



Government of **Western Australia**
School Curriculum and Standards Authority



DESIGN

GENERAL COURSE

Externally set task

Sample 2016

Note: This Externally set task sample is based on the following content from Unit 3 of the General Year 12 syllabus.

Design

Design elements and principles

- characteristics of elements of design: line, shape, value, 3D form, space, colour, texture, type and experimentation with their application in design
- characteristics of design principles and composition, such as: Gestalt design principles, similarity, proximity, continuation, closure, figure/field, layout principles, alignment, modular/grids, correspondence, visual hierarchy, proportion and unity to create designs
- application of colour theory

Design process and methods

- interpretation of a design brief
- development and documentation of a design process, including research and/or investigation, analysis, idea development and critical reflection
- creation and/or interpretation of diagrams, layouts, plans and drawings
- application of design process, such as visual research, idea generation techniques, synectics, mind maps, brainstorming
- control and manipulation of design skills and techniques in design development
- reflection and evaluation of solutions to design problems

Communication

Communication theories

- introduction to basic communication models such as Shannon and Weaver sender (encoding), signal (transmission), noise, receiver (decoding) relevant to design application
- application of codes and conventions to reinforce product identification

Stakeholders

- identification of specific audiences in terms of lifestyle behaviour, values and beliefs
- explore concepts of representation and stereotype and how they relate to the design brief

Production

Production processes and methods

- application of production processes, methods, skills and techniques relevant to the defined context, with an acknowledgement of sustainability and contemporary trends in production processes

Materials and technologies

- selection of safe handling of materials and/or technologies appropriate to the design brief

In future years, this information will be provided late in Term 3 of the year prior to the conduct of the Externally set task. This will enable teachers to tailor their teaching and learning program to ensure that the content is delivered prior to the students undertaking the task in Term 2 of Year 12.

Copyright

© School Curriculum and Standards Authority, 2014

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 3.0 Australia licence](#)

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Design

Externally set task

Working time for the task: 60 minutes

Total marks: 26 marks

Weighting: 15% of the school mark

1(a) According to the Shannon and Weaver communication model, what is 'noise'? (1 mark)

(b) With reference to the Shannon and Weaver communication model and one of your design projects from Unit 3, give an example to describe how noise could affect communication. (1 mark)

- (c) Look at the image below and describe how the design principle of visual hierarchy has been used. (3 marks)



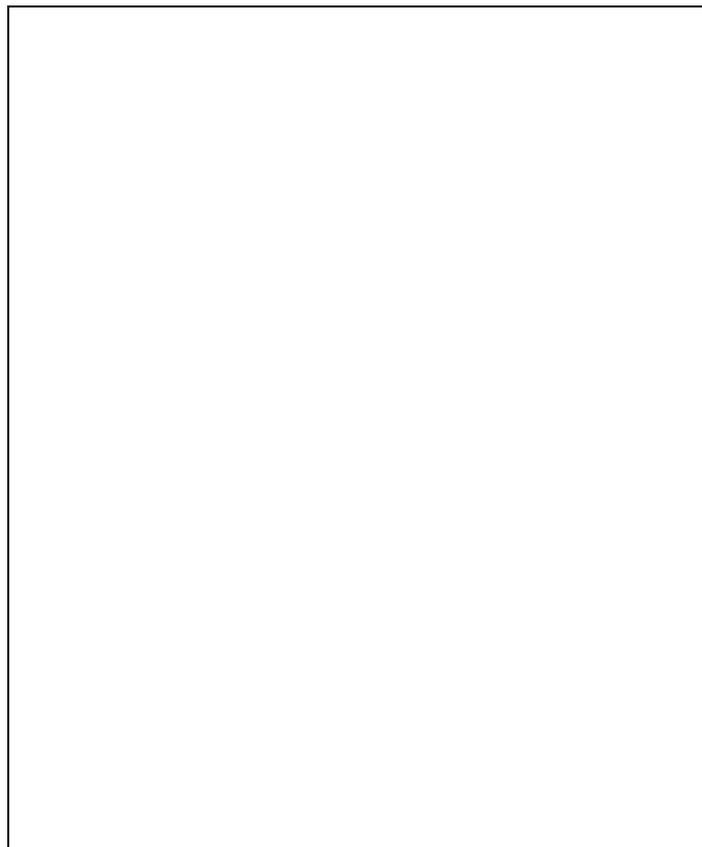
2. Design scenario (9 marks)

