

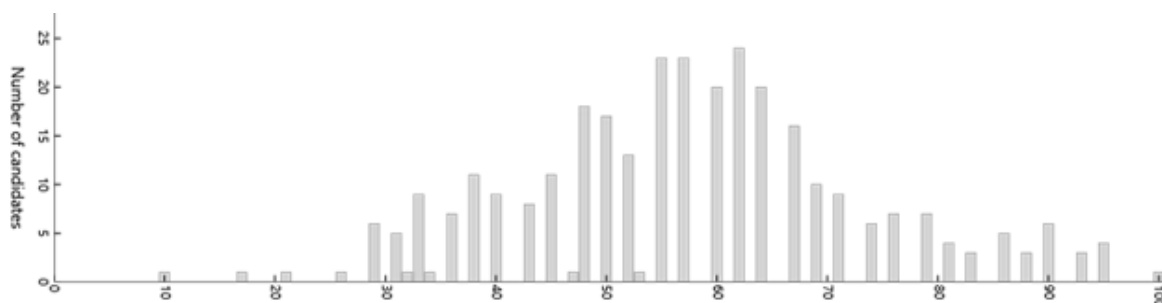


Summary report of the 2023 ATAR course examination report: Design

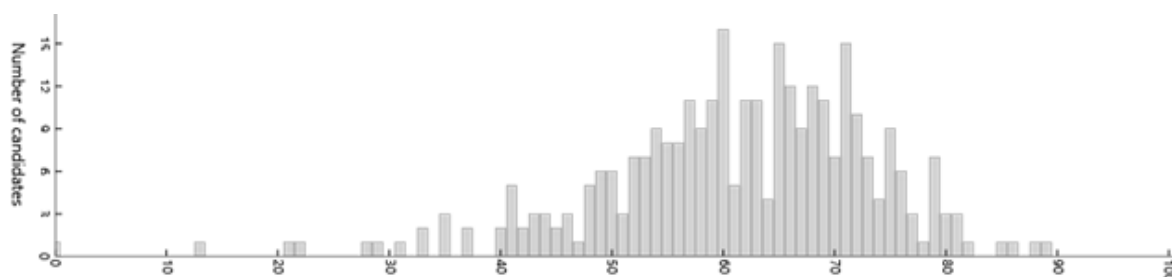
Year	Number who sat all examination components	Number of absentees from all examination components
2023	311	10
2022	342	5
2021	334	1
2020	368	4

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

In the practical examination, the syllabus was broadly examined and provided the opportunity for candidates to demonstrate the course concepts, with varying degrees of success. Design portfolios were generally well suited, and skills were highly varied. Many candidates explored and experimented with combinations of both digital and non-digital design solutions, demonstrating a proficiency to apply and present a basic design process, with varying levels of success.

In the written examination, candidates demonstrated a strong engagement in Section Two, recognising the increased weighting of the Extended response section. The inclusion of Australian-based design stimuli was well received.

Practical examination

Attempted by 316 candidates Mean 57.63% Max 100.00% Min 9.52%

Written examination

Attempted by 311 candidates Mean 61.13% Max 88.67% Min 0.00%

Section means were:

Section One: Short response	Mean 60.58%		
Attempted by 310 candidates	Mean 18.18(/30)	Max 28.00	Min 0.00
Section Two: Extended response	Mean 61.37%		
Attempted by 310 candidates	Mean 42.96(/70)	Max 65.17	Min 0.00

General comments

Practical examination

Overall, candidate performance was very good. Text-heavy and template driven portfolios were problematic however, restricting the candidate's ability to explore and demonstrate a truly authentic design process. Open-ended briefs scored highly as they produced candidate driven designs displaying original and innovative solutions.

Advice for candidates

- Attempt to select both an inspiring and achievable design project to work on throughout the year.
- All manipulated images and reference images must be referenced. This is the case even where they have been used for tracing and/or manipulation purposes or for sourcing them as a reference image for ideas.
- Ensure that you have the skill set (or have the time to learn) for your selected project.
- Avoid having models dress in school uniform (even if school logo is covered), as this can reveal the identity of your school.
- Authentically and effectively test your designs with your intended target audience.
- Ensure your design brief outlines a very specific target audience or target market for your designs.

Advice for teachers

- Avoid using portfolio templates and avoid setting the same or similar task for the whole class. Encourage students to embrace and explore creativity within their individual projects to enable them to develop more innovative and authentic designs.
- Portfolios that are highly scaffolded with strict, set timeframes for each part of the process are problematic. Provide students with freedom in this regard. Encourage students to set their own timing for individual design-based activities, allowing for fluidity of movement through the iterative design process.
- Ensure that images used in portfolios are appropriate for viewing by all audiences.
- Carefully check submissions to ensure that school and candidate names are not evident.
- Ensure that students develop a specific and detailed design brief, which is revisited regularly throughout the duration of the design project.

Written examination

Overall, candidate performance was very strong, with a higher mean than in 2022.

Advice for candidates

- Ensure that you can apply theoretical knowledge to your own design project to explain how you used the theory, giving specific evidence, especially to commercial applications.
- Responses must refer directly to a stimulus, when provided.

- Read questions carefully to ensure that you respond appropriately, answering all the question requirements.
- Learn the words and phrases used in the updated 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

- In the 2023 examination many candidates were identifying their teacher as the client and source of feedback in response to examination questions about their own projects.
- 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.
- 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.

Comments on specific sections and questions

Practical examination

Many candidates used template-based and teacher-prescribed portfolios, and this made it difficult for examiners to make judgements across several of the marking criteria.

Written examination

Section One: Short response (30 Marks)

Section One contained a wide variety of stimuli which tested candidates' ability to apply their knowledge of design concepts. 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 (58 Marks)

Notably, candidates demonstrated heightened engagement with Questions 6 to 11, recognising the increased weighting of the Extended response section. Within the context-specific question, candidates predominantly gravitated towards two dimensional (2D) media. Those who opted for Dimensional Design encountered challenges in meeting the brief, as their responses did not align with the intended concept of a money belt.