Design marking guide and response

External assessment 2021

Examination — Design challenge (36 marks)

Assessment objectives

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

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

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

Purpose

This document consists of a marking guide and a sample response.

The marking guide:

- provides a tool for calibrating external assessment markers to ensure reliability of results
- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- informs schools and students about how marks are matched to qualities in student responses.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of ‘0’ will be recorded.

Where no response to a question has been made, a mark of ‘N’ will be recorded.

Marking guide

Criterion: Devising ideas

The response:	M	The response:	M
· shows a wide range of ideas from divergent points of view, perceptively devised	5	· shows unique, credible and detailed attributes in response to the problem	5
· shows a range of ideas from divergent points of view, purposefully devised	4	· shows credible and detailed attributes in response to the problem	4
· shows a range of ideas from divergent points of view, appropriately devised	3	· shows credible attributes in response to the problem	3
· shows a range of ideas from divergent points of view, superficially devised **OR** · shows ideas appropriately devised	2	· shows credible attributes in response to aspects of the problem	2
· shows ideas superficially devised	1	· shows a response to aspects of the problem	1
· does not satisfy any of the descriptors above.	0	· does not satisfy any of the descriptors above.	0

Criterion: Evaluating and refining

The response:	M	The response:	M
· provides a critical evaluation of the strengths, limitations and implications of ideas against all design criteria	5	· shows discerning refinement of ideas based on judgments	5
· provides a reasoned evaluation of the strengths and limitations of ideas against at least two design criteria	4	· shows effective refinement of ideas based on judgments	4
· provides a feasible evaluation of the strengths and limitations of ideas against at least one design criterion	3	· shows adequate refinements of ideas based on judgments	3
· provides a superficial evaluation of the strengths or limitations of ideas against at least one design criterion	2	· shows superficial refinement of ideas based on judgments	2
· provides statements about ideas	1	· shows changes to ideas related to some design criteria	1
· does not satisfy any of the descriptors above.	0	· does not satisfy any of the descriptors above.	0

Criterion: Synthesising a design concept

The response:	M
· proposes an innovative design concept that - includes a coherent and logical combination of attributes of multiple ideas and stimulus information - satisfies all design criteria	7
· proposes an innovative design concept that - includes a logical combination of attributes of ideas and stimulus information - satisfies all design criteria	6
· proposes a credible design concept that - includes a logical combination of attributes of ideas and stimulus information - satisfies most design criteria	5
· proposes a credible design concept that - includes a combination of ideas and stimulus information - satisfies most design criteria **OR** · proposes an innovative design concept that - includes a combination of ideas and stimulus information - satisfies some design criteria	4
· proposes a simple design concept that - includes a combination of an idea and stimulus information - satisfies some design criteria	3
· proposes a rudimentary design concept that - reproduces a single idea - satisfies some design criteria	2
· shows a partial design concept	1
· does not satisfy any of the descriptors above.	0

Criterion: Representing

The response:	M	The response:	M
· shows sophisticated use of - elements and principles of visual communication to differentiate between critical and non-critical attributes in ideation and schematic sketching of ideas - fluent sequences of related sketches to easily and readily show the progression of understanding of ideas	5	· shows sophisticated sketching of a design concept using elements and principles of visual communication to differentiate between critical and non-critical attributes	4
· shows considered use of - elements and principles of visual communication to differentiate between attributes in ideation and schematic sketching of ideas - proficient sequences of related sketches to show the progression of understanding of ideas.	4	· shows considered sketching of a design concept using elements and principles of visual communication to differentiate between attributes	3
· shows appropriate use of - elements and principles of visual communication in ideation and schematic sketching of ideas - sketches that show the progression of understanding of ideas.	3	· shows appropriate sketching of a design concept using elements and principles of visual communication	2
· shows cursory use of sketching to show understanding of ideas **OR** · shows text descriptions of ideas supported by simple sketches	2	· shows cursory sketching of a design concept	1
· shows illogical use of sketching to represent ideas **OR** · shows text descriptions of ideas with unclear sketches	1	· does not satisfy any of the descriptors above.	0
· does not satisfy any of the descriptors above.	0		

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