



## **SAMPLE ASSESSMENT TASKS**

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**DESIGN**  
**ATAR YEAR 12**

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## Sample assessment task

### Design – ATAR Year 12

#### Unit 3 – Task 1

<b>Assessment type:</b>	Response
<b>Due:</b>	Semester 1, Week 3
<b>Total marks:</b>	50
<b>Task weighting:</b>	5% of the school mark for this pair of units

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#### Sustainability Study

Research and investigate the use of sustainable strategies, materials and/or technologies and their impact on the design life cycle.

Explore **five** examples of sustainable design to complete the Sustainability Study table (see Appendix 1).

#### What you need to do:

- Select **five** designs from Appendix 1 (or find your own examples).
- For each design:
  - Identify the chosen design and designer.
  - Explain how the design utilises sustainable strategies, materials and/or technologies.
  - Investigate how these strategies, materials and/or technologies reduce the environmental impact during the design life cycle.
  - Acknowledge all sources of information and images in a reference list.

#### Essential information:

- Ensure any student-selected designs use sustainable strategies, materials and/or technologies
- Students may wish to include a design that will inform the Production task: **Design for a Difference** (Task 2).

## Unit 3 – Marking key for sample assessment task 1

### Sustainability Study

Description	Marks
<b>Identifies the design and designer</b>	
For each (5 x 1 mark)	
Accurately identifies the design and the designer	1
<b>Subtotal</b>	<b>/5</b>
<b>Sustainable strategies, materials and/or technologies</b>	
For each (5 x 5 marks)	
Provides a detailed explanation of the sustainable strategies, materials and/or technologies used in the design	5
Provides a clear explanation of the sustainable strategies, materials and/or technologies used in the design	4
Provides an adequate explanation of the sustainable strategies, materials and/or technologies used in the design	3
Provides a superficial explanation of the sustainable strategies, materials and/or technologies used in the design	2
Provides a limited explanation of the sustainable strategies, materials and/or technologies used in the design	1
<b>Subtotal</b>	<b>/25</b>
<b>Environmental impact during the design life cycle</b>	
For each (5 x 4 marks)	
Provides a clear investigation of the environmental impact during the design life cycle	4
Provides an adequate investigation of the environmental impact during the design life cycle	3
Provides a superficial investigation of the environmental impact during the design life cycle	2
Provides a limited investigation of the environmental impact during the design life cycle	1
<b>Subtotal</b>	<b>/20</b>
<b>Overall total</b>	<b>/50</b>
<b>Task weighting: Convert to 5% of overall unit mark</b>	<b>/5</b>

## Sample assessment task

### Design – ATAR Year 12

#### Unit 3 – Task 2

<b>Assessment type:</b>	Production
<b>Due:</b>	Semester 1, Week 14
<b>Total marks:</b>	33
<b>Task weighting:</b>	25% of the school mark for this pair of units

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#### Design for a Difference

For this task you will work through the Double Diamond design process to create a useful, sustainable and/or ethical design outcome that will benefit society. Explore an issue, theme or a real-world problem and apply Design Thinking techniques to develop ideas and test concepts. Respond to environmental, social and cultural needs during the refinement of an appropriate design outcome.

#### What you need to do:

1. Identify a design problem to explore. This may be an issue, theme or real-world problem. Refer to the Design Brief Ideas table (see Appendix 2) for some ideas or come up with your own.
2. Conduct research on your design problem and apply Design Thinking strategies as part of the **Discover** phase of the design process.
3. Consider your aim in addressing the design problem. Do you want to inform, persuade, educate, influence opinions and attitudes, or encourage a change in thinking and actions?
4. Use the Target Audience Descriptors table (see Appendix 3) to establish a thorough understanding of who your design is for. Investigate demographic characteristics and psychographic segmentation to create a target audience/end user profile.
5. Conduct preliminary research with your target audience to establish their current understanding of the design problem. Are there gaps in their knowledge? Have you had any insights into the deeper cause of the problem?
6. Who are your stakeholders and what role do they play? Identify, classify and consider stakeholders using a power vs interest grid.
7. Explore sources of inspiration. Are there new materials or technologies available that could make the production or promotion of potential design outcomes more ethical or sustainable?
8. Reflect on the discovery phase. How will you consider aspects of environmental, social and cultural needs?
9. Complete the **Define** phase of the design process by developing a comprehensive design brief.
10. Apply creative and divergent Design Thinking strategies to develop many ideas inspired by the design brief as part of the **Develop** phase of the design process.
11. Work with low-fidelity methods to ensure you can quickly and easily make iterations as you refine your ideas. Make succinct annotations to support your decision making.
12. Apply critical and convergent Design Thinking while developing low-fidelity prototypes of your ideas.

