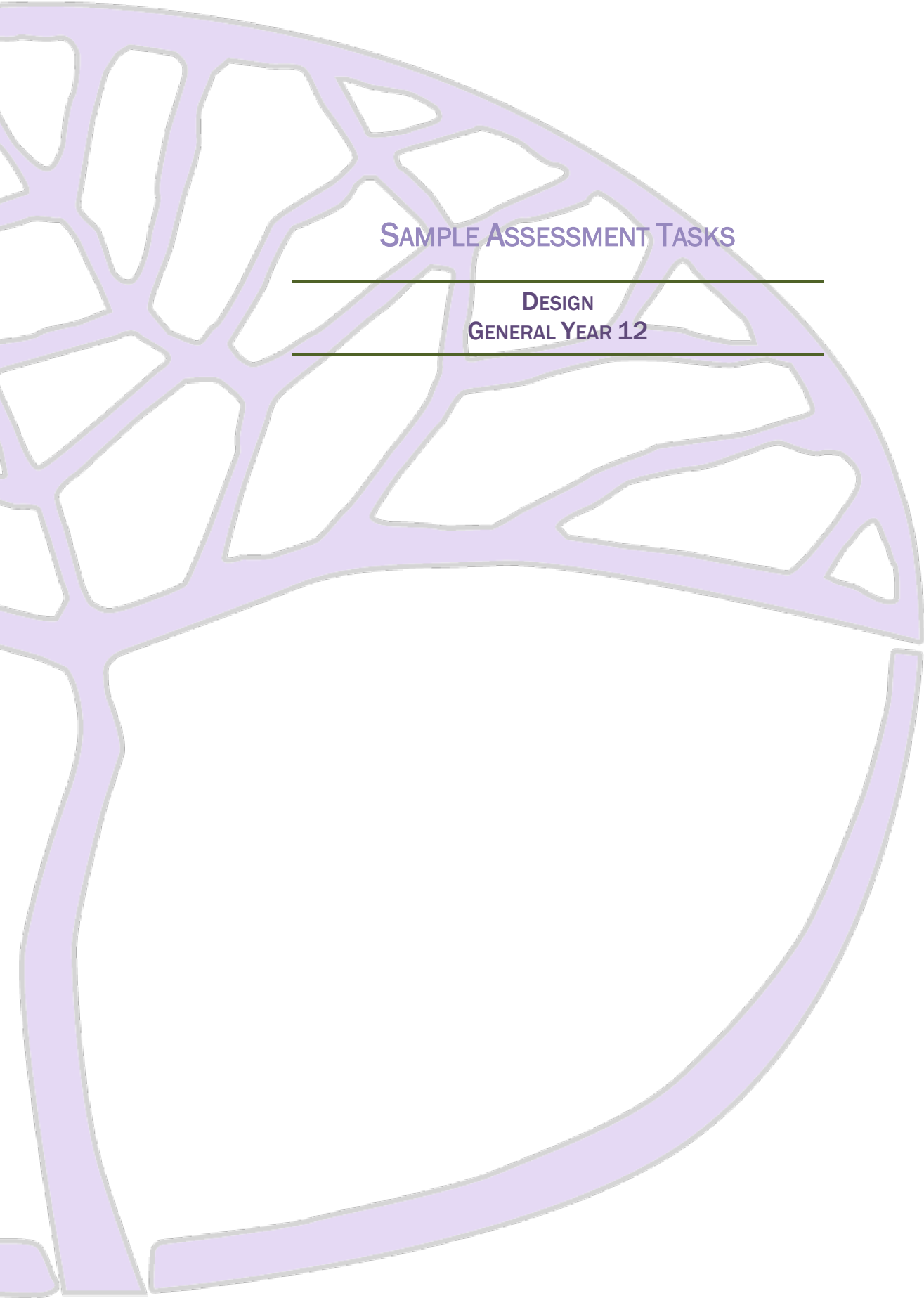




SAMPLE ASSESSMENT TASKS

DESIGN
GENERAL YEAR 12



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Sample assessment task

Design – General Year 12

Task 1 – Unit 3

Assessment type: Production

Conditions

Period allowed for completion of the task: 13 weeks

Task weighting

30% of the school mark for this pair of units

Portfolio for Unit 3: Product design

(35 marks)

You are required to produce a series of design solutions for the promotion of one of the possible campaigns below:

- WA Tourism
- Body positive media campaign
- Protection of my environment
- Behaviour and wellbeing

As part of a campaign for your selected issue, you are to produce at least **two** promotional items that may include a poster, website home page, Instagram® campaign, billboard, magazine advertisement, flyer or clothing item. Document the development of your design process by including visual information and written discussion on your research, investigation, analysis, idea development and critical reflection.

Your final design solutions and the design process you applied, will be shown as a printed or digital presentation to the client (teacher) for feedback.

Design brief objective

To raise awareness of an issue (environment, self, others) through the development of promotional material for your selected topic.

