



# Design 2025 v1.2

## IA2: 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.

<b>Student name</b>	sample only
<b>Student number</b>	sample only
<b>Teacher</b>	sample only
<b>Issued</b>	sample only
<b>Due date</b>	sample only

## Marking summary

Criterion	Marks allocated	Provisional marks
Exploring	10	
Devising	5	
Evaluating and Proposing	7	
Representing and Communicating	8	
<b>Overall</b>	<b>30</b>	

# Conditions

<b>Technique</b>	Project
<b>Unit</b>	Unit 3: Human-centred design
<b>Topic/s</b>	Topic 1: Designing with empathy
<b>Duration</b>	Approximately 20 hours of class time
<b>Mode / length</b>	<p><b>Design brief</b></p> <p>Written:</p> <ul style="list-style-type: none"><li>• up to 600 words in one A3 page, including<ul style="list-style-type: none"><li>– a description of the HCD problem for the stakeholder</li><li>– design criteria</li><li>– supporting visual representations.</li></ul></li></ul> <p><b>Design proposal</b></p> <p>Spoken and visual:</p> <ul style="list-style-type: none"><li>• up to 3 minutes, or signed equivalent, including<ul style="list-style-type: none"><li>– a visual presentation of the proposed design concept</li><li>– a spoken pitch for the stakeholder.</li></ul></li></ul> <p><b>Design process</b></p> <p>Visual:</p> <ul style="list-style-type: none"><li>• up to 10 A3 pages, including<ul style="list-style-type: none"><li>– visual representation of the explore and develop phase of the design process</li><li>– up to 500 words of annotations on the sketched ideas in the develop phase</li><li>– evidence of engagement with the stakeholder in the explore and develop phases.</li></ul></li></ul>
<b>Individual / group</b>	Individual
<b>Other</b>	Students can develop their responses in class time and their own time.

# Context

The context of this project is human-centred design (HCD). Fundamental to HCD is the principle that a designer considers human needs and wants to be a higher priority than other influences throughout the design process. The success of a design depends on effectively considering the attitudes, expectations, motivations and experiences of a stakeholder by interacting with this person throughout the process.

# Task

**To complete this task, you must:**

- identify a stakeholder who must be an older person (aged over 60)
- apply designing with empathy in the explore and develop phases of the design process to
  - analyse the needs and wants of your stakeholder
  - write a design brief that describes a HCD problem and design criteria for your stakeholder
  - devise ideas in response to the HCD problem
  - evaluate ideas against the design criteria to make refinements
  - present a spoken and visual proposal for a design concept to your stakeholder demonstrating how the design concept satisfies the design criteria
- use sketching and prototyping skills to visually represent ideas, a design concept and HCD information.

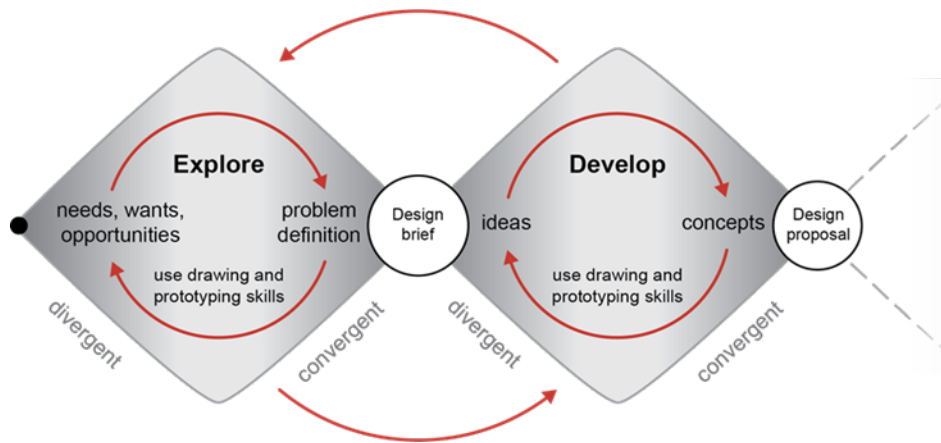
# Checkpoints

- ☐ Date: Submit draft of the Design brief
- ☐ Date: Submit draft of the Design proposal

# Authentication strategies

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- You will each produce a unique response by working with your own stakeholder.
- Your teacher will conduct interviews or consultations as you develop the response.
- Your teacher will collect copies of your exploring and monitor when you draft your Design brief.
- Your teacher will collect copies of your developing and monitor when you draft your Design proposal.
- You must acknowledge all sources including your stakeholder.
- You must submit a declaration of authenticity.