13. Engage with your target audience/end users to test and further refine your ideas as part of the **Deliver** phase of the design process.
14. If design outcomes are found to be unsuccessful then return to an earlier phase of the design process.
15. Prepare high-fidelity images of your refined outcome.

**Essential information:**

- Keep all your low-fidelity sketches and development iterations in a sketchbook, file or digital folder. This is evidence of your Design Thinking.
- Consider the categories of intellectual property (IP) that protect any designers you are being inspired by to ensure you are not directly copying their work.

**Submission: Design Proposal and Evidence of Design Thinking**

Submit your refined design outcome and the evidence of your Design Thinking (low-fidelity sketches and development iterations) by the due date.

## Unit 3 – Marking key for sample assessment task 2

Description	Marks
<b>Criterion 1: Application of an iterative design process</b>	
Evidence of competence in the application of the double diamond model: discover, define, develop and deliver	
Demonstrates a comprehensive and insightful application of an iterative design process	4
Demonstrates a thorough and well-considered application of an iterative design process	3
Demonstrates an adequate and appropriate use of an iterative design process	2
Demonstrates a superficial and/or limited use of an iterative design process	1
<b>Total</b>	<b>/4</b>
<b>Criterion 2: Development of a comprehensive design brief</b>	
Evidence of the exploration of a design need or opportunity considering target audience, stakeholders and sources of inspiration	
Demonstrates the development of a comprehensive and insightful design brief that clearly articulates a problem that requires a solution	4
Demonstrates the development of a thorough and well-considered design brief that outlines a problem that requires a solution	3
Demonstrates adequate development of a design brief with some reference to a problem and/or solution	2
Demonstrates limited development of a design brief	1
<b>Total</b>	<b>/4</b>
<b>Criterion 3: Consideration of design responsibilities</b>	
Evidence of the consideration of relevant legal, ethical, environmental and/or safety factors in design decision making and iteration	
Demonstrates comprehensive consideration of relevant design responsibilities with evidence of insightful design iteration	4
Demonstrates thorough consideration of relevant design responsibilities with evidence of effective design iteration	3
Demonstrates adequate consideration of relevant design responsibilities with some evidence of design iteration	2
Demonstrates superficial consideration of relevant design responsibilities with limited evidence of design iteration	1
<b>Total</b>	<b>/4</b>

Description	Marks
<b>Criterion 4: Application of creative Design Thinking</b>	
Evidence of creative Design Thinking strategies and/or techniques to visually generate ideas inspired by the design brief	
Demonstrates comprehensive and innovative visual ideas through the application of a diverse range of creative thinking strategies and/or techniques	8
Demonstrates extensive and sophisticated visual ideas through the application of a diverse range of creative thinking strategies and/or techniques	7
Demonstrates varied and effective visual ideas through the application of a range of creative thinking strategies and/or techniques	6
Demonstrates clear visual ideas through the application of a range of creative thinking strategies and/or techniques	5
Demonstrates some appropriate visual ideas through the use of creative thinking strategies and/or techniques	4
Demonstrates simple and/or superficial visual ideas through the use of creative thinking strategies and/or techniques	3
Demonstrates limited visual ideas	2
Demonstrates ineffective visual ideas	1
<b>Total</b>	<b>/8</b>
<b>Criterion 5: Experimentation with critical Design Thinking</b>	
Evidence of critical Design Thinking strategies and/or techniques to experiment with and refine ideas, using low-fidelity prototyping and target audience testing	
Demonstrates comprehensive and innovative experimentation and testing, with evidence of critical design refinement	8
Demonstrates extensive and sophisticated experimentation and testing, with evidence of insightful design refinement	7
Demonstrates varied and effective experimentation and testing, with evidence of purposeful design refinement	6
Demonstrates clear and considered experimentation and testing, with relevant design refinement	5
Demonstrates appropriate and adequate experimentation and/or testing, with some design refinement	4
Demonstrates simple and/or superficial experimentation and/or testing, with limited design refinement	3
Demonstrates limited experimentation, testing and/or refinement	2
Demonstrates ineffective experimentation or testing, with no evidence of design refinement	1
<b>Total</b>	<b>/8</b>



