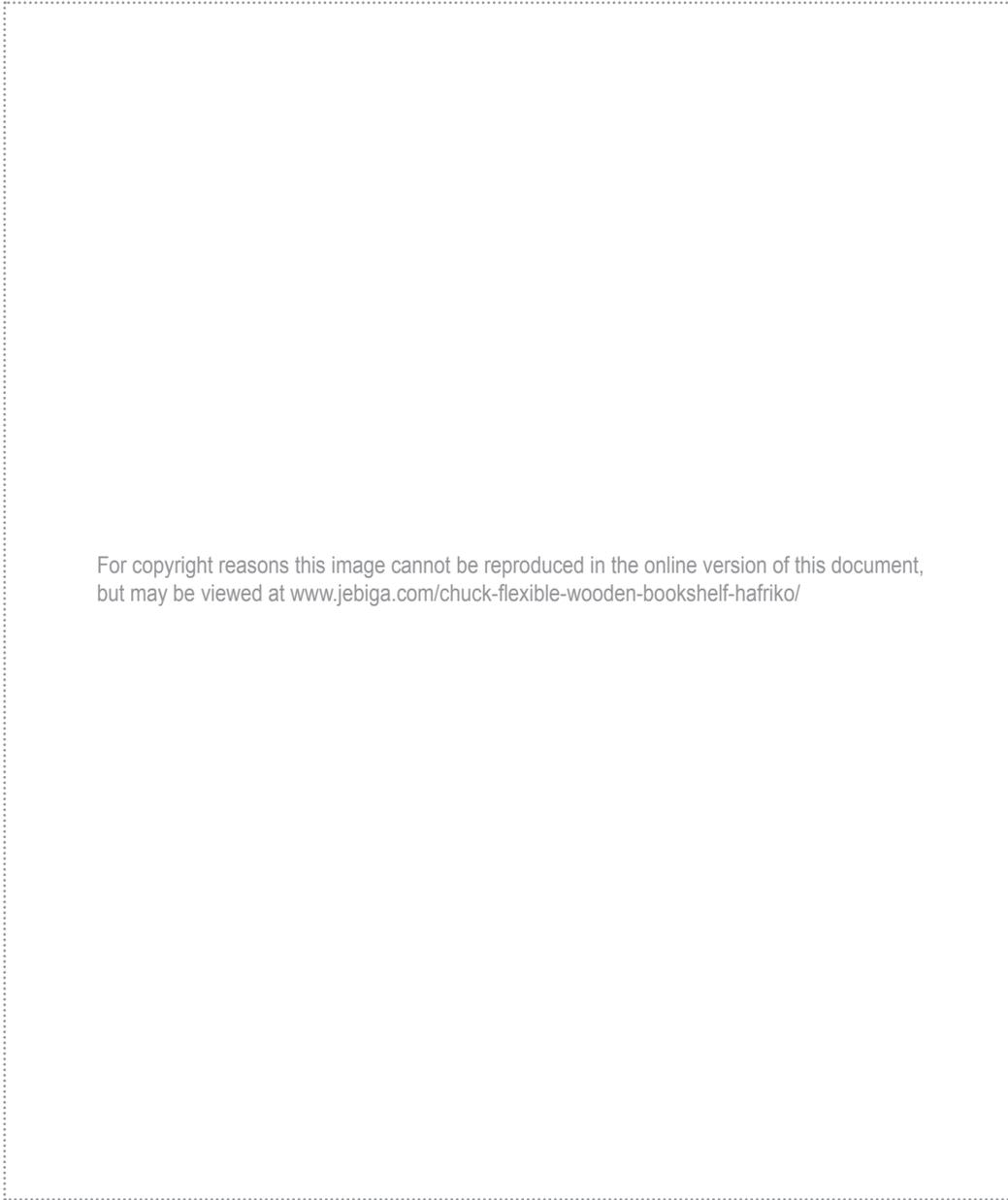
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**Question 3**

**(4 marks)**

Examine the images in Figure 2.



Describe how the product shown adheres to the design principle that 'form follows function'.

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## Question 4

(4 marks)

Choose either Figure 3 or Figure 4 to answer the question on page 9.

For copyright reasons this image cannot be reproduced in the online version of this document, but may be viewed at [www.tameside.gov.uk/dogfouling](http://www.tameside.gov.uk/dogfouling)



Figure 4: Storey hall entrance, Royal Melbourne Institute of Technology, Melbourne

See next page



**Question 5**

**(6 marks)**

Identify and explain **one** benefit and **one** constraint of producing products that use sustainable materials.

(a) Benefit: \_\_\_\_\_ (3 marks)

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(b) Constraint: \_\_\_\_\_ (3 marks)

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**End of Section One**

**See next page**

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- (c) Describe how your design solution given in part (a) used visual codes to present a particular viewpoint to the audience. (4 marks)

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- (d) Identify and discuss **one** stage in the design process that was the most important to your solution. (4 marks)

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## Question 7

(20 marks)

Use the following design brief to answer all parts of this question.

The Australian Government wants a new summer campaign to communicate the road safety message to young adults. The campaign requirements include the use of:

- bright and vibrant colours that represent summer
- concepts that relate directly to summer
- the tagline *'Every two minutes a driver gets pulled over. Don't spoil summer. Don't drink and drive'*.

