



Loreto College Coorparoo (Coorparoo)

Design

IA1 EXAM Layout Explained

Student name

Student number

Teacher

Exam date

20/02/2020

Marking summary

Criterion	Marks allocated	Provisional marks
Devising	5	
Synthesising and evaluating	5	
Representing and communicating	5	
Overall	15	

Conditions

Technique	Examination — design challenge
Unit	Unit 3: Human-centred design
Topic/s	Topic 1: Designing with empathy
Time	1 hour + 15 minutes planning
Word limit	Four A3 pages
Seen / unseen	Seen stimulus provided 24 hours before the examination
Other	Equipment required: black ink pen, black felt-tip pen, 2B pencil, sharpener, eraser, ruler, a set of coloured pencils or pens, A3 tracing paper

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.

Your challenge is to design

Your solution should

Design Criteria

- Criteria one.
- Criteria two.
- Criteria three.
- Criteria four.

Instrument-specific marking guide (IA1): 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">• <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.	4–5
<ul style="list-style-type: none">• 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.	2–3
<ul style="list-style-type: none">• ideas <u>disjointedly</u> devised in response to <u>aspects</u> of the HCD problem.	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	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">• <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• <u>critical</u> evaluation of the strengths, limitations and implications of ideas against design criteria to make <u>discerning</u> refinements that improve ideas.	4–5
<ul style="list-style-type: none">• <u>simple</u> synthesis of ideas and aspects of HCD information to propose a HCD concept in the develop phase• <u>feasible</u> evaluation of the strengths, limitations and implications of ideas against some design criteria to make adequate refinements to ideas.	2–3
<ul style="list-style-type: none">• <u>unclear</u> combination of ideas• identification of a change to ideas.	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	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">• <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.	4–5
<ul style="list-style-type: none">• <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.	2–3
<ul style="list-style-type: none">• <u>cursorly</u> representation of ideas and a design concept using <u>unclear</u> ideation and/or schematic sketching in the develop phase.	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0