



Loreto College Coorparoo (Coorparoo)

# Design

FA1 EXAM Layout Explained

Student name

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Student number

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Teacher

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Exam date

--/--/2021

## Marking summary

Criterion	Marks allocated	Provisional marks
Devising	5	
Synthesising and evaluating	5	
Representing and communicating	5	
<b>Overall</b>	<b>15</b>	

# Conditions

<b>Technique</b>	Examination — design challenge
<b>Unit</b>	Unit 1: Design in Practice
<b>Topic/s</b>	Topic 2: Design Process
<b>Time</b>	1 hour + 15 minutes planning
<b>Word limit</b>	Four A3 pages
<b>Seen / unseen</b>	Seen stimulus provided 24 hours before the examination
<b>Other</b>	Equipment required: black ink pen, black felt-tip pen, 2B pencil, sharpener, eraser, ruler, a set of coloured pencils or pens, A3 tracing paper

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# Instructions

Student responses must be completed individually, under supervised conditions, within a set timeframe. Visual stimulus is provided 24 hours before the examination. Written stimulus (a design brief) is provided during planning time.

## Task

Visually document the develop phase of the design process in response to the attached design brief and visual stimulus. You will need to:

- represent ideas and a design concept using ideation and/or schematic sketching
- devise ideas in response to the design problem
- synthesise ideas to propose a design concept
- evaluate ideas against design criteria to make refinements.

## Stimulus

### Seen visual stimulus

- Two A3 sheets of visual stimulus (see attached sheets).

### Unseen written stimulus

#### Design Brief

This is where you will be provided with a context for the problem. It will probably be a few short paragraphs that give you an overview of the stakeholder and indicate what type of situation you will need to consider.

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Your challenge is to design .....

Your solution should .....

## **Design Criteria**

- Criteria one.
  - Criteria two.
  - Criteria three.
  - Criteria four.
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## Instrument-specific marking guide (FA1): Examination — design challenge (15%)

### Criterion: Devising

#### Assessment objectives

4. devise ideas using divergent thinking strategies in response to a HCD problem in the develop phase

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• <u>multiple</u> ideas <u>perceptively</u> devised from different <u>points of view</u> — with each idea incorporating <u>unique</u>, <u>credible</u> and <u>detailed</u> attributes — using divergent thinking strategies in response to a HCD problem in the develop phase.</li></ul>	4–5
<ul style="list-style-type: none"><li>• ideas <u>appropriately</u> devised — with each idea incorporating credible and detailed attributes — using a divergent thinking strategy in response to a HCD problem in the develop phase.</li></ul>	2–3
<ul style="list-style-type: none"><li>• ideas <u>disjointedly</u> devised in response to <u>aspects</u> of the HCD problem.</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0

### Criterion: Synthesising and evaluating

#### Assessment objectives

5. synthesise ideas and HCD information to propose a HCD concept in the develop phase
6. evaluate the strengths, limitations and implications of ideas against design criteria to make refinements.

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• <u>coherent</u> and <u>logical</u> synthesis by combining attributes of multiple ideas and HCD information to propose an <u>innovative</u> HCD concept in the develop phase</li><li>• <u>critical</u> evaluation of the strengths, limitations and implications of ideas against design criteria to make <u>discerning</u> refinements that improve ideas.</li></ul>	4–5
<ul style="list-style-type: none"><li>• <u>simple</u> synthesis of ideas and aspects of HCD information to propose a HCD concept in the develop phase</li><li>• <u>feasible</u> evaluation of the strengths, limitations and implications of ideas against some design criteria to make adequate refinements to ideas.</li></ul>	2–3
<ul style="list-style-type: none"><li>• <u>unclear</u> combination of ideas</li><li>• identification of a change to ideas.</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0

### Criterion: Representing and communicating

#### Assessment objectives

2. represent ideas and a design concept using ideation and/or schematic sketching in the develop phase

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• <u>sophisticated</u> representation of ideas and a design concept using <u>fluent</u> sequences of ideation and/or schematic sketching to <u>progress</u> understanding in the develop phase.</li></ul>	4–5
<ul style="list-style-type: none"><li>• <u>appropriate</u> representation of ideas and a design concept using ideation and/or schematic sketching in the develop phase to progress understanding of ideas.</li></ul>	2–3
<ul style="list-style-type: none"><li>• <u> cursory</u> representation of ideas and a design concept using <u>unclear</u> ideation and/or schematic sketching in the develop phase.</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0