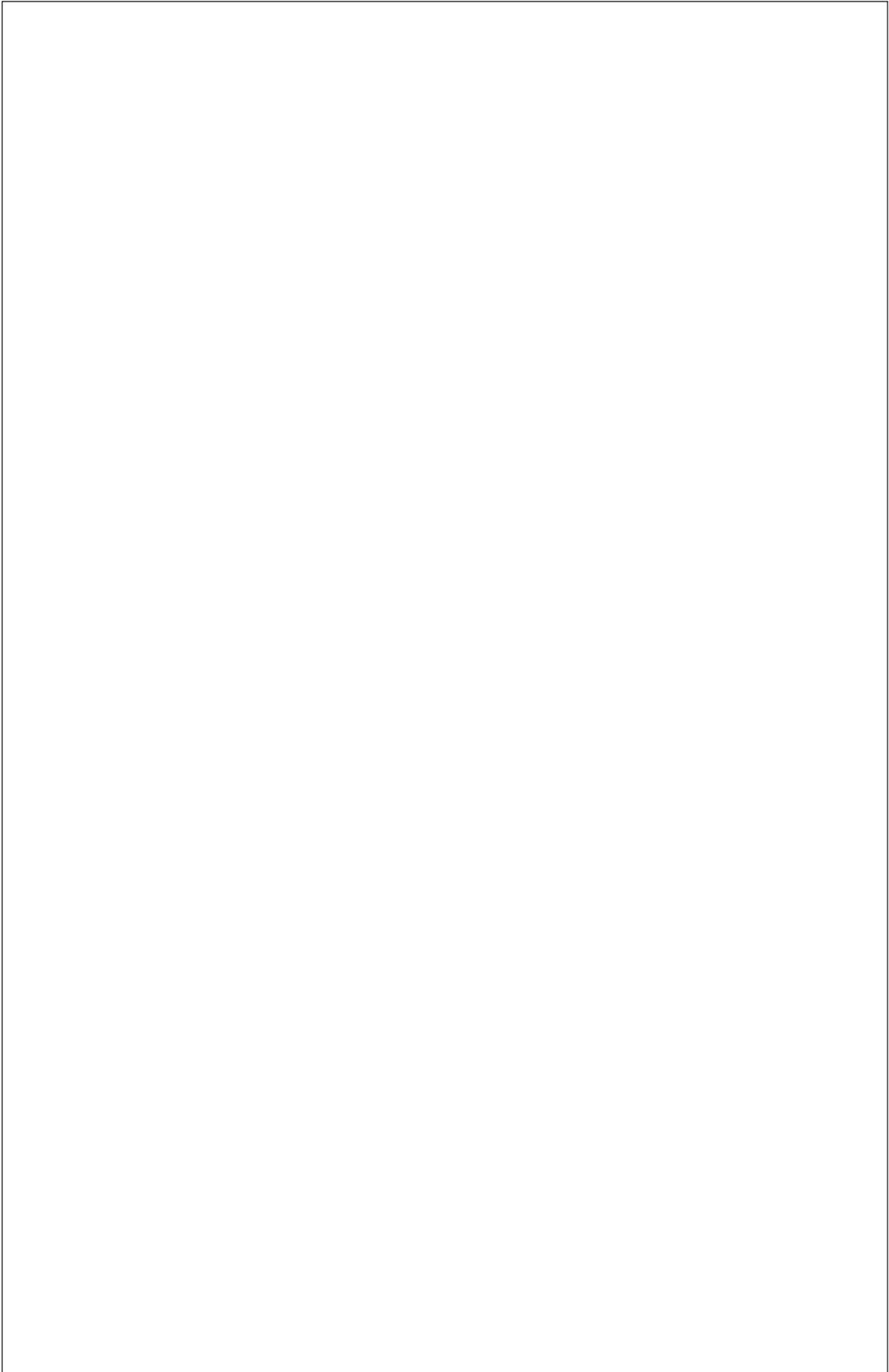
As part of the design team, you are commissioned to create **one** of the following prototypes of the product:

- a bus stop or taxi rank shelter that will promote the campaign by encouraging people to use these forms of transport instead of driving
- a key ring with a 3D component that reminds people of the tagline
- a photograph that will accompany the tagline in a magazine advertisement
- an illustration-based postcard to be placed in bars and cafes promoting the campaign.

The design team will consist of four members, each of whom will be responsible for **one** product shown in the table below. Tick the product prototype you have chosen.

Design team member	Product prototype	Tick ✓
Technical graphics designer	Bus stop or taxi rank shelter	
Dimensional designer	Key ring	
Photographic designer	Photograph for magazine advertisement	
Graphic designer	Illustration-based postcard	

- (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 7 (continued)

- (b) Identify and explain how you could use **two** possible sources of inspiration to ensure that you create an original design solution for the campaign. (4 marks)

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- (c) Choose **one** material and/or technology that would be suitable for the production of your product. Justify the reasons for your choice. (4 marks)

