

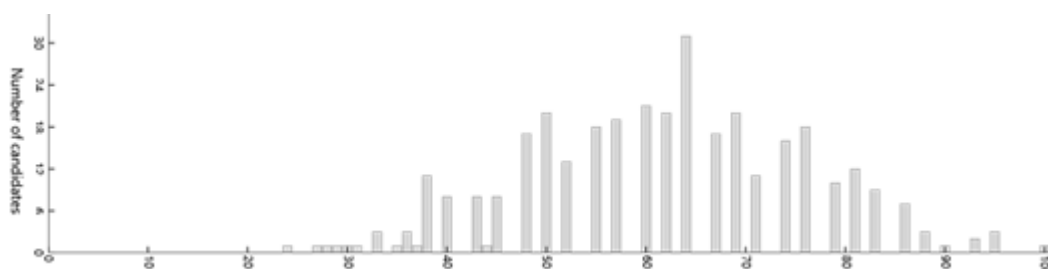


## Summary report of the 2021 ATAR course examination report: Design

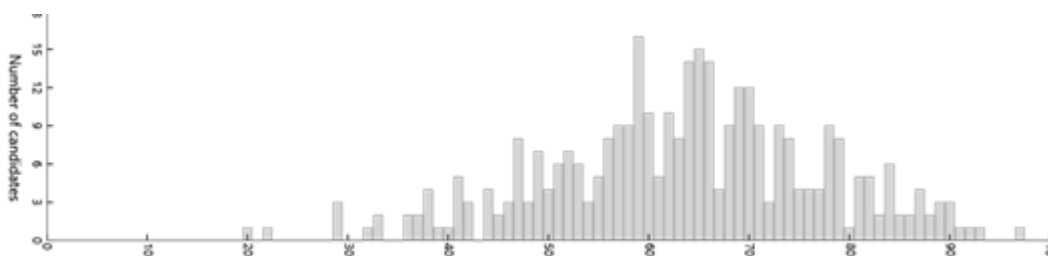
Year	Number who sat all examination components	Number of absentees from all examination components
2021	334	1
2020	368	4
2019	366	0
2018	366	2

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 encouraged candidates to be inventive, exhibit technical skills and ability, generate design ideas and problem solve, which is a strength of the practical component of the course. The written examination discriminated well between candidates, demonstrating a broad range of stimulus which supported a diversity of design understandings.

#### **Practical examination**

Attempted by 339 candidates                      Mean 61.63%              Max 100.00%      Min 23.81%

Section means were:

Practical portfolio                      Mean 61.63%  
Attempted by 339 candidates              Mean 61.63(/100)      Max 100.00              Min 23.81

## Written examination

Attempted by 336 candidates                      Mean 63.44%              Max 96.67%              Min 19.60%

Section means were:

Section One: Short response	Mean 67.39%		
Attempted by 335 candidates	Mean 20.22(/30)	Max 29.63	Min 0.00
Section Two: Extended response	Mean 61.75%		
Attempted by 336 candidates	Mean 43.23(/70)	Max 67.03	Min 10.08

## General comments

Overall the course content was soundly addressed and of a similar standard to the 2020. Evidence of course content was superficial in some areas with many text-heavy portfolios using written explanations, rather than showing practical application of design concepts.

## Practical examination

### Advice for candidates

- Practical portfolios are to be visual design based and not text driven. Candidates are encouraged to show their practical application of design concepts and processes.
- Spend time in ideation stages. Use raw sketching, hand rendered ideations, rough mock-ups and prototypes to display your design development and explore of a range of ideas in the portfolio. This will support the production of innovative concepts. Originality continues to be the lowest performing criterion in the Design practical examination.
- Explore an individualised brief and formulate your own original creative concepts. Aim for a completed design process with a resolved design project. Your submission should feature rich examples of critical thinking and problem solving around your concepts.
- Demonstrate understanding of design concepts and course content through application in practical work and use theory to drive improvements in design work.
- Check your portfolio prior to submission to ensure you have referenced all sourced images used in the portfolio, and that your name or your school's name is not identified.

### Advice for teachers

- An ideal design task allows students to showcase the depth and range of their practical skills. Provide open design briefs that focus on idea generation, problem solving and encourage creativity, flexibility, and inventiveness.
- Support students to independently create their own design briefs and projects that demonstrate their design ability and/or their design thinking.
- Ensure design projects and student submissions are varied and feature visual exploration of design process rather than a text-heavy, formulaic or template driven structure. Foster student potential through immersion and development of strengths across a variety of technical skills.
- Recommend design theories, designers, and historical movements as inspiration for design solutions rather than as sources of convention.
- Ensure candidate submissions feature correct and complete referencing of sourced images on the *References/acknowledgements* form.
- Ensure submissions do not include identifying names.

## Written examination

### Advice for candidates

- Ensure you are prepared for the examination by bringing all materials listed on the Standard items such as coloured pencils and pens. These are vital for sketching and using colour in a design solution response.
- Read all questions carefully to ensure your responses are relevant and appropriately answer question requirements.

- 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* on the course page.
- Familiarise yourself with examination structures. Questions in the short response and extended response sections are weighted differently and are separate. When questions have a part (a), (b) or (c) then they relate to the same stimulus or theme within the question.
- Learn the verbs used to write the examination questions. Refer to the *Glossary of key words used in the formulation of questions* on the course page.
- Study across a diversity of design contexts with a variety of design stimulus. You will need to show and apply your knowledge across a range of forms.

#### *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* on the course page for semiotics terms that may help improve candidate understanding.
- Ensure students understand the elements and principles. Purposeful application of these is how designers communicate meaning and influences how audiences interpret design solutions. Students need to understand these thoroughly.
- Ensure candidates can identify how the design process and production process are different.
- In teaching production processes, support candidates in exploration, selection, and refinement of a range of materials and technologies for their design solutions.
- Understand the syllabus topic of future and contemporary trends is related to production processes.
- Provide students with appropriate, open-ended design briefs, which allows them to establish their own client, an intended audience and problem-solve in working towards a design solution.

#### ***Comments on specific sections and questions***

##### **Practical examination**

Overall, candidate's submissions were generally of a slightly lower quality than previous years. Although there were some very good examples, there seemed to be an increase in unresolved or unfinished submissions. Some candidates appeared to struggle to submit a complete design project and portfolio. In addition, there seemed to be less variety of projects and less engagement with all stages of the design process. While candidates understood the portfolio process and its general structure, submissions continued to be overly text-heavy, formulaic or template driven.

As in previous years, some design briefs are limited in scope and prevented candidates from being able to creatively apply the design process to a problem. In these instances, portfolio submissions often documented a production process, or candidates from the same class groups submitted very similar portfolios. In a few cases it was the reverse, where a very rich design process did not lead to a formulated final piece. This was especially noticeable in the spatial and technical graphics contexts.

Course content continued to be applied superficially. In many practical portfolio submissions, theory was not used to drive improvements in design work, and instead candidates were only defining design theory. Course content and terms were often included with no link to the design process or individual briefs. Rather than candidates demonstrating their understanding of design concepts through application in practical work, they continued to fill pages with standard definitions and terms.

## **Written examination**

### **Section One: Short response (41 Marks)**

Candidates performed soundly in Section One, achieving a mean 67.39%. This suggests the content covered in these questions enabled most candidates to clearly demonstrate their design knowledge and understanding.

### **Section Two: Extended response (59 Marks)**

The Extended response section had a mean 61.75%. The context-specific question provided a contemporary brief that was relevant and thought-provoking. Questions 8 to 11 were generally lower than previous years, except for 2020 which was of a similar low standard.