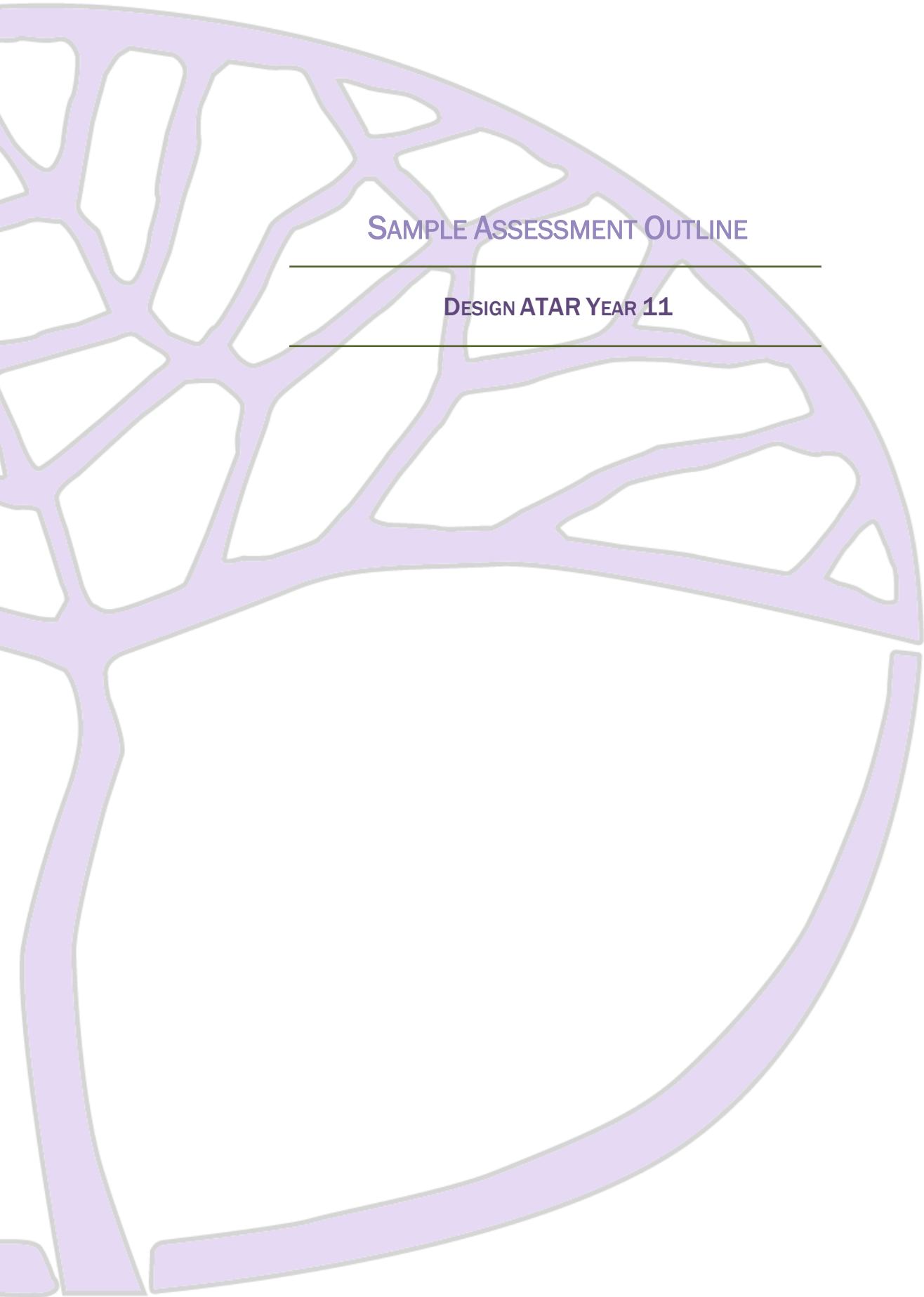




SAMPLE ASSESSMENT OUTLINE

DESIGN ATAR YEAR 11



Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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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.