Background

- WA Tourism (visit our school, study exchange program, my backyard). There is a drop in the number of tourists visiting Perth. What are they missing out on?
- Body positive media campaign (body confidence, unique me, breaking the beauty mould). Why do I feel bad about my body after reading magazines? What does a real body look like?
- Protection of my environment (vehicle emissions, the management of water resources, environmental issues associated with biodiversity and conservation, and sustainable use of energy). Students strike for climate change protests
- Behaviour and wellbeing (cyber safety, safe and supportive school environments, managing bullying). 42 per cent of Year 12 students registered high levels of anxiety, severe enough to be of clinical concern.

Task description

1. You will conduct research, collecting information and visual material related to your campaign. To do this, you will need to:
 - interpret the design brief
 - understand your client's target audience and associated styling conventions and semiotics
 - collect and analyse existing visual images and information on your campaign.
2. You will investigate and plan for suitable design solutions. To do this, you will need to:
 - explore a successful communication strategy suitable for the promotion of your campaign
 - identify specific audiences in terms of demographics, lifestyle behaviour, cultural values and beliefs
 - analyse the communication environment relevant to the design in terms of its suitability for target audience and purpose.
3. You will apply ideation techniques to generate suitable designs by:
 - creating diagrams, layouts and drawings using brainstorming, synectics or SCAMPER techniques to devise possible designs
 - exploring communication strategies, such as shock tactics, humour, metaphor and emotion
 - applying design elements and principles, including Gestalt design principles, colour theory, layout principles and visual hierarchy to create designs.
4. You will need to develop and refine your design solutions by:
 - controlling and manipulating design skills and techniques in design development
 - reflecting on, and evaluating solutions to, design problems
 - applying production processes, methods, skills and techniques relevant to the design; acknowledging sustainable and contemporary trends
 - applying occupational safety and health (OSH) concepts relevant to your production process.

Your task will be assessed against the following criteria:

Criterion 1: Application of planning	(4 marks)
Criterion 2: Application of skills, techniques and procedures	(4 marks)
Criterion 3: Experimentation	(5 marks)
Criterion 4: Annotations and analysis	(5 marks)
Criterion 5: Originality	(4 marks)
Criterion 6: Design elements and principles	(5 marks)
Criterion 7: Design process	(4 marks)
Criterion 8: Communication and visual literacies	(4 marks)

Marking key for sample assessment task 1 – Unit 3

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 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
No evidence of planning	0
Total	/4
Criterion 2: Application of skills, techniques, 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 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
No evidence of the use of skills, techniques and/or procedures for production	0
Total	/4
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 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
No experimentation of design solutions	0
Total	/5
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
No evidence of annotations and analysis	0
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 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
No evidence of originality or innovation	0
Total	/4
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 effective experimentation and application of relevant design elements and principles with 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
Displays no evidence of the application of design elements and principles	0
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 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
No application of a design process	0
Total	/4
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 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
No final design solution presented	0
Total	/4
Overall total	/35
Task weighting: Convert to 30% of overall unit mark	/30

Further ideas of design briefs for Product design/Cultural design (Graphic design and Photography)

Option 1 Design brief: Point-of-Purchase (POP) display sign

Radio station Triple J® is releasing the Hottest 100 CD and requires a Point-of-Purchase display in music stores. The digital product will also be released online using Tidal®. The target audience is 15–23 year olds who enjoy listening to popular/alternative music. The artwork should be A4 in size for the counter display. The design should feature all relevant information, including the radio station name, the year, and information about where it is available for download. You should use imagery, colours and type that have a high appeal to the target audience.

Option 2 Design brief: Book cover design

Simon and Shuster are publishing an autobiography on your meteoric rise to stardom as a hip hop artist. You have been asked to design the front and back cover and spine to communicate clearly to the target audience and create intrigue in order to sell more books. Develop a catchy title that reveals the content of the story and include the author's name. Use imagery and type that effectively combine to tell a story about the subject. Research existing designs and comment on the effectiveness of type and image to convey meaning. Present your design as a flat cover and on a 3D template of a blank book.

Option 3 Design brief: Poster design

Create an A3 poster for an upcoming Netflix® series documenting school sports competitions called *Netball Warz* (exchange with soccer, football, swimming, dance etc.). The series documents the competitive behaviour and lengths students will go to in their campaign to win the grand final/state squad selection. The poster should be highly appealing to the target audience of students playing sports aged between 14 and 20 and indicate the sport being documented. The poster should include type to explain its distribution and release date.

Option 4 Design brief: T-shirt design

Music festivals Soundwave/Laneway/Future Music/Good Vibrations require a T-shirt design to sell as merchandise to festival goers aged between 16–24 years of age. The T-shirt should be appealing for young men and women with the design reflecting the contemporary and popular music styles. It should have a maximum of three colours and be dynamic and include the title of the festival and the year.