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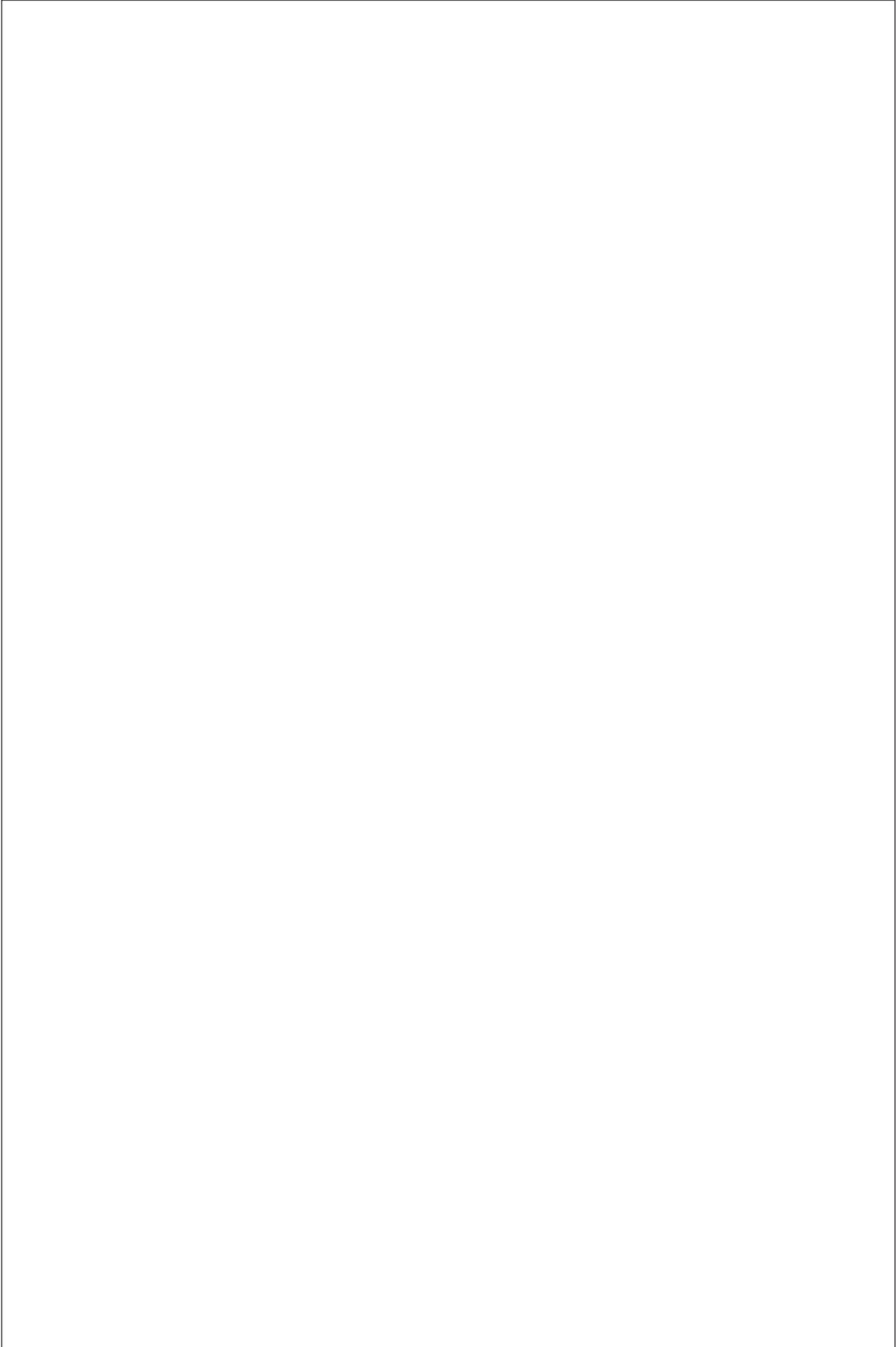
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- (d) In the space below develop your idea through drawing to explore possible solutions for the campaign.

Note: Do **not** draw a detailed completed design solution.

(6 marks)

A large, empty rectangular box with a thin black border, intended for the student to draw their design ideas.

See next page

**Section Two: Extended response: Context specific**

Answer **one (1)** question from Questions 8 to 11 in relation to your chosen context.  
Write your answers in the spaces provided.

Examine the stimulus provided to answer the questions.

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**Question 8: Photography context****(14 marks)**

Use Figure 5 to answer Question 8.

