



SAMPLE ASSESSMENT TASKS

DESIGN
ATAR YEAR 12

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Sample assessment task

Design – ATAR Year 12

Task 3 – Unit 3

Assessment type: Response

Conditions

Period allowed for completion of the task: 3 weeks

Due Semester 1, Week 8

Task weighting

5% of the school mark for this pair of units

In-class timed response

(16 marks)

After a series of lessons researching the history of the design principle ‘form follows function’ and discussing its application in design, you will prepare for an in-class timed response. You will be asked to respond to a stimulus and the question will relate to how this design principle can be applied in modern design.

Research the following:

- the history of the design principle ‘form follows function’ – What? Who? When? Why?
- the concise meaning of the design principle
- one contemporary advertising example of its application in design.

UNSEEN QUESTION

Figure 1 on below is a contemporary example of the design principle 'form follows function'. Discuss how designers apply this design principle in contemporary commercial print. In your response, refer to the following points:

- define the design principle 'form follows function'
- provide an historical overview of the design principle 'form follows function'
- discuss how this principle is used with effect in contemporary print. Refer to figure 1 provided as well as an example from your own research
- write your extended response in a well-organised and clear manner, using design terminology where appropriate.

For copyright reasons these *Lion show* images cannot be reproduced in the online version of this document but can be viewed at

<http://www.creativeadawards.com/lion-show/>

Figure 1: Zoo Safari Advertising Campaign.
Text Reads: Zoo Safari. Blend In. No Cages. All Fun.

Marking key for sample assessment task 3

Description	Marks
Provides a definition of 'form follows function'	
Provides an accurate definition of the principle 'form follows function'	2
Definition is largely inaccurate or disjointed	1
Total	/2
Provides an overview of the history of the design principle 'form follows function'	
Provides a detailed and focused overview of the design principle. Information presented is accurate	4
Provides a detailed overview of the design principle. Information presented is accurate	3
Provides a general overview of the design principle. Obvious facts are overlooked and/or some information referenced is inaccurate	2
Overview is superficial or overview is disjointed. Information is largely irrelevant or inaccurate	1
Total	/4
Discusses application of 'form follows function'	
Sustains a comprehensive, focused and detailed discussion of 'form follows function' in contemporary, commercial print, with reference to the image provided and with evidence of own research	6
Sustains a detailed and focused discussion of 'form follows function' in contemporary, commercial print, with reference to the image provided and with some evidence of own research	5
Provides a focused and clear discussion of 'form follows function' in contemporary, commercial print, with some reference to the image provided and with minimal evidence of own research	4
Describes in a general way 'form follows function' in contemporary, commercial print, with minimal reference to examples	3
Comments superficially on the application of 'form follows function' in relation to contemporary design. May/may not refer to two examples	2
Makes limited comments in response to the question	1
Total	/6
Writes essay in a well-organised and clear manner, using appropriate design terminology	
Writes coherently. Uses a range of appropriate design terminology	4
Writes in a well-organised manner. Uses appropriate design terminology	3
Writing adequately, expresses ideas. Uses some design terminology	2
Writes superficially and/or awkwardly. Ideas are disjointed. Limited use of design terminology	1
Total	/4
Overall total	/16
Task weighting: Convert to 5% of written mark	/5%

Sample assessment task

Design – ATAR Year 12

Task 5 – Unit 4

Assessment type: Production

Conditions

Period allowed for completion of the task: 10 weeks

Due Semester 2, Week 10

Task weighting

20% of the school mark for this pair of units

Influential Advertising Campaign

(42 marks)

Create an influential advertising campaign to encourage healthy lifestyle choices and promote outdoor nature-based activity to young people (under 30) in Western Australia. You will need to consider your intended audience and connect your design solution to their values, attitudes and lifestyle choices.

This advertising campaign is funded by the Department of Health's (DoH) Healthway initiative (<https://www.healthway.wa.gov.au>). Healthway is committed to improving the health of all Western Australians and has a legislated mandate to focus its efforts on children and young people in WA.

