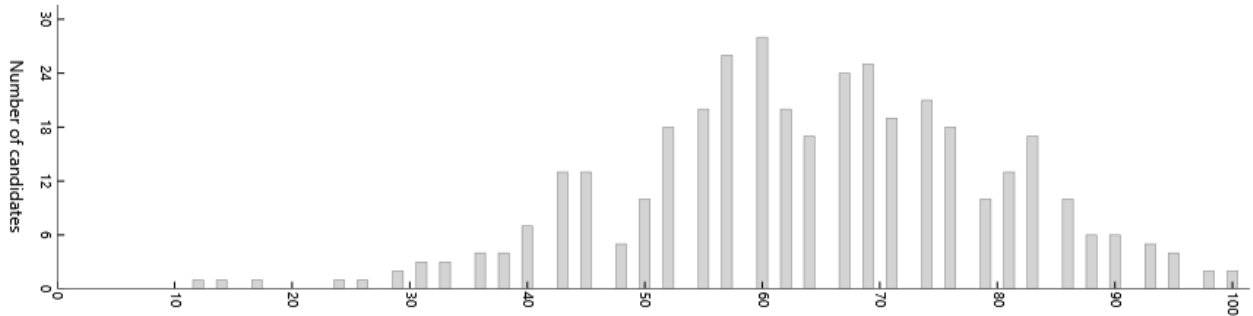




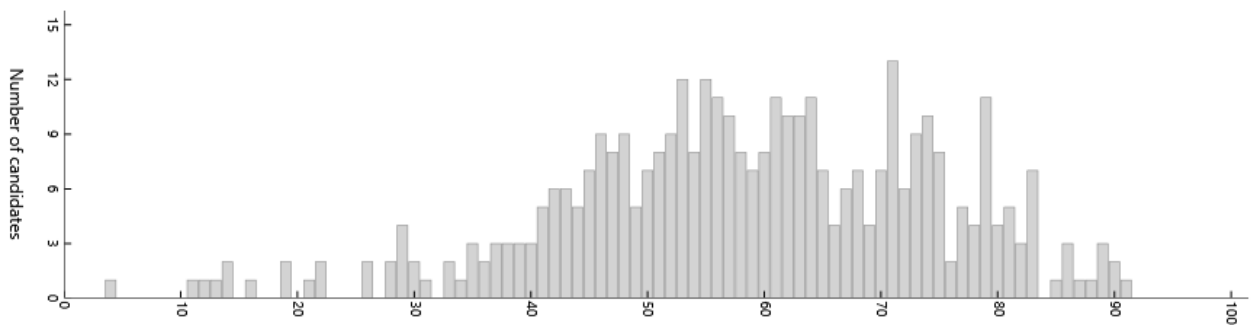
## Summary report of the 2017 ATAR course examination: Design

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

### Examination score distribution – Practical



### Examination score distribution – Written



### Summary

Candidates were required to sit the 2017 ATAR Design course examination consisting of a practical (portfolio) examination worth 50% and a written examination also worth 50%. Candidates were able to be complete both practical and written examinations using 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 380 candidates    Mean 64.09%                      Max 100.00%                      Min 11.90

Section means were:

Practical (portfolio)    Mean 64.09%  
 Attempted by 380 candidates    Mean 64.09/(100)                      Max 100.00                      Min 11.90

## **Written examination**

Attempted by 379 candidates Mean 58.36(/100) Max 91.39 Min 4.17

Section means were:

Section One: Short response Mean 60.10%

Attempted by 379 candidates Mean 18.03(/30) Max 29.58 Min 2.92

Section Two: Extended response Mean 57.77%

Attempted by 378 candidates Mean 40.44(/70) Max 63.78 Min 1.56

## **General comments**

The 15 page, A3 practical (portfolio) submissions in 2017 demonstrated a good understanding of the design process in general. Some very strong practical (portfolios) demonstrate highly professional design work and 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. A clearer design process and a stronger understanding of the design elements and principles is evident in practical (portfolios) which achieve higher marks.

The written paper this year favoured candidates who could apply their design knowledge, rather than simply describe design concepts and theory. The structure of the examination varied in its approach with the aim of refocusing candidates and teachers on the syllabus. The written examination's focus included testing of understanding and application of design concepts and theory rather than a more practical 'design a solution' approach, as this should be the primary focus of the practical (portfolio) examination.

## **Practical examination**

Those portfolios with more open, less structured design briefs provide more scope for extension, allowing candidates to demonstrate creativity more easily. Many candidates struggle to identify a specific intended audience, opting instead for a wide and general audience. This resulted frequently in ineffective designs which in turn adversely affected the whole design process. Candidates who clarified the design task in their own words and identified the intended audience in detail were more successful in their design process and solutions.

Experimentation with materials, technologies and elements of design remains an important part of the design process and portfolio and is often overlooked or minimally addressed by candidates. Similarly, the application and justification of applied theory within the design solution is what is required, not a simple reproduction of facts. This should be presented in the form of annotation along with the progress of the design solution, justifying why a decision was made and not merely a description of what has been done. This is a clear discriminator in low and high achieving practical (portfolios).