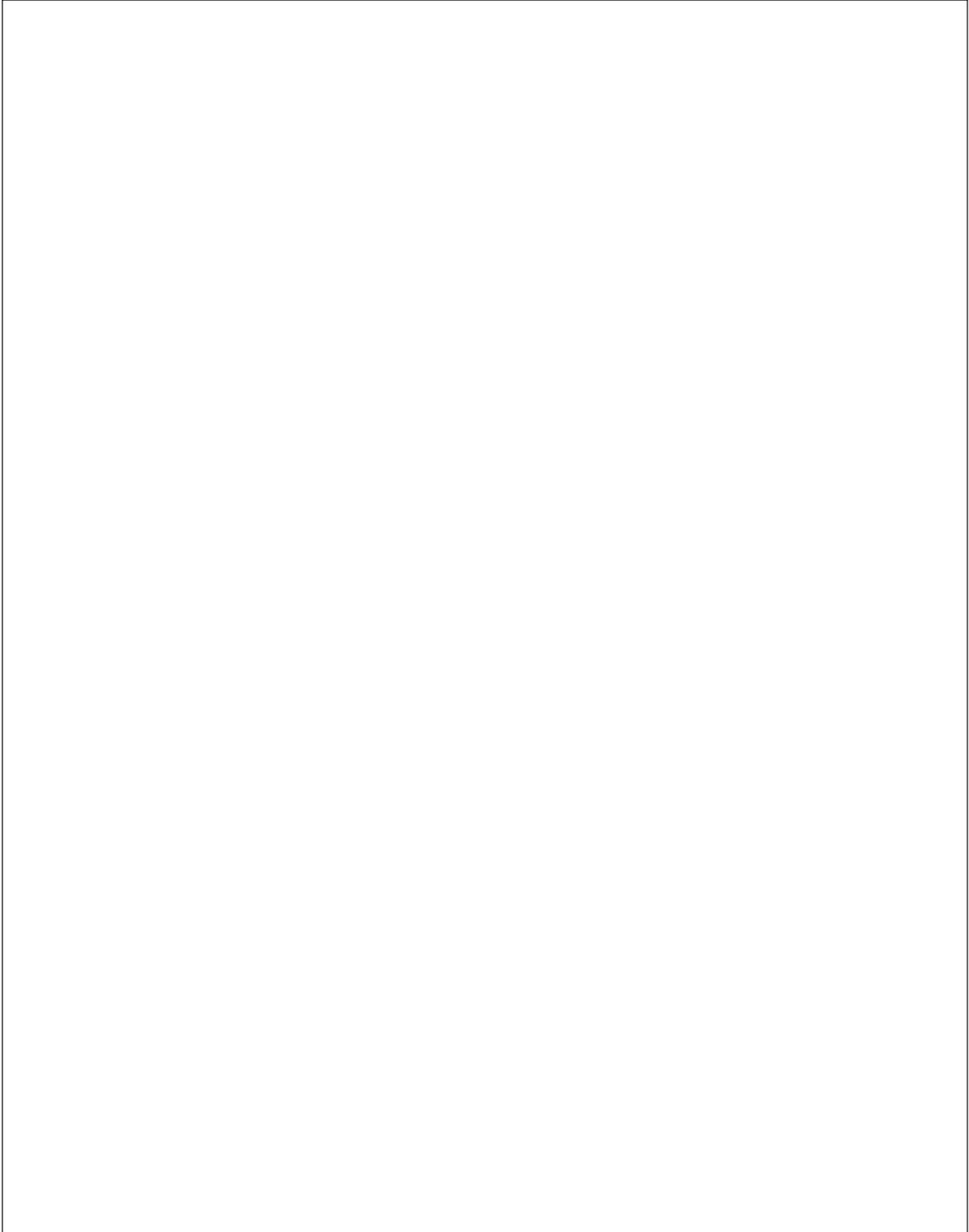
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but may be viewed at <http://joepublic.co.za/work/steers--ridiculouslythickmilkshake>



**Question 8** (continued)

(c) As the assistant photographer on this project, you have been asked to use design strategies similar to those used in Figure 5 to design another photograph in the Steers Fast Food campaign. The new photograph is required to use the tagline of 'Live life, flame grilled' to advertise a new burger line while still retaining the style of the original photograph.

- (i) Sketch a solution below. (3 marks)
- (ii) Add brief notes that explain how your solution works with the original photograph. (3 marks)



**See next page**

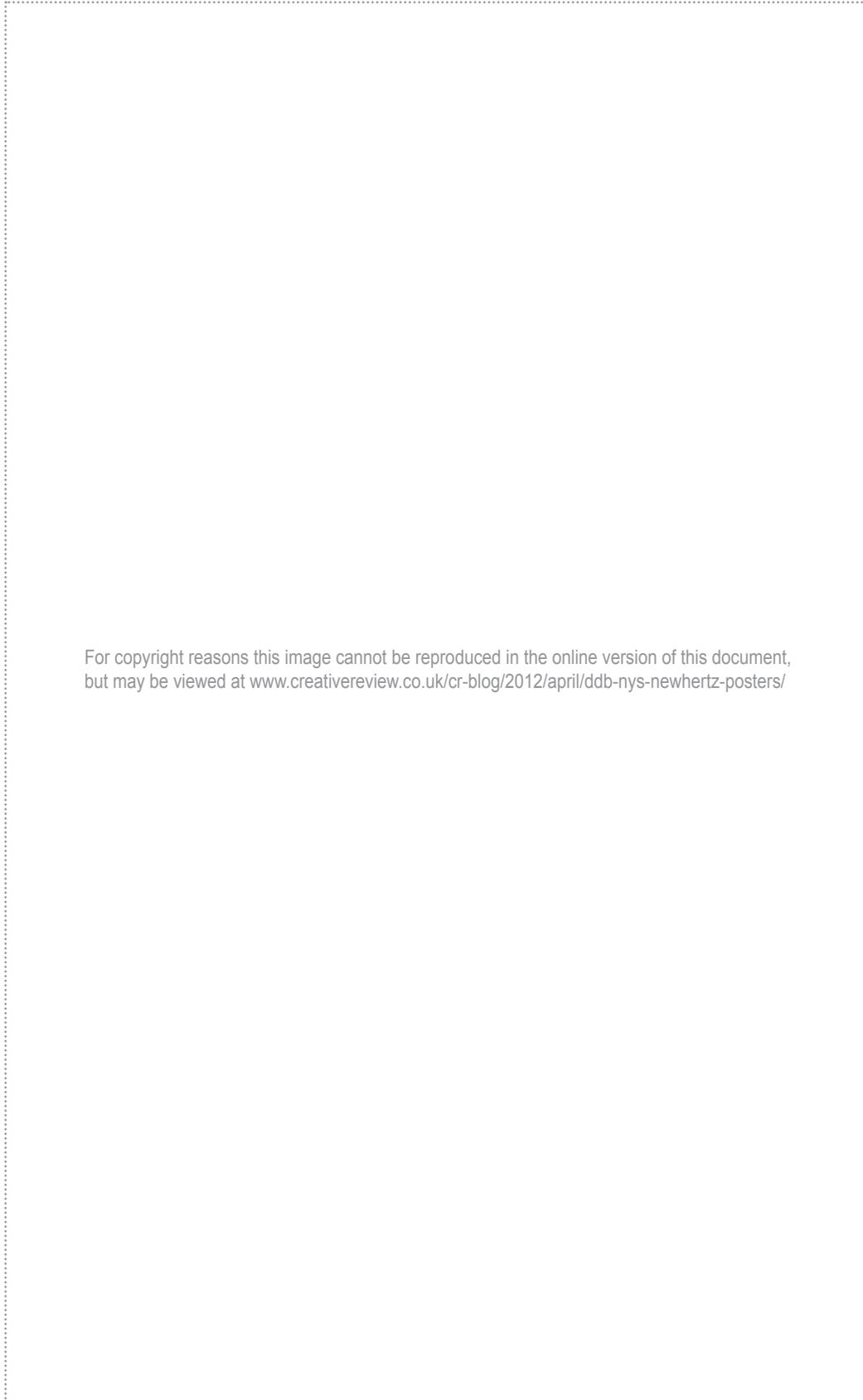
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**See next page**

