Sample Assessment Outline

Design

ATAR Year 12

**Acknowledgement of Country**

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

**Copyright**

© School Curriculum and Standards Authority, 2023

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](http://creativecommons.org/licenses/by/4.0/).

**Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample assessment outline

Design – ATAR Year 12

Unit 3 and Unit 4

| **Assessment type and weighting** | **Assessment task weighting** | **Due date** | **Assessment task** | **Syllabus content** |
| --- | --- | --- | --- | --- |
| Production50% | 25% | Semester 1Week 14 | **Task 2: Design for a Difference**Students work through the Double Diamond design process to create a useful, sustainable and/or ethical design outcome that will benefit society.Students explore an issue, theme or a real-world problem and apply Design Thinking techniques to develop ideas and test concepts. They will respond to environmental, social and cultural needs during the refinement of an appropriate design outcome.Students submit a refined design outcome along with all evidence of their Design Thinking. | **Design frameworks*** application and documentation of an iterative design process:
	+ Double Diamond model
		- discover
		- define
		- develop
		- deliver

**Deliver*** compose suitable presentation formats to communicate a design outcome
 |
| 25% | Semester 2Week 12 | **Task 6: Inspire and Influence**Students will build on the work they have completed as part of Task 2, Design for a Difference.By repeating parts of the Double Diamond design process, students will develop concepts that influence opinions, attitudes or actions and inspire a change in thinking.They will propose a second refined outcome that supports the same issue, theme or a real-world problem and is complementary to their first design.Students submit their **two** refined outcomes (from Tasks 2 and 6) in a design proposal, along with evidence of their Design Thinking (low‑fidelity sketches and development iterations). This will form the basis for the Practical (portfolio) Examination. | **Design frameworks*** consolidation and documentation of an iterative design process:
* Double Diamond model
* discover
* define
* develop
* deliver

**Deliver*** synthesise presentation formats to communicate a design outcome
 |
| Response20% | 5% | Semester 1Week 3 | **Task 1: Sustainability Study**Students explore **five** examples of sustainable design to complete the Sustainability Study table (see Appendix 1 of the Year 12 Sample Assessment Tasks). They will conduct research to investigate the use of sustainable strategies, materials and/or technologies and their impact on the design life cycle. | **Design Knowledge*** investigation of relevant historical and/or contemporary designs:
* key materials, techniques and/or technologies

**Design Responsibilities*** recommend sustainability strategies to reduce environmental impact during the design life cycle
 |
| 5% | Semester 2Week 2 | **Task 5: Strategic Communication**Students explore communication strategies including emotion, humour, metaphor and shock tactics. Students annotate existing design examples as they discuss the communication strategies used and analyse the impact on the audience.Students are encouraged to apply their knowledge of communication strategies in their Production tasks. | **Develop*** exploration of communication strategies, including:
* emotion
* humour
* metaphor
* shock tactics
 |
| 5% | Semester 1Week 13 | **Task 3: In-class Response**Written task based on sample ATAR course examination questions. | A representative sample of Unit 3 syllabus content  |
| 5% | Semester 2Week 13 | **Task 7: In-class Response** Written task based on sample ATAR course examination questions. | A representative sample of Unit 4 syllabus content  |
| Written Examination 30% | 10% | Examination Week | **Task 4: Semester 1 Written Examination**Based on sample ATAR course examination questions. | A representative sample of Unit 3 syllabus content  |
| 20% | Examination Week | **Task 8: Semester 2 Written Examination**Based on the examination design brief from the ATAR Year 12 syllabus. | A representative sample of Units 3 and 4 syllabus content |
| **Total** | **100%** |  |  |  |