

Task1SubmissionMB

by Matthew Beaney

Submission date: 13-Dec-2025 03:14PM (UTC+0000)

Submission ID: 270907698

File name: 58243_Matthew_Beaney_Task1SubmissionMB_709063_1985842299.pdf (263.03K)

Word count: 322

Character count: 1533

Task 1

In the infographic there is a good amount of colour variety. All of the colours chosen are very distinct from one another, hard to confuse for those without colour blindness. However, those with protanopia and tritanomaly may struggle discerning some colours on the infographic. To be specific, people with protanopia may struggle discerning Level 1 and Level 2 building blocks, and the 1830-60 vs the 1884 part of the timeline. People with tritanomaly may struggle telling between the level 2 and 3 building blocks and also the 2008 until the future part of the timeline infographic, at the bottom. This could be improved with a better colour choice and/or visible points of disconnect between directly connected parts, such as the timeline.

Largely, the text is adequately visible. The main problem is how compressed parts of the image are on its web page, making a lot of the text harder to read than intended, which not a fault of the infographic design. Although, one part of the text, building block 4, is a bit harder to read by design, at least to my eyes, due to how the white text stands against the yellow.

While the colourful text boxes for the building blocks graphic clearly bring about their message, the visual in the center, while it tries to summarise each block, is very busy and doesn't do much to help communicate meaning to the viewer. In my opinion it takes away from the conciseness of the graphic.

The "the future looks bright" graphic has a significant lack of visual style, it doesn't do anything to communicate the magnitude of the values, such as relative variance in size of the text of the percentages. Also, for those with protanopia, the text in the top "the future looks bright" section, while the title is not particularly standout for anyone, the colour of the values also starts to blend into the background.



FINAL GRADE

33/100

GENERAL COMMENTS

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
No references given or referred to through the text. There needs to be a bibliography / references section to show the sources of literature that have been used for the research and these need to be referenced by the IEEE numbering system throughout the text.	10	0
2. Knowledge and Understanding Skills		
Some points raised, mostly around colour and text.	15	4

More detailed discussion may have been beneficial for the good and bad points justifies and backed up by literature.		
3. Cognitive and Intellectual Skills		
A suggestion for improvement given, however more would have been desirable and these would have been clearer within their own section headed 'Improvements'.	15	2
4. Practical Application Skills		

A good use of colour and reasonable graphics for visualisation. These could have been better aligned for browsing. The infographic would have benefitted from a title / heading. Reasonable narrative to follow, could be a little clearer. Do the visualisations answer all the questions and answer easily through their message? Does the text actually help or increase cognition in the infographic?	50	25
5. Transferable Skills for Life and Professional Practice		
The critique should be presented as more of an academic report with cover page, contents, clear sectioning that includes an introduction, main body and conclusion, and references / bibliography. The writing flows a little but lacks the structure needed. Any figures / images used should be captioned and numbered.	10	2