Candidates should not be analysing other designers' works within the practical (portfolio), instead they should be sourcing design work similar in style and convention to what they want to explore, making annotations on those aspects they wish to experiment with and apply.

### *Advice for candidates*

- Re-write and re-word your design briefs so that you understand all parts of it.
- Choose a very specific group for your intended audience and describe who they are in detail according to who they are, what they like and what they do.
- Demonstrate your originality and creativity by creating your own resources for your solutions. For example your own photo shoots/illustrations/textures etc.
- Demonstrate experimentation by exploring a minimum of three ideas from your ideas stage and also different variations of the final design solution.

- Only include design theory which relates to how it is used in the development of the solution in your portfolio.
- Only include written notes that explain why you have used a design element or concept to help with communication to the intended audience.
- Use your design understanding in the presentation of each page of your portfolio as well as your design solution.

#### *Advice for teachers*

- Create design briefs that are open-ended and have less structured outcomes allowing for students to demonstrate creativity and originality.
- Encourage students to re-write and extend on a given brief to enable individual direction.
- Direct students to choose a distinct group of people for their intended audience that is easily definable with a detailed description of their characteristics.
- Helpful tools could include the use of demographics, psychographics, Val framework etc.
- Ensure experimentation is documented for a minimum of three distinct design concepts and the final solution is experimented with in a number of variations at the refinement stage.
- Promote annotation that justifies and explains application of design concepts and theory in students' experimentations and solutions.
- Only include design theory which relates to how it is used in the development of the solution in the portfolio.
- Only brief, written notes or sketches outlining how a sourced image is relevant to a student's own design solution should be included in the portfolio pages.
- Candidates need to display their understanding of the codes and conventions for their particular design context.
- For example, different ways to integrate typography with visual imagery, as the placement of text and layout are important design elements to enhance communication to the audience in graphics.

#### **Written examination**

While candidates recognised many of the design concepts in the written examination, some struggled with the deeper understandings of how they affect communication to an intended audience, unable to justify why certain decisions impact the success or otherwise of a design. This was clearly seen in the terminology and justification in the question which used type choices to represent a character and the benefits of the application of a communication model. Lack of use of correct and appropriate terminology affected some candidates' performance in answering questions on the design process including their own solution to a design brief and understanding who stakeholders are.

The varied approach to the four context-specific questions in Section Two, was successfully completed by most candidates, although some were not able to identify the tools, skills and processes a designer might have used to construct the design solution.

Candidates need to understand the importance of terms used in the syllabus and also the terms used to structure questions, so as not to confuse the intent of the question or how to answer it. Candidates also need to be taught how to read a question thoroughly, highlighting key points/words or terms. It is essential that all teachers and candidates understand the terminology used to structure questions, defined in the *'Glossary of key words used in the formulation of questions'* which is on the course page on the School Curriculum and Standards Authority (SCSA) website and the terminology used in the syllabus.

### *Advice for candidates*

- 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 '*design glossary*' provided by SCSA.
- Understand how other designers create design work; the skills, tools, processes, materials and technologies to create different effects.
- Learn the words the examiners use to write the examination questions as this affects how you answer a question. Ask your teacher for the '*glossary of key words used in the formulation of questions*'.
- Understand that all design is about communication to an intended audience and the design process is exploring how a designer should structure and create a design solution to connect with a specific group on behalf of a client.

### *Advice for teachers*

- Teach design concepts and related terminology within the syllabus to a deeper level in terms of how they aid communication of a message and/or an understanding of how to communicate.
- Teach terminology and phrases directly from the syllabus.
- Use the '*design glossary*' and the '*glossary of key words used in the formulation of questions*' to ensure a clear understanding of what is required in a question and what should be identified in answers.
- Emphasise to students that all design is about communication to an intended audience and the design process is exploring how a designer should structure and create a design solution to connect with a specific group on behalf of a client.

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

### **Practical (portfolio) examination (42 Marks)**

Attempted by 380 candidates                      Mean 64.09(/100)    Max 100.00    Min 11.90

Portfolios with less specific intended audiences identified, frequently resulting in designs that are ineffective. The design process in these portfolios are affected as a result.

Candidates who clarified the design task in their own words and identified the intended audience in detail were more successful in their design process and solutions.

### **Written examination**

#### **Section One: Short response (36 Marks)**

Attempted by 379 candidates                      Mean 18.03(/30)    Max 29.58    Min 2.92

Most candidates were able to answer parts of the short answer questions but were not able to follow through in the next part of the question. This could be due to the fact that questions were not understood properly.

#### **Section Two: Extended response (45 Marks)**

Attempted by 378 candidates                      Mean 40.44(/70)    Max 63.78    Min 1.56

In the common question candidates did not always state what they had designed in response to a design brief clearly. Answers to the question related to a given design brief failed to refer to the concept of flight. The context specific questions were different to previous years as the questions were context specific. Candidates appeared to be unable to identify specific tools and techniques in some and were not able to identify techniques and skills in others.