



Design 2025 v1.2

IA1: Sample assessment instrument

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

Student name	sample only
Student number	sample only
Teacher	sample only
Exam date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Devising	7	
Evaluating and Proposing	8	
Representing	5	
Overall	20	

Conditions

Technique	Design challenge
Unit	Unit 3: Human-centred design
Topic/s	Topic 1: Designing with empathy
Time	90 minutes + 15 minutes planning
Seen/Unseen	Unseen
Other	Students must bring a black felt-tip pen and a set of coloured pens or pencils into the examination.

Instructions

- Student responses must be completed individually, under supervised conditions, within a set timeframe.
- The stimulus is provided during planning.

Task

Use the stimulus to develop a bag for Rik.

To complete this task, you must:

- apply designing with empathy in the develop phase of the design process to
 - devise ideas
 - refine ideas based on an evaluation using design criteria
 - propose a design concept
- use sketches to represent ideas and a design concept
- use annotations to evaluate the ideas.

Stimulus

See separate A3 stimulus.

Instrument-specific marking guide (IA1): Design challenge (20%)

Devising	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> range of credible ideas perceptively devised using designing with empathy in response to the HCD problem that demonstrate flexibility in ways of responding, originality and detailed attributes 	6–7
<ul style="list-style-type: none"> range of credible ideas purposefully devised using designing with empathy in response to the HCD problem that demonstrate originality and detailed attributes 	4–5
<ul style="list-style-type: none"> range of credible ideas appropriately devised using designing with empathy in response to a HCD problem 	2–3
<ul style="list-style-type: none"> ideas superficially devised or described in response to aspects of the HCD problem. 	1
The student response does not satisfy any of the descriptors above.	0

Evaluating and Proposing	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> critical evaluation of the strengths, limitations and implications of ideas against design criteria discerning refinement of ideas based on the criteria and stakeholder information coherent, logical and innovative HCD concept proposed, by combining attributes of multiple ideas and stakeholder information, in response to the design problem 	7–8
<ul style="list-style-type: none"> feasible evaluation of the strengths and limitations of ideas against design criteria effective refinements of ideas in response to the criteria logical and credible HCD concept proposed, by combining ideas and stakeholder information, in response to the design problem 	5–6
<ul style="list-style-type: none"> superficial evaluation of the strengths and limitations of ideas against some design criteria make changes to ideas related to the criteria simple HCD concept proposed, by selecting ideas and stakeholder information, in response to the design problem 	3–4
<ul style="list-style-type: none"> statements about ideas related to some design criteria partial HCD concept proposed based on an idea. 	1–2
The student response does not satisfy any of the descriptors above.	0

Representing	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> sophisticated representation of ideas and a design concept using fluent sequences of ideation and/or schematic sketching to progress understanding in the develop phase 	4–5
<ul style="list-style-type: none"> appropriate representation of ideas and a design concept using ideation and/or schematic sketching in the develop phase to progress understanding of ideas 	2–3
<ul style="list-style-type: none"> cursory representation of ideas and a design concept using unclear ideation and/or schematic sketching in the develop phase. 	1
The student response does not satisfy any of the descriptors above.	0



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