Option 5 Design brief: Colouring book

Grill'd Healthy Burgers® requires a colouring page suitable for children to include with their child's meal box. It must be A4 in size and include fun subjects local to the area of the outlet, while appealing to the target audience of 4–10 year olds. Consider the hand skills of the age group and level of detail required to engage the audience and any educational information, such as names.

Option 6 Design brief: Burgers blog

Present a selection of photographs for a blog about trying out different burgers and using them for design lessons and inspiration. Images should be accompanied by information using design language, such as texture, colour, form, contrast, balance and other elements and principles, as applicable. Origins and culture can be explored and included in the information accompanying the images in the blog. Target audience is 16–24 year olds who appreciate burgers and design.

Option 7 Design brief: Instagram magazine

You are required to create images for Threads, a second hand vintage clothing shop, to use for posting images of its products on Instagram. The Instagram magazine consists of nine images sitting together in a grid. The target audience is 15–24 year olds who embrace sustainable consumption of fashion by reusing existing clothing items. Consider the unity and contrast required to unify the look, but also separate the different items. Some text may be used to reinforce values and affirm ideals.

Option 8 Design brief: Book project

Everyday is Play is a book project celebrating the art of the video game – uniting artists and gamers across the globe through video game culture and creativity showcasing the work of designers, musicians, artists, writers and developers. You are required to submit a page which explores one of the following; the fashion code of a gamer, a feature about the evolution of a game or character, a history presentation on early images, or the survival tactics of gamers in the 21st century. Your target audience is 14–24 year olds who love video/computer games. Your design should be A4 and include type to tell your story and share your experience with others.

Sample assessment task

Design – General Year 12

Task 4 – Unit 3

Assessment type: Response

Conditions

Period allowed for completion of the task: 50 minutes

Task weighting

5% of the school mark for this pair of units

Analysis worksheet

(42 marks)

Communication environment refers to the conditions or settings within particular environments that can affect the communication of a message. Environments may include: physical, economic, social, cultural, geographic and interpersonal. In design, these environments may interfere with how the audience interprets an intended message or meaning.

Physical environment refers to the actual place the design will be found/located. If this is unsuitable, the communication may not be effective or it may be offensive.

Economic environment refers to the prosperity or recession of an environment.

Social environment refers to the personal relationship between the designer and the viewer and the expectations involved in that relationship. Colour may have a symbolic significance to a social group, such as football fans.

The effect of design at the social level is often determined by culture. What is acceptable advertising in one country, may be offensive and even illegal in another. Religious values and cultural taboos can determine the appearance and context of visual communications. Appropriateness in context changes over time, and in contemporary Western society, the use of controversial images, in particular those that display nudity or confronting behaviours, has become prevalent.

Cultural environment refers to the cultural practices of majority groups and minority groups of an environment. Some things will be acceptable and relatable and others will not.

Religious and cultural beliefs can impact on the design of visual communications. For a long time religious groups were at the centre of cultural and artistic life of communities. The Catholic Church was often the patron of artists and architects, particularly during the Middle Ages and the Renaissance. For designers, sensitivity to cultural factors is an important trait to develop.

Geographical environment refers to the location of the design; for example, in the countryside, seaside or city. These require different considerations.

Interpersonal environment refers to how people communicate with each other in small groups. Young people like to use phones to communicate, older people like to meet and have face-to-face conversation.

Analysis worksheet for communication environment

Name: _____

Reflect on the communication environments below and discuss how you have considered them in your recent design solution. Predict ways they may interfere with how the audience interprets your intended message or meaning.

Physical environment – discuss where your design will be located, when the audience will view it and in what lighting? How might these factors interfere with the message?

Economic environment – does it challenge or persuade consumer activity? Discuss the economic conditions that may affect your message. What is the political sentiment surrounding your issue? How might this interfere or support your message?

Social environment – discuss the expected communication between the design and society. Discuss the accepted conventions for your communication. Do you predict any problems arising with your communication?

Cultural environment – discuss how you are appealing to a specific cultural or subcultural group using accepted conventions and symbols. Will any other subculture be offended by your communication or message?

Geographical environment – discuss where you have intended to publish this communication. How will this reinforce your message?

Interpersonal environment – discuss how you have considered the likely interpersonal communication of your design. How have you selected a suitable format for your target audience?

Marking key for sample assessment task 4 – Unit 3

Description	Marks
For each of the six communication environments (Reflection on, and discussion of, the communication environment in relation to the final design solution)	
Provides a detailed, reflective discussion with some insight of the communication environment when considering the design solution	4
Provides a detailed reflection with some discussion of the communication environment when considering the design solution	3
Provides an adequate reflection and/or discussion of the communication environment when considering the design solution	2
Provides a limited reflection of the communication environment in relation to the design solution	1
Total	/24
For each of the six communication environments (Predict interference of message due to communication environmental factors)	
Predicts plausible interferences in communication environment	3
Predicts some possible interferences in communication environment	2
Makes a general comment about interference in communication environment	1
Total	/18
Overall total	/42
Task weighting: Convert to 5% of overall unit mark	/5