Description	Marks
<b>Criterion 6: Selection and use of media, materials and/or techniques</b>	
Appropriate selection, refinement and use of media, materials and/or techniques relevant to the design brief	
Demonstrates a discerning selection, refinement and sophisticated application of appropriate media, materials and/or techniques relevant to the design brief	5
Demonstrates an effective selection, refinement and considered application of appropriate media, materials and/or techniques relevant to the design brief	4
Demonstrates an appropriate selection, refinement and consistent application of appropriate media, materials and/or techniques relevant to the design brief	3
Demonstrates a simple selection and inconsistent application of media, materials and/or techniques for the design brief	2
Demonstrates a limited selection and/or ineffective application of media, materials and/or techniques for the design brief	1
<b>Total</b>	<b>/5</b>
<b>Overall total</b>	<b>/33*</b>
<b>Task weighting: Convert to 25% of overall unit mark</b>	<b>/25</b>

\* **Criterion 7: Effectiveness of the design proposal** will be assessed at the end of Task 6 when the two design outcomes are presented in a design proposal

## Sample assessment task

### Design – ATAR Year 12

#### Unit 4 – Task 6

<b>Assessment type:</b>	Production
<b>Due:</b>	Semester 2, Week 12
<b>Total marks:</b>	38
<b>Task weighting:</b>	25% of the school mark for this pair of units

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#### Influence and Inspire

For this task you will build on the work you have completed as part of Task 2, **Design for a Difference**.

By repeating parts of the Double Diamond design process, you will develop concepts that influence opinions, attitudes or actions and inspire a change in thinking. Propose a second refined outcome that supports the same issue, theme or a real-world problem and is complementary to your first design.

#### What you need to do:

1. Reconsider your design problem and review the exploratory work you completed in the Task 2 **Discover** phase.
2. Propose a secondary design form to complement, promote or support the message of your first design outcome. As your design outcome must be influential, you could consider a form of promotion for the design outcome for Task 2.
3. Reflect on who your design is for by refining your target audience/end user profile.
4. Identify any new stakeholders and update your power vs interest grid.
5. Revise the **Define** phase of the design process by updating the design brief deliverables to include the second design outcome.
6. Apply creative and divergent Design Thinking strategies to develop many ideas inspired by the design brief as part of the **Develop** phase of the design process.
7. Work with low-fidelity methods to ensure you can quickly and easily make iterations as you refine your ideas. Make succinct annotations to support your decision making.
8. Apply critical and convergent Design Thinking while developing low-fidelity prototypes of your ideas.
9. Engage with your target audience/end users to test and further refine your ideas as part of the **Deliver** phase of the design process.
10. If design outcomes are found to be unsuccessful then return to an earlier phase of the design process.
11. Prepare high-fidelity images of your second refined outcome as part of a design proposal.

**Essential information:**

- Keep all your low-fidelity sketches and development iterations in a sketchbook, file or digital folder. This is evidence of your Design Thinking to be included in your Practical (portfolio) Examination.
- Present the two refined design outcomes (from tasks 2 and 6) in a design proposal of up to four A3 pages for inclusion in your Practical (portfolio) Examination.

**Submission: Design Proposal and Evidence of Design Thinking**

Submit your two refined outcomes in a design proposal and evidence of your Design Thinking (low-fidelity sketches and development iterations) by the due date.