Sample assessment outline

Design – ATAR Year 11

Unit 1 and Unit 2

Assessment type and weighting	Assessment task weighting	Due date	Assessment task	Syllabus content
Production 50%	25%	Semester 1 Week 14	<p>Task 2: Present a Representation</p> <p>Students work through the Double Diamond design process to present a design proposal that meets the requirements of a design brief. Students select a design problem and apply Design Thinking techniques to develop ideas and test concepts. They will use the design movement or designer they investigated in Task 1 to inform the design decisions.</p> <p>Students submit a refined design outcome/design proposal along with all evidence of their Design Thinking.</p>	<p>Design frameworks</p> <ul style="list-style-type: none"> introduction to an iterative design process <p>Deliver</p> <ul style="list-style-type: none"> experiment with presentation formats to communicate a design outcome
	25%	Semester 2 Week 13	<p>Task 5: User-Centred Design</p> <p>Students apply the Double Diamond design process model to design products or services for an end user to address an issue (for example Climate Change*). They will use the stakeholder grid and target audience/end-user profile they will develop in Task 6 to make informed and purposeful design decisions.</p> <p>Students submit a refined design outcome/proposal along with all evidence of their Design Thinking.</p> <p>* Climate Change is a sample design problem only, and students should select the problem they wish to work on.</p>	<p>Design frameworks</p> <ul style="list-style-type: none"> application and experimentation with an iterative design process <p>Deliver</p> <ul style="list-style-type: none"> develop suitable presentation formats to communicate a design outcome

Assessment type and weighting	Assessment task weighting	Due date	Assessment task	Syllabus content
Response 30%	10%	Semester 1 Week 5	<p>Task 1: Design Inspiration</p> <p>Part A: Investigation of historical or contemporary designs Students select a design period or designer from the Design Inspirations table. They will conduct research to investigate and analyse historical or contemporary designs.</p> <p>Part B: Infographic visual communication Students create an infographic in the style of their selected designer/design period. The infographic should summarise the key aspects of the design period or designer's work they investigated in Part A. Students must demonstrate an understanding of the design elements and principles, gestalt principles of perception and typography when creating their infographic.</p>	<p>Design Knowledge</p> <ul style="list-style-type: none"> investigation of historical and/or contemporary designs appropriate to a design brief <p>Design Responsibilities</p> <ul style="list-style-type: none"> consider the categories of intellectual property (IP) that legally protect original ideas from being copied or imitated
	10%	Semester 2 Week 5	<p>Task 6: Understanding the User Through their investigation of the design problem identified in Task 5 (for example Climate Change*), students find existing design examples and identify how the end-user has been impacted by the design. Students specify the most appropriate target audience for their design problem as they use demographic characteristics and psychographic segmentation to develop a target audience/end-user profile. Students then create a power vs. interest grid to categorise all relevant stakeholders.</p> <p>* Climate Change is a sample design problem only, and students should select the problem they wish to work on.</p>	<p>Discover</p> <ul style="list-style-type: none"> identify and develop a target audience/end-user profile identify and classify stakeholders
	5%	Semester 1 Week 13	<p>Task 3: In-Class Response Written task based on sample ATAR course examination questions.</p>	A representative sample of Unit 1 syllabus content
	5%	Semester 2 Week 14	<p>Task 7: In-Class Response Written task based on sample ATAR course examination questions.</p>	A representative sample of Unit 2 syllabus content
Written Examination 20%	10%	Examination Week	<p>Task 4: Semester 1 Written Examination Based on sample ATAR course examination questions.</p>	A representative sample of Unit 1 syllabus content
	10%	Examination Week	<p>Task 8: Semester 2 Written Examination Based on the examination design brief from the ATAR Year 12 syllabus.</p>	A representative sample of Units 1 and 2 syllabus content
Total	100%			