

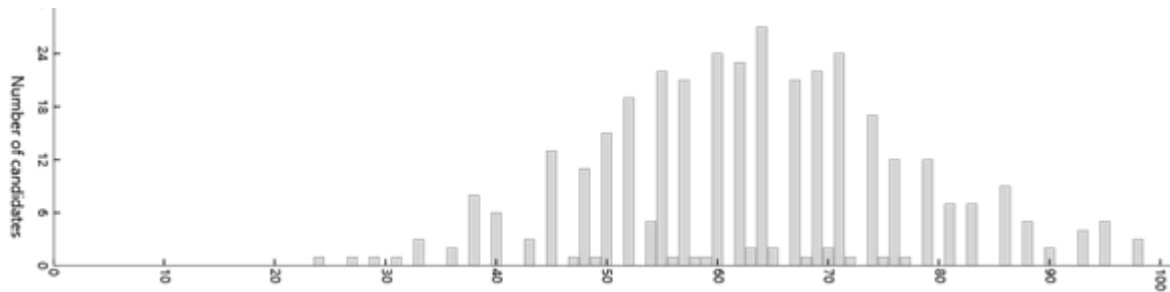


Summary report of the 2020 ATAR course examination: Design

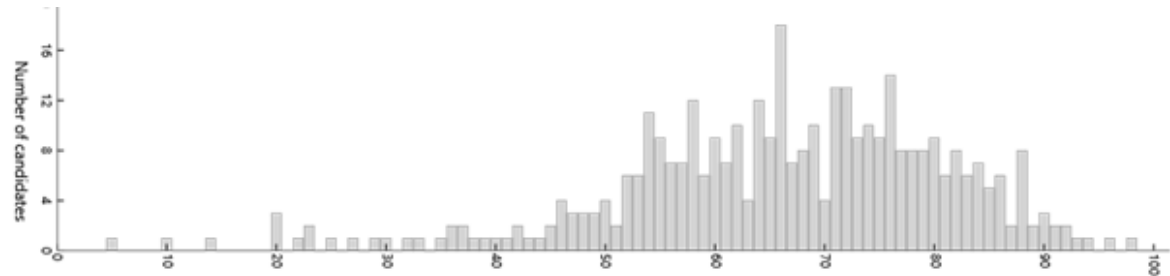
Year	Number who sat all examination components	Number of absentees from all examination components
2020	368	4
2019	366	0
2018	366	2
2017	379	2

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 allowed candidates to be innovative, demonstrate technical skills and ability, generate design ideas and problem solve, which is a strength of the practical component of the course. The written examination displayed excellent diversity in selected stimulus encouraging understandings which cross a variety of design forms.

Practical examination

Attempted by 371 candidates Mean 63.45% Max 97.62% Min 23.81%

Written examination

Attempted by 372 candidates Mean 65.98% Max 98.25% Min 4.54%

Section means were:

Section One: Short response Mean 70.28%

Attempted by 371 candidates Mean 21.08(/30) Max 30.00 Min 0.00

Section Two: Extended response Mean 64.14%

Attempted by 371 candidates Mean 44.90(/70) Max 68.70 Min 0.00

General comments

Generally, the course content was addressed well, although the overall standard of practical candidate submissions was lower than previous years. Demonstration of course content appeared shallow in some areas with many text-heavy portfolios using written explanations, rather than showing practical application of design concepts.

Practical examination

Advice for candidates

- Create a balance between your folio text and design development. Excessive amounts of text and a lack of sketching and hand rendered folio pages was an area of weakness.
- Hand drawn diagrams at very small sizes often produce legibility issues.
- Typography continues to be an area of weakness in many candidate submissions. Integrate typography as part of the initial ideation sketches.
- Practical folios are to be visual design based and not text driven. Candidates are encouraged to only include information that is related to their specific project.
- Design theories, designers, and historical movements are recommended as inspiration for design solutions, rather than sourcing designs for simply copying conventions.
- Candidates are reminded to check portfolios prior to submissions to ensure their or their school name is not identified, and they have referenced all images used within their portfolio.

Advice for teachers

- Provide students with design briefs that allow them to best show both a range and depth of practical skills. An ideal design task allows for creativity, flexibility and freedom through an open design brief that enables candidates to think independently and show their strengths.
- Teachers are advised to allow design briefs and projects to be innovative where students can demonstrate various technical skills and ability to generate ideas and problem solving.
- Ensure submissions feature correct or complete referencing of sourced images on the *References/acknowledgements* form.
- Ensure submissions do not include identifying names.

Written examination

Advice for candidates

- Become familiar with examination structures. All questions in the Short and Extended response sections are separate. When questions have a part (a), (b) or (c) then they relate to the same stimulus or theme within the question.
- Study a variety of design stimulus. As contexts no longer exist you need to be able to apply your knowledge of design to many different forms.
- Read questions carefully to ensure you respond appropriately, answering all the questions requirements.
- 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'.
- Ensure you are prepared for the examination by bringing all materials listed on the *Standard items list* (e.g. pens and coloured pencils). These are essential if you are required to sketch and colour a design solution.
- 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*'.

Advice for teachers

- Teach terminology and phrases directly from the syllabus – inquiry process.
- Refer to the marking key and the ‘*ATAR and General Year 11 and 12 Design Glossary*’ for semiotics terms that may help improve student’s understanding.
- Students should be clear in differentiating their understanding of the elements and principles. The purposeful application of these is how designers communicate meaning. This needs to be understood more thoroughly.
- Clear annotation of stimulus is important in scaffolding an analysis response. Students should be encouraged to do this in greater detail.
- The syllabus topic of future trends is related to production processes.
- Teachers should provide students with relevant, 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

The overall flow and range of questions were appropriate with candidates responding well to the extended response questions, which were highly relevant to candidates’ interests, attitudes and beliefs. Some areas of the syllabus seem unclear to teachers and candidates, with Inquiry Processes, Semiotics, Future Trends and Sustainability causing discrepancies amongst candidates’ responses. There was an increase in the number of questions not attempted (N/A) noted in scripts.

Practical examination

Practical portfolio (42 Marks)

Overall candidate performance was consistent with previous years, although there were notably less high-level marks awarded and more candidates who submitted less than fifteen pages. The structure of the portfolio was evident in most cases where candidates showed thoughtful process from planning through to realised final pieces, although some final executions appeared rushed and less refined. *Criterion 5: Originality* continues to be the lowest performing criterion.

Written examination

Section One: Short response (33 Marks)

Section One had a mean of 70.28% which suggests that the content covered in these straightforward questions enabled most candidates to clearly demonstrate their design knowledge and understanding.

Section Two: Extended response (54 Marks)

The Extended response section had a mean of 64.14%. The context-specific question provided a topical brief which was engaging and relevant to young people. However, Questions 8 to 11 were generally lower in standard than previous years.