## Unit 4 – Marking key for sample assessment task 6

Description	Marks
<b>Criterion 1: Application of an iterative design process</b>	
Evidence of competence in the application of the double diamond model: discover, define, develop and deliver	
Demonstrates a comprehensive and insightful application of an iterative design process	4
Demonstrates a thorough and well-considered application of an iterative design process	3
Demonstrates an adequate and appropriate use of an iterative design process	2
Demonstrates a superficial and/or limited use of an iterative design process	1
<b>Total</b>	<b>/4</b>
<b>Criterion 2: Development of a comprehensive design brief</b>	
Evidence of the exploration of a design need or opportunity considering target audience, stakeholders and sources of inspiration	
Demonstrates the development of a comprehensive and insightful design brief that clearly articulates a problem that requires a solution	4
Demonstrates the development of a thorough and well-considered design brief that outlines a problem that requires a solution	3
Demonstrates adequate development of a design brief with some reference to a problem and/or solution	2
Demonstrates limited development of a design brief	1
<b>Total</b>	<b>/4</b>
<b>Criterion 3: Consideration of design responsibilities</b>	
Evidence of the consideration of relevant legal, ethical, environmental and/or safety factors in design decision making and iteration	
Demonstrates comprehensive consideration of relevant design responsibilities with evidence of insightful design iteration	4
Demonstrates thorough consideration of relevant design responsibilities with evidence of effective design iteration	3
Demonstrates adequate consideration of relevant design responsibilities with some evidence of design iteration	2
Demonstrates superficial consideration of relevant design responsibilities with limited evidence of design iteration	1
<b>Total</b>	<b>/4</b>

Description	Marks
<b>Criterion 4: Application of creative Design Thinking</b>	
Evidence of creative Design Thinking strategies and/or techniques to visually generate ideas inspired by the design brief	
Demonstrates comprehensive and innovative visual ideas through the application of a diverse range of creative thinking strategies and/or techniques	8
Demonstrates extensive and sophisticated visual ideas through the application of a diverse range of creative thinking strategies and/or techniques	7
Demonstrates varied and effective visual ideas through the application of a range of creative thinking strategies and/or techniques	6
Demonstrates clear visual ideas through the application of a range of creative thinking strategies and/or techniques	5
Demonstrates some appropriate visual ideas through the use of creative thinking strategies and/or techniques	4
Demonstrates simple and/or superficial visual ideas through the use of creative thinking strategies and/or techniques	3
Demonstrates limited visual ideas	2
Demonstrates ineffective visual ideas	1
<b>Total</b>	<b>/8</b>
<b>Criterion 5: Experimentation with critical Design Thinking</b>	
Evidence of critical Design Thinking strategies and/or techniques to experiment with and refine ideas, using low-fidelity prototyping and target audience testing	
Demonstrates comprehensive and innovative experimentation and testing, with evidence of critical design refinement	8
Demonstrates extensive and sophisticated experimentation and testing, with evidence of insightful design refinement	7
Demonstrates varied and effective experimentation and testing, with evidence of purposeful design refinement	6
Demonstrates clear and considered experimentation and testing, with relevant design refinement	5
Demonstrates appropriate and adequate experimentation and/or testing, with some design refinement	4
Demonstrates simple and/or superficial experimentation and/or testing, with limited design refinement	3
Demonstrates limited experimentation, testing and/or refinement	2
Demonstrates ineffective experimentation or testing, with no evidence of design refinement	1
<b>Total</b>	<b>/8</b>

Description	Marks
<b>Criterion 6: Selection and use of media, materials and/or techniques</b>	
Appropriate selection, refinement and use of media, materials and/or techniques relevant to the design brief	
Demonstrates a discerning selection, refinement and sophisticated application of appropriate media, materials and/or techniques relevant to the design brief	5
Demonstrates an effective selection, refinement and considered application of appropriate media, materials and/or techniques relevant to the design brief	4
Demonstrates an appropriate selection, refinement and consistent application of appropriate media, materials and/or techniques relevant to the design brief	3
Demonstrates a simple selection and inconsistent application of media, materials and/or techniques for the design brief	2
Demonstrates a limited selection and/or ineffective application of media, materials and/or techniques for the design brief	1
<b>Total</b>	<b>/5</b>
<b>Criterion 7: Effectiveness of the design proposal</b>	
Presentation of at least two design outcomes that effectively respond to the design brief	
Presents a compelling and insightful design proposal that meets all requirements of the design brief	5
Presents an engaging and effective design proposal that meets all requirements of the design brief	4
Presents a considered and appropriate design proposal that meets most requirements of the design brief	3
Presents a simple design proposal that meets some requirements of the design brief	2
Presents a limited design proposal that does not meet the requirements of the design brief	1
<b>Total</b>	<b>/5</b>
<b>Overall total</b>	<b>/38</b>
<b>Task weighting: Convert to 25% of overall unit mark</b>	<b>/25</b>

