

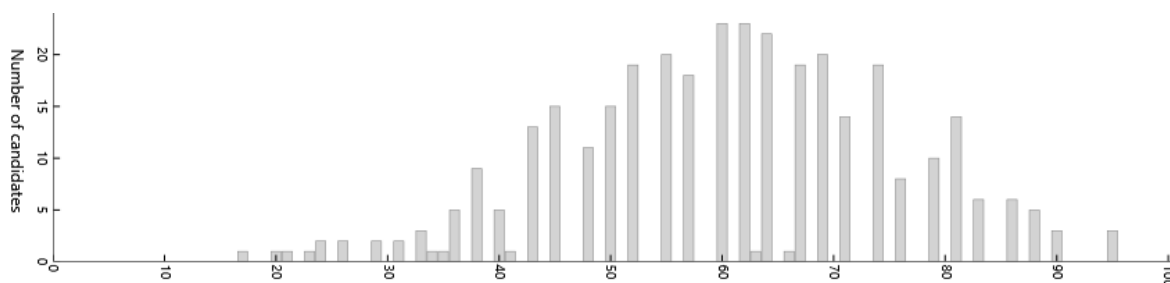


Summary report of the 2022 ATAR course examination report: Design

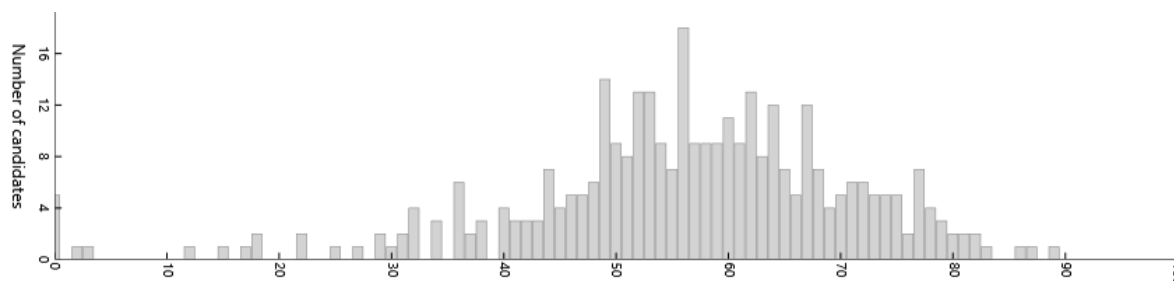
Year	Number who sat all examination components	Number of absentees from all examination components
2022	342	5
2021	334	1
2020	368	4
2019	366	0

The number of candidates sitting and the number attempting each section of the examination can differ as a result of non-attempts across sections of the examination.

Examination score distribution–Practical



Examination score distribution–Written



Summary

The examination consisted of the submission of a design portfolio addressing eight criteria for the practical examination, and a written examination consisting of two sections, Section One: Short response and Section Two: Extended response.

The syllabus was broadly examined, and provided the opportunity for candidates to demonstrate the concepts of the course, with varying degrees of success in the practical examination. Candidate portfolios were generally well-suited, skills were varied, with a good range of ideas developed this year.

The written examination allowed for discrimination in candidate ability. At times, the examination required high order thinking with questions asking candidates to analyse, critically evaluate and justify, and sometimes to connect two syllabus content areas within one question.

Practical examination

Attempted by 345 candidates Mean 60.33% Max 95.24% Min 16.67%

Section means were:

Practical portfolio Mean 60.33%
Attempted by 345 candidates Mean 60.33(/100) Max 95.24 Min 16.67

Written examination

Attempted by 338 candidates Mean 55.69% Max 88.53% Min 0.00%

Section means were:

Section One: Short response Mean 53.08%
Attempted by 337 candidates Mean 15.92(/30) Max 28.12 Min 0.00
Section Two: Extended response Mean 56.82%
Attempted by 337 candidates Mean 39.77(/70) Max 61.88 Min 0.00

General comments

Overall, candidate performance was very good, with a similar mean to 2021. Generally, the course content was well addressed, although the overall standard of practical candidate submissions was slightly lower than previous years. Text-heavy or template driven portfolios were problematic. Open-end briefs scored highly as they produced candidate driven design within portfolios that displayed original and innovative solutions.

