

Section Two: Extended response
Attempted by 366 candidates

Mean 64.71%
Mean 45.30(/70.00) Max 65.80 Min 16.80

General comments

In the practical examination, a number of candidates demonstrated high levels of expertise across a range of contexts and were able to adapt and combine these to formulate highly effective, original design solutions. Portfolios that evidenced a design process and presented a design solution that conveyed a purposeful and engaging message to an intended audience achieved higher marks. In general, candidates demonstrated some weakness in 'Criterion 4: Annotations and analysis' while 'Criterion 5: Originality' was the lowest performing criterion. With respect to the written examination, there were fewer non-attempts than in previous years and most candidates finished the examination within the allocated time.

Practical examination

Advice for candidates

- Do not include theory that has no clear application to the design task. Instead, you should apply design theory, written research and techniques where it is relevant to your practical design work.
- Identifying a specific target audience is essential in the design process and to the success of your design solution.
- Seek feedback from outside the classroom and carefully construct survey questions to ensure collection of feedback that is useful for design refinement.
- You are advised to avoid repetitive experimentation with digital tools and to seek appropriate and relevant methods for refining your design solutions.
- Originality continues to be the lowest performing criterion in the practical examination with candidates continuing to use images sourced from the internet in their final design solutions. Use additional idea generation techniques to explore your own ideas.
- You should consider consistency of design layout in your portfolio pages. Different font choices, sizes and layouts can be confusing and prevent effective communication. You should reconsider solid, dark background colours on portfolio pages as these contradict with the idea of environmental sustainability.

Advice for teachers

- Teachers should provide students with design briefs that allow for critical thinking, problem solving and exploration of a range of unique solutions.
- Teachers are reminded that identifying a specific target audience is essential in the design process and to the success of the design solution.
- Students need guided practise with a formal critical analysis framework to help build stronger, structured responses. Students need to be less reliant on subjectivity and avoid simple recounts.
- Teachers must ensure that students are provided with the current version of required documentation.

Written examination

Advice for candidates

- You must be able to apply a minimum of a six-stage design process and obtain feedback, evaluate and critically reflect throughout.
- You are reminded that 'analysis' is more than just a description of the steps taken. In order to achieve higher marks, you must provide justification of how and why design decisions were made.
- You are encouraged to use the extra space provided to ensure that your responses to questions are sufficiently detailed.

Advice for teachers

- Revision of colour theory is recommended as many candidates listed the colours used without any descriptive design terminology.
- Typography needs to be taught in greater detail as many candidates still seem to be unfamiliar with correct terminology.
- Teachers should provide students with a detailed design brief that includes a client and an intended audience.
- Ensure that students are informed about the causes and implications of disruptions to communication. When referring to 'noise' within the Shannon and Weaver model, many candidates demonstrated a limited understanding.

Comments on specific sections and questions

Practical examination

Practical portfolio (42 Marks)

The examination allowed candidates to be innovative, demonstrate their technical skills and ability, generate design ideas and problem solve. A number of candidates used design briefs that were restrictive and resulted in design solutions and portfolios with little variation. Candidates who used individual inspiration and influences to guide their research and inquiry processes developed more innovative, original and authentic concepts.

Written examination

Section One: Short response (32 Marks)

Section One had a mean of 75.37% which suggests that the content covered in these questions was understood by most candidates.

Section Two: Extended response (50 Marks)

The extended response section had a mean of 64.71%. The context-specific question continued to explore a common design brief and stimulus. Candidates were clearly well prepared and allocated time appropriately to this question. There was a notable improvement in the quality of responses as compared to the previous year.