## Sustainability Study

Design <sup>1</sup>	Designer	Sustainability strategies/materials/technologies	Environmental impact during the design life cycle
Board shorts made from recycled plastic bottles	South Beach Boardies	Clear plastic bottles are shredded into flakes which are then turned into small pellets. These pellets are melted, extruded into thin fibres and then spun into yarn called rPET. This is then woven to make recycled polyester fabric, which can be cut and sewn into clothing.	<ul style="list-style-type: none"> <li>rPET fabric uses 53% less energy to make than regular polyester</li> <li>Reduces landfill waste and plastic pollution</li> <li>Can continually be recycled, repeating the life cycle (sometimes called a 'cradle-to-cradle' life cycle, as opposed to a 'cradle-to-grave' life cycle)</li> </ul>
Futurecraft: Loop plastic sneaker	Adidas with Parley	Made from one single material (virgin plastic – the aim is to use only recycled plastic in the future). Components are joined with heat and not glue, so that the sneaker can be easily recycled again and again.	<ul style="list-style-type: none"> <li>Only really a prototype, designed to be tested by the user. Seeking to improve industry practices with a long-term goal of reducing ocean plastic pollution</li> <li>Reduces landfill, minimising waste through recycling</li> <li>Aiming for a circular 'cradle-to-cradle' life cycle</li> </ul>
3D printed concrete homes	Contour3D	Using CAD modelling software to design the form, a 3D printer and robotic arm extrudes a concrete mix, layer by layer to quickly and accurately build up the foundation and walls of the building.	<ul style="list-style-type: none"> <li>The additive manufacturing process of 3D printing reduces construction material waste. Fewer materials means a shorter supply chain</li> <li>Concrete is durable, while a double-skin cavity wall design is energy efficient</li> <li>Research indicates that 3D printed homes can last up to 100 years, after which the materials would need to be disposed of. This would be a relatively long 'cradle-to-grave' life cycle.</li> </ul>
Printing ink and pigment made from algae (not petroleum)	Living Ink		•
Plantable seeded cards	Paper and Bloom		•
Bags and accessories made from repurposed vinyl billboards	Rareform		•
Packaging material made from soap for shampoo and toiletry products	Soapack by Mi Zhou		•
CityTree	Green City Solutions		•
Tokyo Olympic Village beds made from recycled cardboard	Airweave		•
Skate decks made from recycled ocean fishing nets	Lander		•
Solar Paint	RMIT University		•
Plant-based and compostable packing products	BioPak		•

<sup>1</sup>Students to choose from this list or find their own examples.