**Question 9: Graphics context**

**(14 marks)**

Use Figure 6 to answer Question 9.



**See next page**

- (a) Describe the effectiveness of the graphic designer's use of colour and type to communicate to the audience. (4 marks)

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- (b) Discuss the possible graphic design production processes and methods used in the development of this poster. (4 marks)

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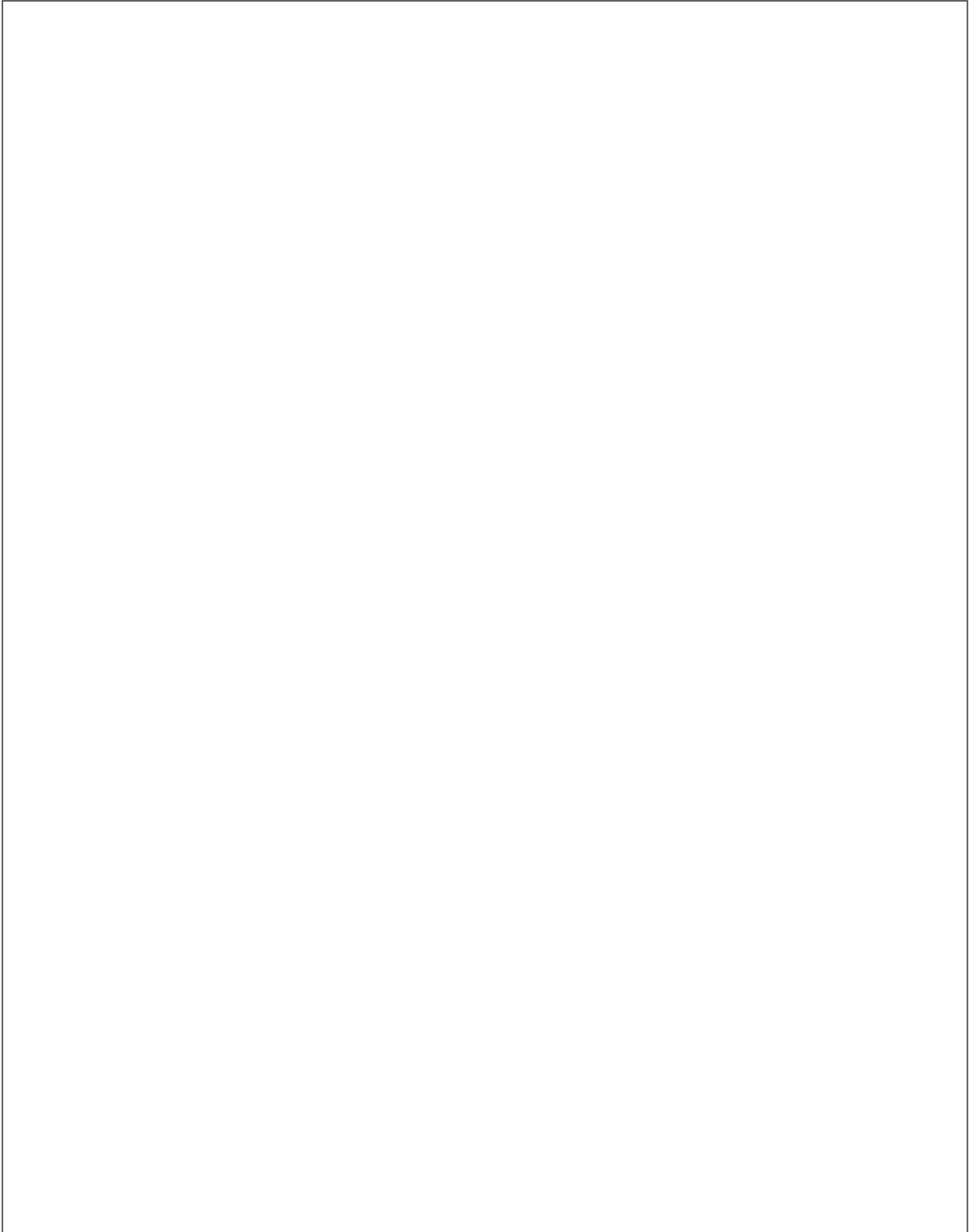
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**Question 9** (continued)

- (c) As the assistant graphic designer on this project, you have been asked to use design strategies similar to those used in Figure 6 to design a one-sided frequent flyers reward card for the Hertz campaign. The reward card is required to use the tagline of 'Fly Then Buy' to accompany the Hertz campaign while still retaining the style of the original poster.
- (i) Sketch a solution below. (3 marks)
- (ii) Add brief notes that explain how your solution works with the original poster. (3 marks)



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**See next page**

Question 10: Technical graphics context

(14 marks)

Use Figure 7 to answer Question 10.

