Sample Assessment Tasks

Design

ATAR Year 12

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Sample assessment task

Design – ATAR Year 12

Unit 3 – Task 1

**Assessment type:** Response

**Due:** Semester 1, Week 3

**Total marks:** 50

**Task weighting:** 5% of the school mark for this pair of units

**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** |
| **Identifies the design and designer** |
| For each (5 x 1 mark) |
| Accurately identifies the design and the designer | 1 |
| **Subtotal** | **/5** |
| **Sustainable strategies, materials and/or technologies** |
| 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 |
| **Subtotal** | **/25** |
| **Environmental impact during the design life cycle**  |
| 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 |
| **Subtotal** | **/20** |
| **Overall total** | **/50** |
| **Task weighting: Convert to 5% of overall unit mark** | **/5** |

Sample assessment task

Design – ATAR Year 12

Unit 3 – Task 2

**Assessment type:** Production

**Due:** Semester 1, Week 14

**Total marks**: 33

**Task weighting:** 25% of the school mark for this pair of units

**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** |
| --- | --- |
| **Criterion 1: Application of an iterative design process**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 |
| **Total** | **/4** |
| **Criterion 2: Development of a comprehensive design brief**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 |
| **Total** | **/4** |
| **Criterion 3: Consideration of design responsibilities** 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 |
| **Total** | **/4** |
| **Criterion 4: Application of creative Design Thinking**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 |
| **Total** | **/8** |
| **Criterion 5: Experimentation with critical Design Thinking**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 |
| **Total** | **/8** |
| **Criterion 6: Selection and use of media, materials and/or techniques**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 |
| **Total** | **/5** |
| **Overall total** | **/33\*** |
| **Task weighting: Convert to 25% of overall unit mark** | **/25** |

\* **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

**Assessment type:** Production

**Due:** Semester 2, Week 12

**Total marks**: 38

**Task weighting:** 25% of the school mark for this pair of units

**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.

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

**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.

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** |
| --- | --- |
| **Criterion 1: Application of an iterative design process**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 |
| **Total** | **/4** |
| **Criterion 2: Development of a comprehensive design brief**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 |
| **Total** | **/4** |
| **Criterion 3: Consideration of design responsibilities** 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 |
| **Total** | **/4** |
| **Criterion 4: Application of creative Design Thinking**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 |
| **Total** | **/8** |
| **Criterion 5: Experimentation with critical Design Thinking**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 |
| **Total** | **/8** |
| **Criterion 6: Selection and use of media, materials and/or techniques**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 |
| **Total** | **/5** |
| **Criterion 7: Effectiveness of the design proposal**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 |
| **Total** | **/5** |
| **Overall total** | **/38** |
| **Task weighting: Convert to 25% of overall unit mark** | **/25** |

**Sustainability Study**

|  |  |  |  |
| --- | --- | --- | --- |
| **Design1** | **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. | * rPET fabric uses 53% less energy to make than regular polyester
* Reduces landfill waste and plastic pollution
* 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)
 |
| 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.  | * 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
* Reduces landfill, minimising waste through recycling
* Aiming for a circular ‘cradle-to-cradle’ life cycle
 |
| 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. | * The additive manufacturing process of 3D printing reduces construction material waste. Fewer materials means a shorter supply chain
* Concrete is durable, while a double-skin cavity wall design is energy efficient
* 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.
 |
| 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 |  |  |

**1**Students to choose from this list or find their own examples.

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**Design Brief Ideas**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Design Problems** | **Existing Design Examples1** |  | **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  |

**1**Students to complete this for their chosen design problem.

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**Target Audience Descriptors**

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