Queensland Government | QCAA Queensland Curriculum & Assessment Authority

Queensland Curriculum and Assessment Authority

Design 2025 v1.2

IA3: 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
Issued	sample only
Due date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Exploring	7	
Devising	5	
Evaluating and Proposing	5	
Representing and Communicating	8	
Overall	**25**	

Conditions

Technique	Project
Unit	Unit 4: Sustainable design influences
Topic/s	Topic 1: Responding to opportunities
Duration	Approximately 15 hours of class time

Mode / length	**Design brief**
	Written:
	• up to 500 words in one A3 page, including
	  – a description of the redesign problem
	  – design criteria
	  – supporting visual representations.
	Design proposal
	Visual:
	• one A3 page, including
	  – a visual presentation of the proposed design concept for stakeholders
	  – labels
	  – how the design concept satisfies the design criteria.
	Design process
	Visual:
	• up to eight A3 pages, including:
	  – visual representation of the explore and develop phase of the design process
	  – up to 400 words of annotations on the sketched ideas in the develop phase
	  – evidence of engagement with the stakeholders.

Individual / group	Individual
Other	Students can develop their responses in class time and their own time.

Context

The context of this project is sustainable redesign. Fundamental to sustainable redesign is the principle that designers create improved designs that can be supported indefinitely in terms of their economic, social and ecological impact on the wellbeing of humans.

Task

To complete this task, you must:

- identify a design opportunity to improve the sustainability of a product, service or environment
- apply circular design in the explore and develop phases of the design process to
  - analyse the design opportunity
  - write a design brief that describes a redesign problem and design criteria
  - devise ideas using circular design in response to the redesign problem
  - evaluate ideas against the design criteria to make refinements
  - present a visual proposal of a sustainable design concept for stakeholders demonstrating how the design concept satisfies the design criteria
- use sketching and prototyping skills to visually represent ideas, a design concept and sustainable information.

Checkpoints

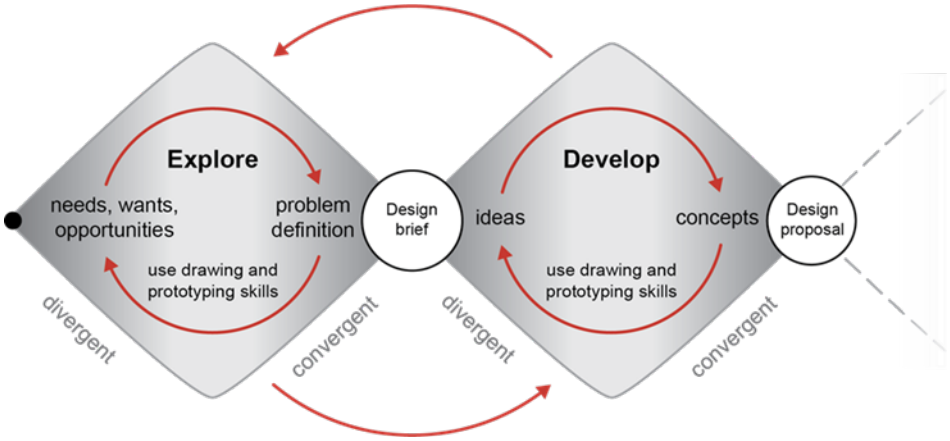
☐ Date: Submit draft of the Design brief

☐ 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 identifying your own design opportunity.
- 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 stakeholders consulted during the design process.
- You must submit a declaration of authenticity.

Scaffolding



Instrument-specific marking guide (IA3): Project response (25%)

Exploring	Marks
The student response has the following characteristics:	

• insightful analysis of redesign opportunities
  – using relevant data about existing designed solutions and economic, social and ecological sustainability information
  – to identify the significant aesthetic, cultural, economic, social and technical features and constraints of redesign problems and the relationships between them
• discerning description of the
  – features and constraints that define a sustainable redesign problem
• essential design criteria that integrate the specific requirements of the opportunity associated with the features and constraints of the problem and the principles of good design
	6–7

• appropriate analysis of sustainable redesign opportunities
  – using data about existing designed solutions and economic, social and ecological sustainability information
  – to identify features and constraints of redesign problems and the relationships between them
• adequate description of
  – the features that define a sustainable redesign problem
• design criteria based on the requirements of the opportunity and the principles of good design
	4–5

• superficial analysis of sustainable redesign opportunities to identify partial features of redesign problems • superficial description of a sustainable redesign problem and some design criteria	2–3
• statements about opportunities • description of aspects of a redesign problem.	1
The student response does not satisfy any of the descriptors above.	0

Devising	Marks
The student response has the following characteristics:	
• range of credible ideas perceptively devised using circular design in response to the sustainable redesign problem that demonstrate flexibility in ways of responding, originality and detailed attributes	4–5
• range of credible ideas appropriately devised using circular design in response to the sustainable redesign problem that demonstrate detailed attributes	2–3
• ideas superficially devised or described in response to aspects of the sustainable redesign 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:	
• critical evaluation of the strengths, limitations and implications of ideas against design criteria • discerning refinement of ideas based on the criteria and stakeholder feedback • coherent, logical and innovative sustainable design concept proposed, by combining attributes of multiple ideas and sustainability information, in response to the design problem	4–5
• feasible evaluation of the strengths and limitations of ideas against design criteria • make changes to ideas related to the criteria • credible sustainable design concept proposed, by combining ideas and sustainability information, in response to the design problem	2–3
• statements about ideas • partial sustainable concept proposed based on an idea.	1
The student response does not satisfy any of the descriptors above.	0

Representing and Communicating	Marks
The student response has the following characteristics:	
• sophisticated representation of ideas, a sustainable design concept and sustainability information using fluent sequences of schematic sketching, ideation sketching and low-fidelity prototyping to progress understanding in the design process • discerning decision-making about, and fluent use of – illustrations and/or low-fidelity prototypes with written features to present a visual display that promotes the sustainable design concept for relevant stakeholders • written conventions, features and design-specific language to present a design brief for relevant stakeholders	7–8
• considered representation of ideas, a sustainable design concept and sustainability information using proficient schematic sketching and ideation sketching and low-fidelity prototyping to progress understanding in the design process • effective decision-making about, and proficient use of – illustrations and/or low-fidelity prototypes with written features to present a visual display that promotes the sustainable design concept for stakeholders • written conventions, features and design-specific language to present a design brief for stakeholders	5–6
• appropriate representation of ideas, a sustainable design concept and sustainability information using schematic sketching and ideation sketching and low-fidelity prototyping in the design process • appropriate decision-making about and use of – illustrations and/or low-fidelity prototypes with written features to present a visual display that promotes the sustainable design concept • written conventions and features to present a design brief	3–4
• cursory representation of ideas and information using unclear sketching in the design process • variable decision-making about, and inconsistent use of – illustrations and/or low-fidelity prototypes to show a design concept • written conventions used in a design brief.	1–2
The student response does not satisfy any of the descriptors above.	0