# THE FOREST RETREAT

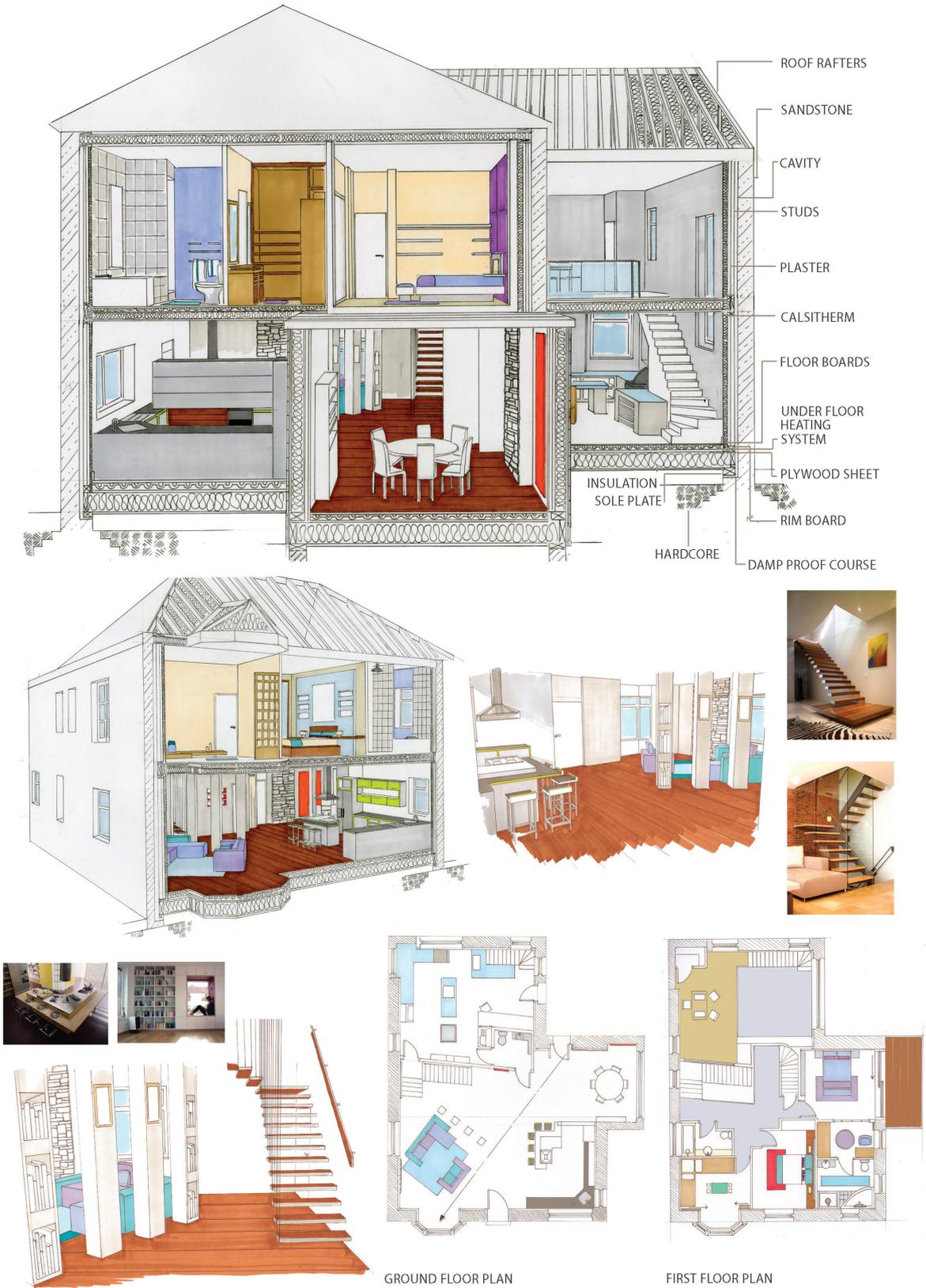


Figure 7: The Forest Retreat house design

See next page

- (a) Describe the effectiveness of the technical designer's use of colour and type to communicate to the audience. (4 marks)

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- (b) Discuss the possible technical graphics production processes and methods used in the development of this house design. (4 marks)