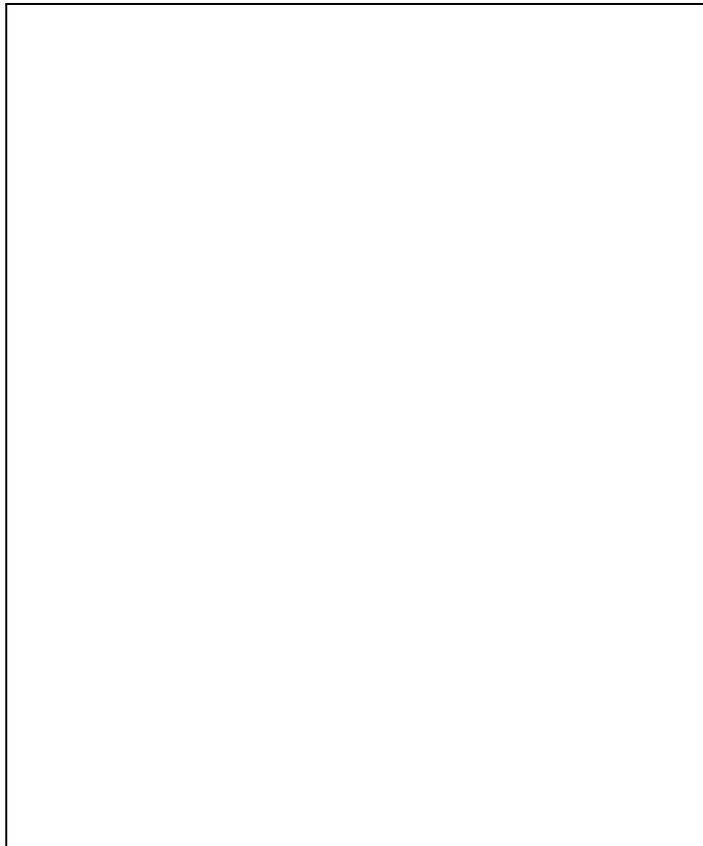
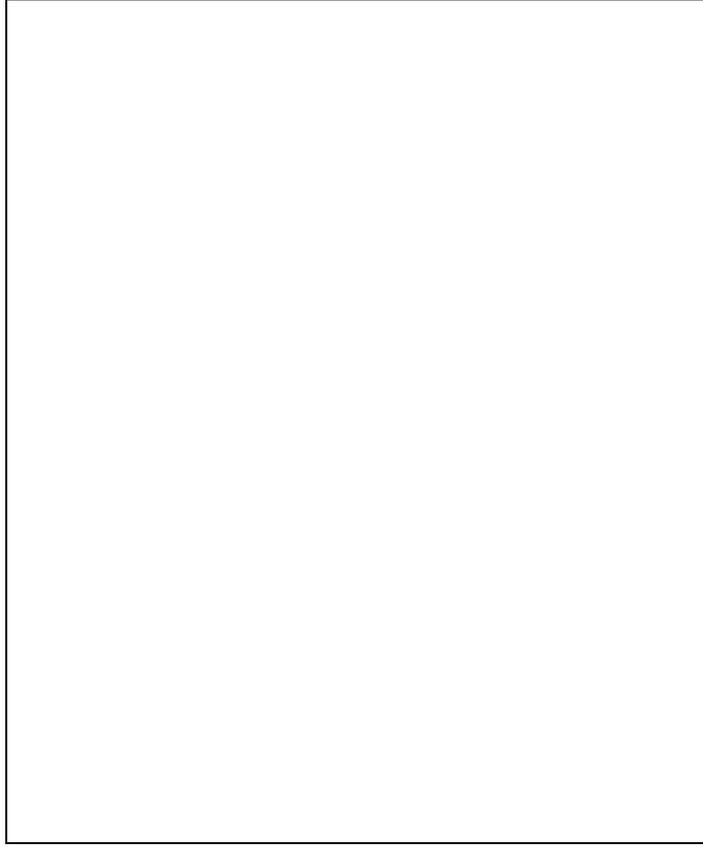
You are part of the creative team that has been asked to design a multi-faceted branding campaign for a new clothing company aimed at creative people, named 'Revolution'.

As a member of the creative team, you are required to undertake one of the design tasks listed below. Place a tick in the box next to the task you will undertake.

Design tasks	(✓)
Photographic stills for magazine advertising	
Brand logo	
Illustration for promotional T-shirts	
Packaging concept for carry bag	
A uniform or single clothing item to identify staff at Revolution retail outlets	

(a) Using a visual development process, take a single idea and create three sketches with annotations in which you develop your idea. (3 marks)





- (b) Identify a material or production process you would use in your design, and explain its relevance to the target audience. (4 marks)

Material or production process:

Explanation of relevance to target audience:

- (c) Explain how you have used a relevant code or convention to assist the message in your design. (2 marks)

3. This question relates to a project you undertook in Unit 3. (12 marks)
Outline the design brief for the project.

- (a) Describe an idea generation technique you used to create design ideas that satisfied the design brief. (3 marks)
