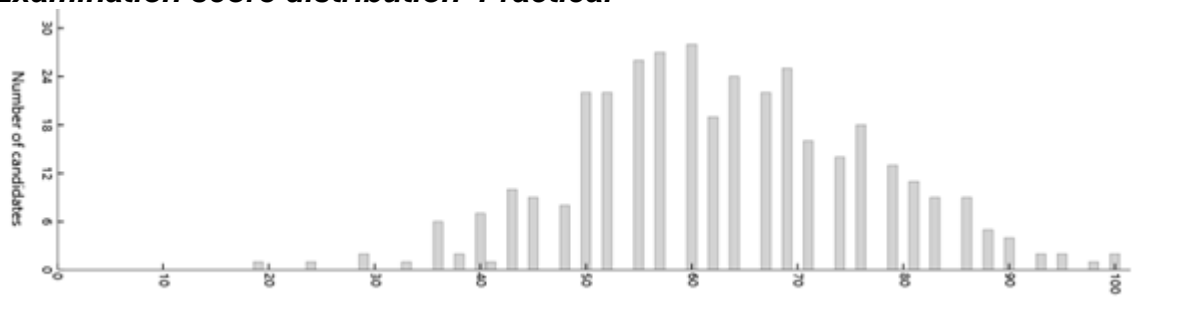




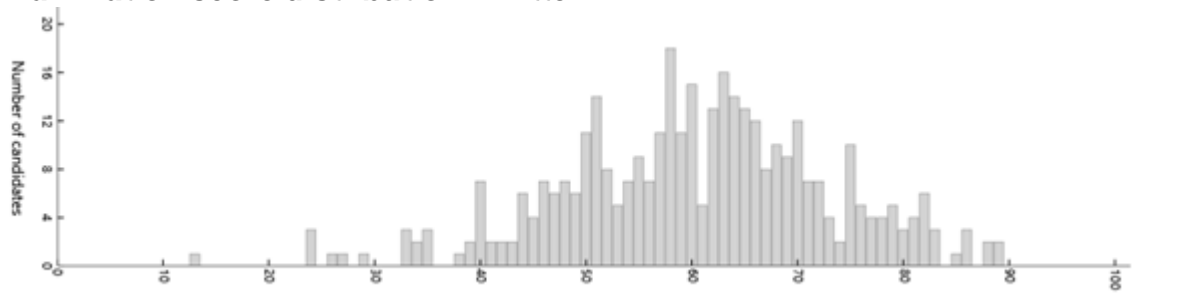
Summary report of the 2018 ATAR course examination: Design

Year	Number who sat all examination components	Number of absentees from all examination components
2018	366	2
2017	379	2
2016	411	5

Examination score distribution—Practical



Examination score distribution—Written



Summary

Candidates were required to complete a practical (portfolio) examination and a written examination. Both examinations enabled candidates to use more than one of the identified design contexts in the syllabus to emphasise the move toward a course using universal Design understandings which crosses all contexts.

Practical examination

Attempted by 369 candidates Mean 62.94% Max 100.00% Min 19.05%

Section means were:

Practical portfolio Mean 62.94%
Attempted by 369 candidates Mean 62.94(/100) Max 100.00% Min 19.05%

Written examination

Attempted by 367 candidates Mean 60.27% Max 89.31% Min 12.55%

Section means were:

Section One: Short response Mean 59.93%
Attempted by 366 candidates Mean 17.98(/30) Max 29.14 Min 0.86
Section Two: Extended response Mean 60.49%
Attempted by 367 candidates Mean 42.34(/70) Max 62.74 Min 12.55

General comments

Some very strong practical (portfolios) demonstrated highly professional design work and broad skill sets. These showed a consistent application of the elements and principles in the visual layout of each page as well as to the final design solution. Comprehensive experimentation and the use of a variety of ideation methods were evident in practical (portfolios) submissions that achieved higher marks.