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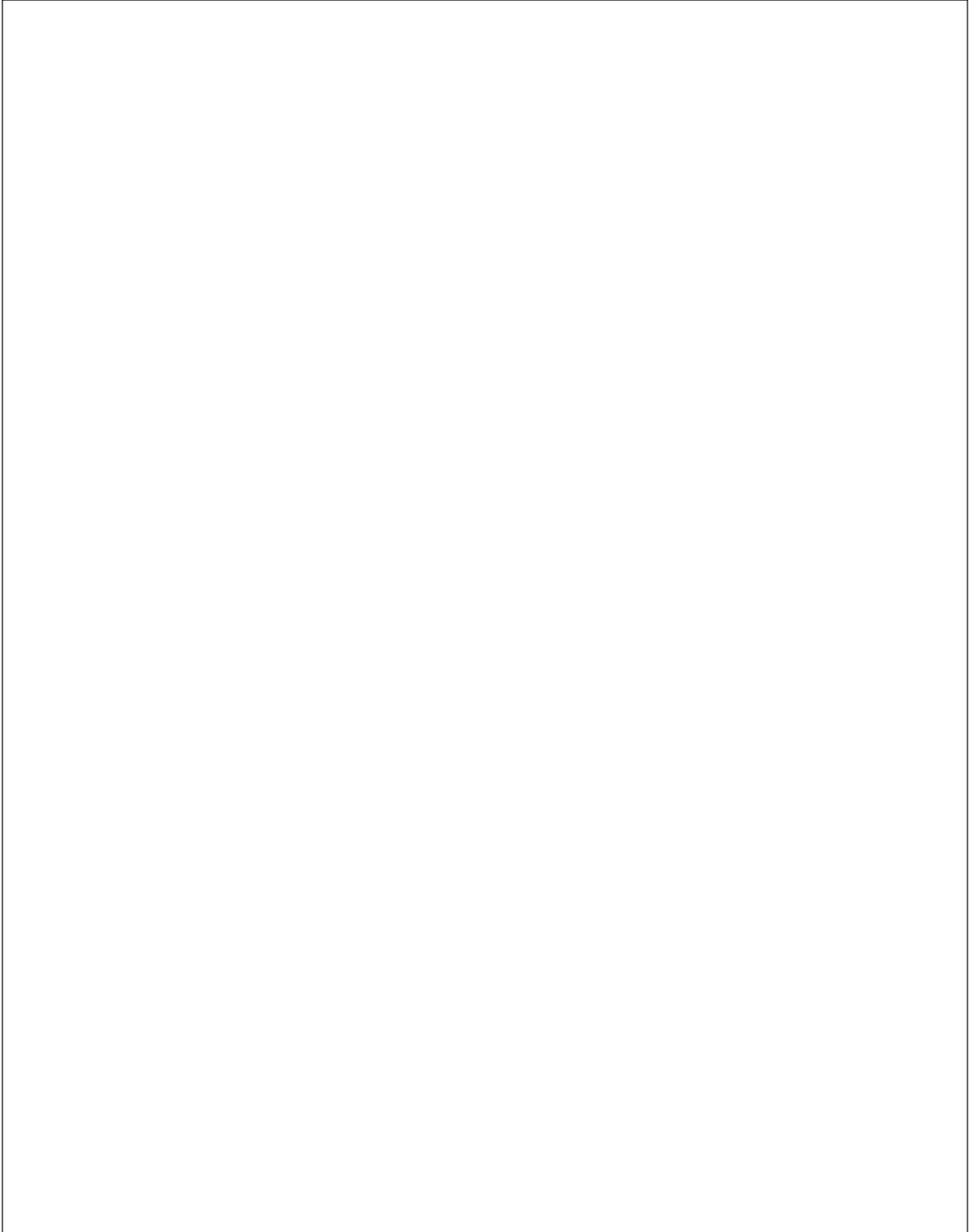
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**Question 10** (continued)

(c) As the assistant technical graphics designer on this project, you have been asked to use design strategies similar to those used in Figure 7 to design a front elevation for the house illustrated. The front elevation is required to use the name of the house design 'Forest Retreat' as the inspiration for its design while still considering the structural components of the building.

- (i) Sketch a solution below. (3 marks)
- (ii) Add brief notes that explain how your solution works with the original house design. (3 marks)



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**See next page**

**Question 11: Dimensional design context****(14 marks)**

Use Figure 8 to answer Question 11.



Figure 8: Stacker toy car

See next page

- (a) Describe the effectiveness of the dimensional designer's use of colour and type to communicate to the audience. (4 marks)

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- (b) Discuss the possible dimensional design production processes and methods used in the development of this product. (4 marks)