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## Design Brief Ideas

Design Problems	Existing Design Examples <sup>1</sup>	Constraints and Considerations	Design Outcome #1	Design outcome #2	Presentation formats
Climate change		Sustainable	Drink/food packaging	Logo	Rendered presentation drawings
Sustainability		Repurposed/recycled	Outdoor shelter	Packaging exterior/label	3D CAD models
Medical/health care		Flat-packed	Chair/shelving/furniture	Advertisement	2D and 3D technical drawings
Sanitation		Modular/multi-purpose	Jewellery/personal adornment	How to use/construct instructions	Perspective drawings/views
Food wastage/shortage		Inflatable	Lamp/lighting	Information pack	Scale models
Drunk driving		Portable/demountable	Animal/pet shelter	Promotional poster	Sculptures or maquettes
Homelessness		Wearable	Backpack/handbag	Postcard/flyer	Elevations/plans
Theft/crime		Surreal/abstract	Playground seating/equipment	Brochure	Exploded isometric drawings
Social media addiction		Realistic/authentic	Cosmetic/toiletry packaging	Wayfinding/signage system	3D printed prototypes
Protest/dissent		Budget/cost	Textile print	Infographic	Packaging nets
Obesity		Size/scale/weight	Uniform/costume	Signage/banner	User interface wireframes
Personal safety		Ergonomic/accessible	Sneaker/clothing/fashion item	App template	Copic marker renderings
Pet care		Seasonal	Garden tool	Webpage template	PowerPoint presentation
Insomnia		Weatherproof	Domestic appliance	Swing tag	Annotated diagrams
Mental health		Redesign	Memorial	Corporate identity	Prototypes
Transport		Site/location/event	Book/album/magazine cover	Social media advertisement	Print ready proofs
Travel		Series/editions/multiples	Architectural space	Interior space	Brand style guide
Traffic		Educational	Entrance facade	Author/editor head shot	Packaging product shots
Food allergies		Shock/humour/metaphor/emotion	Camping equipment	Look book	Mock-up/context mock-ups
Aged care		Brand colour palette/style guide	Ticket/access pass	Editorial/multi-page spread	Quality printed solutions
Education		Materials	Skateboard/scooter/bike	Retail product display	Digital compilations
Gender equality		Technologies	Toy/puzzle/game	Collectable souvenir	Photographic representations
Carnival/concert/festival		Graphic/photographic	Cubby/tree house	Typeface	Presentation boards
Sporting event		Vector/hand-drawn	Office/stationary items	Merchandise	Booklet/prospectus

<sup>1</sup>Students to complete this for their chosen design problem.

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## Target Audience Descriptors

Demographic characteristics		Psychographic segmentation				
		Attitudes and values, lifestyle	Personality		Priorities and motivations	Social status
Singles	Fit/healthy	Family	Youthful	Mischievous	Health/wellness	Professionals
Seniors (60+)	Frail/sickly/unwell	Friendship	Outgoing	Loving/caring	Mindfulness/mental health	Young professionals
Elderly (75+)	Multicultural	Community	Carefree	Empathetic/compassionate	Environmentally sustainable	Older professionals
Retirees	Multilingual	Security/safety	Happy	Helpful	Modern/contemporary	Tradespeople
Pensioners	Migrant background	Trust/loyalty	Social	Generous	Retro/historical	Qualified/highly qualified
Middle-aged (40+)	Non-English-speaking background	Creativity	Adventurous	Selfish	Digital	Manager
Adults	Culturally diverse	Adventure	Quirky	Confident	Analogue	Self-employed
Parents (mothers, fathers, grandparents)	Religiously affiliated	Innovation	Creative	Relaxed	Price/cost	Unemployed/jobseeker
Couples	Politically affiliated	Diversity	Eccentric	Focused	Safety	Highly educated
Non-traditional families/couples	Lives locally	Health	Independent	Conscientious	Size/scale/proportion/quantity	Poorly educated
Young adults	Urban resident	Wealth	Dependent	Energetic/vibrant	Local/location	Corporate
Students	Suburban resident	Success	Intellectual	Concerned/worried	Popularity	Deprived
Teenagers/adolescents	Rural resident	Nature/outdoors	Busy	Laid-back/relaxed	Efficiency	Privileged
Youth	Homeowners	Travel	Optimistic	Chic/fashionable	Range/options	Retired
School-leavers	Renters	Professionalism	Pessimistic	Sophisticated	Brand recognition	Investor
Pre-teens (tweens)	Hospitality workers	Education/intelligence	Sporty/athletic/active	Unsophisticated	Availability/access	Budget-conscious
Children	Construction workers	Growth/improvement	Experienced	Curious/intrigued	Service	Average income
School-aged children	Health professionals	Spirituality	Worldly	Enthusiastic/keen/motivated	Quality	Student
Toddlers	Sales professionals	Humour	Organised	Passionate	Convenience	Graduate
Infants and babies	Finance professionals	Equality/equity	Sensible	Spontaneous	Rewards	Tertiary educated
Families (young, new, established family)	Creative professionals	Review the VALS™ model	Assertive	Emotional	Personalisation	Undergraduate
Living with a disability	Emerging industry professionals					