Practical examination

Advice for candidates

- Present images large enough for markers to see details of final design solutions.
- Ensure that you have demonstrated thorough experimentation during prototype production.
- Use target audience surveys to gauge understanding and successfulness of communication in design solutions – not to determine design choices, such as colour, type, style. This is the job of the designer to decide.
- Avoid following a template with unnecessary prototypes that do not meet the intended outcome.
- Only include information relevant to the design problem and how it was solved. Packing your folio with theory and excessive written notes is not a valuable use of time and energy or folio space.
- Create your own graphics, take your original photographs and do not source imagery for final designs.

Advice for teachers

- Read the most recent requirements for practical examination submissions. This includes not printing portfolio pages double sided.
- Avoid using portfolio templates and avoid setting the same task for a whole class. Encourage candidates to embrace creativity within their individual projects to enable them to develop more innovative and original designs. Open-ended design briefs that candidates are interested in, enable exploration of a more diverse range of solutions and higher achievement.
- Portfolio submissions with photography projects need to display more experimentation with final designs. Dimensional, technical drawing and product development projects can benefit from further experimentation with materials. Students who design a logo are recommended to apply it to a corresponding product.

- Be mindful of survey practices as poor questioning and feedback can cause a student to prototype inappropriate ideas and to overlook better design solutions that are more suitable.

Written examination

Advice for candidates

- Do not restate the questions in your response as these introduction paragraphs often take up working space and are not needed.
- Consider completing the extended response first while you are feeling fresh.
- If a question involves sketching, make sure your concept/illustration is clear. Annotating it can also assist in communicating your intention.
- Bring coloured pencils to the examination (identified on the *Standard items list*). Colouring a design solution with highlighters is not ideal.
- Ensure that you can apply theoretical knowledge to your own design project to explain how you used the theory, giving specific evidence.
- Responses must refer directly to a stimulus, when provided.
- Remember to indicate when a response is continued in the supplementary pages at the back of the examination booklet.
- Read questions carefully to ensure that you respond appropriately, answering all the questions requirements. Many questions use a plural and ask for more than one example.
- Learn the words and phrases used in the syllabus and understand what each means and how to apply each to any design work. These terms are further explained in the '*ATAR and General Year 11 and 12 Design Glossary*'.
- Refer to the *Glossary of key words used in the formulation of questions* on the course page to understand the requirements of the terms used to structure examination questions.

Advice for teachers

- Pay close attention to the terminology in the syllabus and ensure it is woven into design tasks so that students become familiar with the application of design language. For example, advanced design processes and strategies for communication.
- Be aware that the syllabus includes some aspects that are plural, i.e. communication models.
- Ensure students can apply syllabus content to their own brief, rather than responding with general answers. Encourage them to explain how they used the theory, giving specific evidence.
- Create open-ended design briefs where students identify their own client. Many students are still identifying their teacher as the client and source of feedback in response to examination questions about their own projects.

Comments on specific sections and questions

Practical examination

Overall, candidate performance was very good. There were pleasing levels of experimentation observed in the sketched ideas, including many great digital drawings. Creativity was evident, with candidates' own personal inspirations expressed in their projects. Some candidates provided design solutions that included animation, virtual reality/augmented reality and interactive or time-based elements. While innovative, it was difficult to communicate, fully understand and assess animated and VR/AR aspects in the current requirement of the portfolio being submitted in A3 single-sided sheets.

There was some confusion with the introduction of the Double Diamond process (included in the revised syllabus for 2023). However, planning, Gantt charts and process in portfolios

clearly showed a linear design process. Unfortunately, template and text-driven folios were still evident.

Candidates continued to include theory that was not required or marked in the practical portfolio. Only information relevant to the design problem and how it was solved is considered. Some candidates wasted large amounts of time and energy on theory. It would have been better for candidates to spend more time on ideation, development, and production of their design solution. Candidates who included their final design solution on page one, communicated their project purpose more clearly and often achieved higher marks.

Written examination

Section One: Short response (32 Marks)

Section One contained a wide variety of stimulus which tested candidates' ability to apply their knowledge. Most candidates were able to provide general responses. Those who linked their responses to the stimulus achieved at a higher level.

Section Two: Extended response (69 Marks)

Candidates found the extended response component challenging. While the context-specific brief was complex, the corresponding questions were scaffolded to allow candidates to develop some innovative prototypes. Question 6 was a differentiating question, with the required application of two communication models proving difficult for most candidates. Some candidates appeared to have run out of time to answer all questions to the best of their ability.