Provide evidence of all stages of the design process.

RESEARCH

1. **Research** to clearly define your message.

Brainstorm the positive health benefits of nature-based outdoor activity experiences. Identify what aspects of outdoor activity appeal to a young intended audience, such as walking/hiking, camping, social interaction and fitness. This may include the physical, spiritual or mental health related benefits of the outdoors, nature and/or exercise. You need to research and include statistical data to support your decision for a specific positive health message.

2. **Research** to clearly define and understand your intended audience.

Profile your intended audience and specify a particular demographic in the under 30 year's age group. You will also need to consider how you are communicating your message to this audience. For example, young people are often high users of technology, but the message and mode of communication may differ greatly between a teenager and a young adult.

Ensure these two are connected, your message needs to be relevant to your intended audience.

An example may be:

Advertising to educate and inform a high-school aged intended audience of 15–18 year olds about the mental health benefits of outdoor nature-based activity. See the Mission Australia Youth survey report (<http://missionaustralia.com.au/youthsurveyreport>) for the top issues concerning young people and consider the specific demographic/psychographic and geographic characteristics of your audience. Conduct a survey to uncover the most suitable means and methods for delivering your message to your intended audience; or influence an intended audience of university students to turn off technology and social media to improve their studies.

This message may be best communicated through a campaign of online digital advertisements and university on-campus posters.

EXPERIMENTATION

Experiment with a range of ideas using advertising strategies; shock tactics, humour, metaphor and emotion. Use a selection of appropriate visual devices to attract attention of your audience. Consider visual codes, semiotics and communication theories.

DESIGN SOLUTIONS

Develop and refine three (3) concepts, utilising a range of advertising tactics and strategies and present three designs, including:

1. Photographic
2. Illustrative
3. Typographic

Present your three final design solutions, indicating the location, budget and timing and the best methods for communicating this important health message to your intended audience.

EVALUATION

Present your final resolved advertising campaign in context and survey your intended audience to evaluate your success. Seek feedback to select the most successful and annotate to analyse this evaluative data in your folio. Evidence the complete design and production process.

The World Health Organisation defines health as a resource for everyday life. Health is a positive concept emphasising social and personal resources, as well as physical capacities. Health promotion is the process of enabling people to increase control over, and to improve, their health. It extends beyond individual responsibility for health and embraces social, environmental and political actions.

[World Health Organization. (1986). The Ottawa Charter for Health Promotion. First International Conference on Health Promotion, Ottawa, 21 November 1986. Retrieved August, 2019, from www.who.int/healthpromotion/conferences/previous/ottawa/en/index.html]

A recent article in the Guardian noted:

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<https://www.theguardian.com/sustainable-business/technology-inactive-lifestyle-changing-children>