# Scaffolding



# Instrument-specific marking guide (IA2): Project response (30%)

Exploring	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>insightful analysis of needs and wants               <ul style="list-style-type: none"> <li>using relevant primary data about the stakeholder, secondary data about existing designs and designing with empathy knowledge</li> <li>to identify the significant aesthetic, cultural, economic, social and technical features and constraints of design problems and the relationships between them</li> </ul> </li> <li>discerning description of the               <ul style="list-style-type: none"> <li>features and constraints that define a HCD problem</li> </ul> </li> <li>essential design criteria that integrate the stakeholder's specific requirements associated with the features and constraints of the problem and the principles of good design</li> </ul>	9–10
<ul style="list-style-type: none"> <li>considered analysis of needs and wants               <ul style="list-style-type: none"> <li>using relevant primary data about the stakeholder, secondary data about existing designs and designing with empathy knowledge</li> <li>to identify valid features and constraints of design problems and the relationships between them</li> </ul> </li> <li>effective description of the               <ul style="list-style-type: none"> <li>features that define a HCD problem</li> </ul> </li> <li>design criteria based on the stakeholder's requirements and principles of good design</li> </ul>	7–8
<ul style="list-style-type: none"> <li>appropriate analysis of needs and wants               <ul style="list-style-type: none"> <li>using primary data about the stakeholder, secondary data about existing designs and designing with empathy information</li> <li>to identify some features, constraints of design problems and the relationships between them</li> </ul> </li> <li>adequate description of               <ul style="list-style-type: none"> <li>the features that define a HCD problem</li> </ul> </li> <li>some design criteria based on the stakeholder's requirements and principles of good design</li> </ul>	5–6
<ul style="list-style-type: none"> <li>superficial analysis of needs and wants using stakeholder information to identify partial features</li> <li>superficial description of a HCD problem and some design criteria</li> </ul>	3–4
<ul style="list-style-type: none"> <li>statements about needs and/or wants</li> <li>description of aspects of a HCD problem.</li> </ul>	1–2
The student response does not satisfy any of the descriptors above.	0

Devising	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>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</li> </ul>	4–5
<ul style="list-style-type: none"> <li>range of credible ideas appropriately devised using designing with empathy in response to the HCD problem that demonstrate detailed attributes</li> </ul>	2–3
<ul style="list-style-type: none"> <li>ideas superficially devised or described in response to aspects of the HCD problem.</li> </ul>	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"> <li>critical evaluation of the strengths, limitations and implications of ideas against design criteria</li> <li>discerning refinements of ideas based on the criteria and stakeholder feedback</li> <li>coherent, logical and innovative HCD concept proposed, by combining attributes of multiple ideas and stakeholder information, in response to the design problem</li> </ul>	6–7
<ul style="list-style-type: none"> <li>feasible evaluation of the strengths and limitations of ideas against design criteria</li> <li>effective refinements to ideas in response to the criteria</li> <li>logical and credible HCD concept proposed, by combining ideas and stakeholder information, in response to the design problem</li> </ul>	4–5
<ul style="list-style-type: none"> <li>superficial evaluation of the strengths and limitations of ideas against some design criteria</li> <li>make changes to ideas related to the criteria</li> <li>simple HCD concept proposed, by selecting ideas and stakeholder information, in response to the design problem</li> </ul>	2–3
<ul style="list-style-type: none"> <li>statements about ideas</li> <li>partial HCD concept proposed based on an idea</li> </ul>	1
The student response does not satisfy any of the descriptors above.	0

Representing and Communicating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>• sophisticated representation of ideas, a design concept and HCD information using fluent sequences of ideation sketching, schematic sketching and low-fidelity prototyping to progress understanding in the design process</li> <li>• discerning decision-making about, and fluent use of               <ul style="list-style-type: none"> <li>– spoken features, design-specific vocabulary and visual elements and principles to present a design proposal for a live or virtual stakeholder audience</li> </ul> </li> <li>• written conventions, features and design-specific language to present a design brief for the stakeholder</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• considered representation of ideas, a design concept and HCD information using proficient ideation sketching, schematic sketching and low-fidelity prototyping to progress understanding in the design process</li> <li>• effective decision-making about, and proficient use of               <ul style="list-style-type: none"> <li>– spoken features, design-specific vocabulary and visual elements and principles to present a design proposal for a live or virtual stakeholder audience</li> </ul> </li> <li>• written conventions, features and design-specific language to present a design brief for the stakeholder</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• appropriate representation of ideas, a design concept and HCD information using ideation sketching, schematic sketching and low-fidelity prototyping in the design process</li> <li>• appropriate decision-making about, and use of               <ul style="list-style-type: none"> <li>– spoken features and visual elements and principles to present a design proposal</li> </ul> </li> <li>• written features to present a design brief</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• cursory representation of ideas and information using unclear sketching in the design process</li> <li>• variable decision-making, and inconsistent use of               <ul style="list-style-type: none"> <li>– spoken features or visual elements</li> </ul> </li> <li>• written conventions.</li> </ul>	1–2
The student response does not satisfy any of the descriptors above.	0



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