The written paper this year rewarded candidates who could apply their design knowledge, rather than simply describe design concepts and theory. The structure of the extended response section of the paper varied slightly by providing a common design brief and stimulus material that enabled a more equal creative starting point for all candidates.

Practical examination

Advice for candidates

- Ensure planning is relevant to the design brief and project specifics. Planning should link each stage of the design process to specific tasks and timeframes.
- You need to spend significant time exploring the ideation phase of the design process by brainstorming, mind mapping and creating rough sketched ideas in order to improve the originality. Do not just modify an existing design.
- Demonstrate a broad range of skills and design understanding throughout the portfolio by experimenting with different techniques.
- When experimenting with significant changes, provide screenshots and make relevant annotations describing how these changes are in response to the design brief.
- You must refer to the intended audience and elements and principles of design when annotating your work. Justify why you made those choices; don't just state what you have done.

Advice for teachers

- Create design briefs that provide choice and variety within your cohort. This will help candidates develop more original and creative solutions.
- Consider an extended design brief that covers both Unit 3 and Unit 4. A clear design process can then be more thoroughly explored across 15 pages in the portfolio. This can provide an opportunity to cross contexts which broadens design skills and techniques.
- Encourage candidates to define a clear and specific intended audience. Outline the demographics and psychographics or use the VALS framework as a guide.
- Spend significant time exploring the ideation phase of the design process through brainstorming, mind mapping and creating rough sketched ideas. This is vital to the creation of original design solutions.
- Ask candidates to justify why they have made design choices. Consideration of the likes/dislikes of the intended audience along with the scope of the design brief is required.
- Ensure candidates can identify how the design process and production process are different. Consider relating relevant production processes to their design brief and solution as part of the planning or design development stages of the design process.

Written examination

Advice for candidates

- Ensure you are prepared for the examination by bringing all materials listed on the *Standard items list* (e.g. pens and coloured pencils).
- 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*'.

- Look at the marks allocated for each question and ensure you provide an appropriately detailed response. Do not waste space by rewriting the question as an introduction. Be succinct and clear in your response, although do not be afraid to write in the extra working space if needed.
- Spend more time on the extended response questions and do not rush the drawing or design brief questions as these are worth significant marks.

Advice for teachers

- Teach terminology and phrases directly from the syllabus.
- Refer to the marking key and the '*ATAR and General Year 11 and 12 Design Glossary*' for semiotics terms that may help improve candidate understanding.
- Candidates should be clear in their understanding of the elements and principles within stimulus images. The purposeful application of these is how designers communicate meaning. This needs to be understood more thoroughly.
- It is important to ensure research is connected to generating original design solutions. Candidates are to be encouraged to develop their own line of inquiry and use research to extend their unique ideas and design thinking.
- Ensure candidates can identify how the design process and production process are different.
- The syllabus topic of future trends is related to production processes and needs to be relevant to how design solutions are made or produced.

Comments on specific sections and questions

Practical examination

Practical portfolio (42 Marks)

The practical (portfolio) submissions in 2018 demonstrated a sound understanding of the design process in general. This was most evident when one extended design brief was followed throughout the 15 pages.

Written examination

Section One: Short response (35 Marks)

Candidates performed soundly in the short response section, achieving a mean of 59.93%. Questions 1 and 2 were answered particularly well by most candidates, especially those who referred to the evidence provided in the stimulus images. Question 4 was poorly answered by most candidates, with a lack of understanding evident with respect to the production process.

Section Two: Extended response (53 Marks)

The mean for the extended response section was 60.49%. For the compulsory questions, Question 6, which related to a design project undertaken this year, was better answered than Question 7, with more detailed and insightful responses. In the context-specific part of the extended response section, Questions 8 to 11 were identical, with the exception of the type of object being designed in each context. The maximum mark awarded was similar between all four contexts, with means slightly higher for Questions 10 and 11.