Unit 4 – Marking key for sample assessment task 5

Description	Marks
Criterion 1: Application of planning (Evidence of use of organisation and planning in the design and production processes, such as: design brief, intended audience, time management and/or production plan, mind maps, materials lists, model release forms, budget, costing quotes, surveys or others appropriate to context.)	
Demonstrates comprehensive, detailed and relevant planning in the design and production processes	5
Demonstrates detailed and relevant planning in the design and production processes	4
Demonstrates relevant planning with some detail in the design and production processes	3
Demonstrates some relevant planning in the design and/or production processes	2
Demonstrates minimal planning in the design and production processes	1
Total	/5
Criterion 2: Application of skills, techniques and procedures (Evidence of competence in skills, techniques, procedures for production, such as: sketching, rendering, handling of materials, prototypes, manipulation of IT programs and quality high resolution images.)	
Employs extensively and successfully a range of skills, techniques and/or procedures for production relevant to the design brief	5
Employs effectively a range of skills, techniques and/or procedures for production suited to the design brief	4
Employs with some effect a range of skills, techniques and/or procedures for production suited to the design brief	3
Employs some skills, techniques and/or procedures for production suited to the design brief	2
Employs a limited range of skills, techniques and/or procedures for production suited to the design brief	1
Total	/5
Criterion 3: Experimentation (Evidence of experimentation, choice of design solutions, such as: variety of sketched ideas, alternative options investigated, variations of ideas, colour, type, composition, experimenting with materials, media, methods, changes are significant, relevant and justified.)	
Demonstrates meticulous and sophisticated experimentation and considered choice of possible design solutions	6
Demonstrates extensive and detailed experimentation and choice of possible design solutions	5
Demonstrates effective experimentation and choice of possible design solutions	4
Demonstrates experimentation with some effectiveness and choice of possible design solutions	3
Demonstrates some experimentation and choice of possible design solutions	2
Demonstrates limited experimentation and choice of possible solutions	1
Total	/6
Criterion 4: Annotations and analysis (Evidence of use of analysis, clear thinking and sound reasoning using design terminology, such as: notes or ideas on referenced images, annotation of processes relevant to design brief and intended audience, critical analysis of final solution, use of design terminology throughout.)	
Provides extensive annotations and detailed critical analysis of relevant information using design terminology	5
Provides detailed annotations and critical analysis of relevant information using design terminology	4
Provides clear annotations and some analysis of relevant information using design terminology	3
Provides simple annotations and/or some analysis, mainly relying on supplied information using design terminology	2
Provides minimal annotations and analysis	1
Total	/5

Criterion 5: Originality (Evidence of innovation and originality, such as: original designs and/or own images, exploration of unique ideas and concepts throughout the portfolio, acknowledgement of borrowed images.)	
Uses sophisticated concepts/ideas to develop original and highly innovative design solution(s)	5
Uses effective concepts/ideas to develop original and innovative design solution(s)	4
Uses some effective concepts/ideas to develop design solution(s) that display some originality and innovation	3
Uses concepts/ideas to develop design solution(s) with little originality and innovation	2
Uses basic concepts/ideas to develop simple design solution(s)	1
Total	/5
Criterion 6: Design elements and principles (Evidence of effective selection and application of design elements and principles, such as: experimentation and application of elements and principles throughout, application of these in final solution, justification linked to design brief and intended audience.)	
Demonstrates successful discernment in selecting and applying relevant design elements and principles with detailed pertinent justification	5
Demonstrates effective experimentation and application of relevant design elements and principles with relevant justification	4
Demonstrates some effective experimentation and application of design elements and principles with some relevant justification	3
Demonstrates experimentation and application of design elements and principles inconsistently and with some justification	2
Demonstrates minimal experimentation and application of design elements and principles with minor justification	1
Total	/5
Criterion 7: Design process (Evidence of competence in the application of a design process; idea generation/ideation, design development, refinement, production and evaluation, such as: investigation of design brief, visual research, idea generation techniques, visual development with progression of ideas, refinement, final resolved design solution.)	
Demonstrates a meticulous and comprehensive application of an appropriate design process	5
Demonstrates a coherent application of an appropriate design process	4
Demonstrates a competent application of an appropriate design process	3
Demonstrates a basic application of a design process	2
Demonstrates minimal application of a design process	1
Total	/5
Criterion 8: Communication and visual literacies (Ability to respond to a design brief and construct a final design solution(s) that conveys a message to the intended audience, such as: final resolved design solution, relevant response to design brief and intended audience, professional quality and appearance, stands alone as a communicative work.)	
Presents a sophisticated and highly effective communicative final design solution(s) that conveys an articulate and engaging message to the intended audience in response to the design brief	6
Presents a highly effective communicative final design solution(s) that conveys an engaging message to the intended audience in response to the design brief	5
Presents an effective communicative final design solution(s) that conveys a clear message to the intended audience in response to the design brief	4
Presents an appropriate final design solution(s) that conveys a clear message to the intended audience in response to the design brief	3
Presents a final design solution(s) that conveys, in a limited way, a message to the intended audience in response to the design brief	2
Presents an incomplete final design solution(s) that conveys, in a minimal way, a message to the intended audience in response to the design brief	1
Total	/6
Overall total	/42
Task weighting: Convert to 20% of overall unit mark	/20