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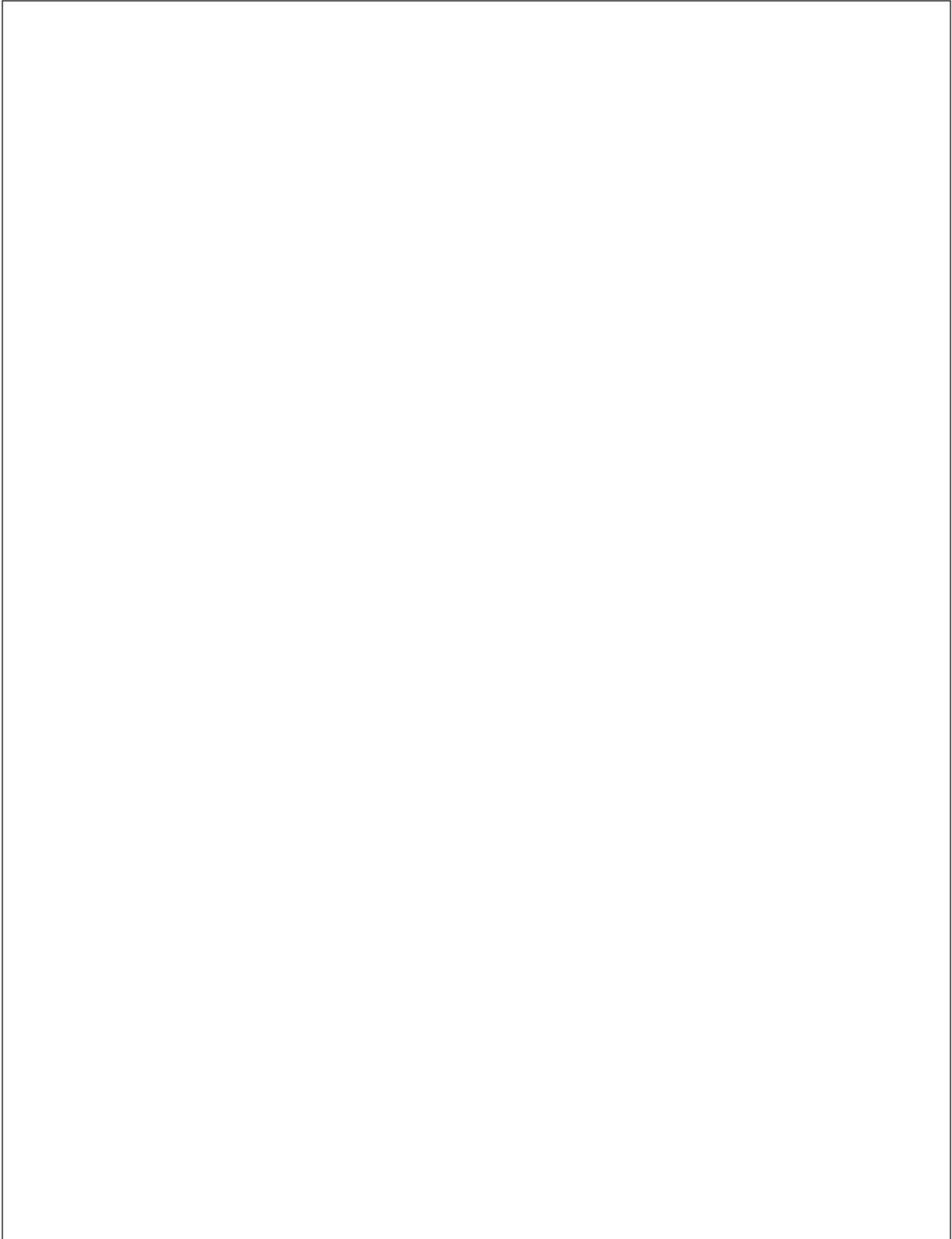
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**Question 11** (continued)

- (c) As the assistant dimensional designer on this project, you have been asked to use design strategies similar to those used in Figure 8 to design a toy truck as part of the Stacker interactive toy range. The new toy truck is required to have the stackable layers of the original toy car.
- (i) Sketch a solution below. (3 marks)
- (ii) Add brief notes that explain how your solution works with the original product. (3 marks)



**End of questions**















## ACKNOWLEDGEMENTS

- Question 2**      **Figure 1**  
People for the Ethical Treatment of Animals (PETA). (n.d.). Beaten lonely and abused: Boycott the circus. In A. Clark. (2015). *Shilpa Shetty speaks out against circuses* [Blog post]. Retrieved April, 2016, from [www.peta.org.uk/blog/shilpa-shetty-speaks-circuses/](http://www.peta.org.uk/blog/shilpa-shetty-speaks-circuses/)
- Question 3**      **Figure 2**  
Hafriko. (n.d.). *Chuck flexible wooden shelf by Hafriko*. Retrieved April, 2016, from [www.jebiga.com/chuck-flexible-wooden-bookshelf-hafriko/](http://www.jebiga.com/chuck-flexible-wooden-bookshelf-hafriko/)
- Question 4**      **Figure 3**  
Tameside Metropolitan Borough. (2015). *Control and care of dogs: Dog fouling* (Top 'Chocolate? Dog muck?' image). Retrieved April, 2016, from [www.tameside.gov.uk/dogfouling](http://www.tameside.gov.uk/dogfouling)
- Figure 4**  
Bennetts, P. (2009). [Storey Hall, RMIT campus, Melbourne]. In H. Kaiser. (2009, January 22). *The Melbourne supremacy* (Image 6/10). Retrieved April, 2016, from [www.dwell.com/city-guide/article/melbourne-supremacy#6](http://www.dwell.com/city-guide/article/melbourne-supremacy#6)
- Question 8**      **Figure 5**  
Joe Public. (n.d.). *Ridiculously thick milkshake*. Retrieved April, 2016, from <http://joepublic.co.za/work/steers--ridiculouslythickmilkshake>
- Question 9**      **Figure 6**  
Gray, C.(2012). Park then fly: Traveling at the speed of Hertz. In G. Lucas. (2012, April 3). *DDB NY's new Hertz posters*. Retrieved April, 2016, from [www.creativereview.co.uk/cr-blog/2012/april/ddb-nys-new-hertz-posters/](http://www.creativereview.co.uk/cr-blog/2012/april/ddb-nys-new-hertz-posters/)
- Question 10**      **Figure 7**  
Sichi, F. (n.d.). *Portfolio* [The Forest Retreat] ('Design detail', 'Design' and 'Technical detail' images). Retrieved April, 2016, from <https://fionasichi.wordpress.com/portfolio/>
- Question 11**      **Figure 8**  
Wiltshire, J.S. (2012). *StackeR by Plasam—2012*. Retrieved April, 2016, from [www.coroflot.com/joel-stephen-wiltshire/StackeR-by-Plasam-2012](http://www.coroflot.com/joel-stephen-wiltshire/StackeR-by-Plasam-2012)

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