

Design 2019 v1.1

Unit 1 sample assessment instrument

June 2018

Examination — design challenge

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

2. represent ideas and a design concept using ideation and/or schematic sketching, and low-fidelity prototyping in the develop phase
4. devise ideas using divergent thinking strategies in response to a design problem in the develop phase
5. synthesise ideas and design information to propose a design concept in the develop phase
6. evaluate the strengths, limitations and implications of ideas against design criteria to make refinements.

Note: Objectives 1, 3 and 7 are not covered in this assessment.

Subject	Design		
Technique	Examination — design challenge		
Unit	Unit 1: Design in practice		
Topic	Topic 3: Design styles		
Conditions			
Time	One hour	Planning time	15 minutes
Length	Four A3 pages	Seen/unseen	<ul style="list-style-type: none"> • Unseen written stimulus • Seen visual stimulus
Other	<ul style="list-style-type: none"> • Stimulus materials: one A3 sheet of visual stimulus provided 24 hours prior to the examination. • All work must be completed individually. 		
Instructions			
<ul style="list-style-type: none"> • Student responses must be completed individually, under supervised conditions, and in a set timeframe. The visual stimulus is provided 24 hours prior to the examination. The written stimulus (design brief) is provided during planning time. • Students require the following equipment to complete the examination <ul style="list-style-type: none"> – black ink pen and black felt-tip pen – 2B pencil – sharpener – eraser – ruler – a set of coloured pencils or pens – A3 tracing paper. 			
Task			
<p>Using the develop phase of the design process, respond to the attached design brief and visual stimulus. The response should include:</p> <ul style="list-style-type: none"> • ideas devised in response to the design problem • evaluation of ideas against the design criteria to make refinements • synthesis of ideas to propose a design concept • representation of ideas and a design concept using ideation and/or schematic sketching. 			
Stimulus			
Seen visual stimulus			
<ul style="list-style-type: none"> • One A3 sheet of visual stimulus (see attached sheet). 			
Unseen written stimulus			
<ul style="list-style-type: none"> • Design brief <ul style="list-style-type: none"> – The local café owners wish to attract more customers and increase sales from their food menu. They have decided to use a designer to develop a new sandwich board sign that meets the design criteria. • Design criteria <ul style="list-style-type: none"> – The new sandwich board sign must <ul style="list-style-type: none"> ▪ use the elements and principles of visual communication to attract the attention of pedestrians passing on the footpath below the café ▪ integrate aesthetic features of the café ▪ provide information about the range of products for sale and promote the food menu. 			

Feedback

Visual stimulus



BREAKFAST	
Brekky Wrap	\$6.80
Ham & Cheese Croissant	\$5.90
Ham, Cheese & Tomato Toasties	\$5.50
Chicken, lettuces and Mayo	\$6.00
Avo on Toast & Feta	\$4.00
Fruit Toast	\$2.50
Plain Toast	\$2.00
Bircher Muesli	\$5.50
LUNCH	
Salad	
Turkish Sandwiches	\$7.50
Chicken Pesto • Turkey, Brie & Cranberry	\$7.90
Ham & Cheese • Roast Beef & Tomato	
Wraps	
Chicken Pesto • Tandoori Chicken • Vegetarian • Falafel	\$6.90
SWEETS	
Slices • Mini Almond Croissant • Muffins	
Banana Bread • Cheesecake • Cakes	

Sandwich board sign