Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. describe the features that define a commercial design problem and design criteria
2. represent ideas, design concepts and economic, social and cultural influences using schematic sketching, ideation sketching and low-fidelity prototyping in the explore and develop phases
3. analyse needs and wants using data about the client, existing designed solutions and economic, social and cultural influences in the Explore phase
4. devise ideas in response to a commercial design problem in the develop phase
5. synthesise ideas and an economic, social and cultural influence to propose a design concept in the develop phase
6. evaluate ideas and design concepts against design criteria to make refinements
7. make decisions about and use visual, written and spoken communication to present a design brief and design proposal to a client.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Design</th>
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<tr>
<td>Technique</td>
<td>Project</td>
</tr>
<tr>
<td>Unit</td>
<td>Unit 2: Commercial Design</td>
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<tr>
<td>Topic</td>
<td>Topic 2 – Develop collaborative design</td>
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<tr>
<td>Conditions</td>
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<tr>
<td>Response type</td>
<td>Multimodal: folio &amp; prototype</td>
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<tr>
<td>Time</td>
<td>25 Hrs</td>
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<tr>
<td>Length</td>
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<tr>
<td>Word length</td>
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<tr>
<td>Other</td>
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<tr>
<td>Other</td>
<td>Client brief will be given</td>
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<tr>
<td>Other</td>
<td>Economic, social and cultural factors will be identified</td>
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**Context**

In this unit, students will learn about the experience of working collaboratively in the context of Commercial Design. Considering the needs and wants of stakeholder’s it is essential in defining a solution in CD. The success of a design depends on effectively working together to consider the social, economic and cultural influences on society and all stakeholders.

Designers work as part of a team to develop concept solutions. Team members bring multiple perspectives to initiate investigation and research in the development of multiple possible solutions to a design problem. They establish a range of divergent and convergent thinking strategies to produce information about economic, social and cultural issues, and improvements to refine concepts.

**Task**

- Part A: 6–8 A3 pages
- Part B: one A3 page (maximum 300 words)
- Part C: one A3 page

- Other: the cover page, table of contents and reference list are not included in the page count
- schools implement authentication strategies that reflect QCAA guidelines.
You are required to respond to the following question. “How can designers improve the day to day life experience for people with a disability”?

Use the design approach of exploring client needs and wants and developing a collaborative Approach for that identified disability.

You must:
- analyse the needs and wants of a stakeholder
- collect primary and secondary data about the stakeholder and their interests and requirements
- work collaboratively in the explore and develop phases to respond to the need
- create a design brief that identifies a problem
- present developed ideas through the use of low-fidelity prototyping
- communicate design proposal

To complete this task, you must:

Part A — visual documentation of the design process
- represent ideas and a design concept using drawing and/or low-fidelity prototyping in the explore and develop phases
- analyse the need, using primary and secondary data about the stakeholders requirements and interests
- include ideas devised in response to the problem using divergent thinking strategies in the develop phase of the design process
- synthesise your ideas and information about the stakeholders interests, needs and wants
- evaluate the strengths, limitations and implications of
  - your ideas and design concept against your design criteria to make refinements that improve ideas, including
    - written or spoken notes referenced to relevant drawings and/or low-fidelity prototypes
    - changes or amendments to drawings and/or low-fidelity prototypes
- acknowledge all secondary sources (references for images and text) and the contributions of others, and document progressive development.

Part B — written design brief and criteria
- describe
  - the features that define the problem
  - design criteria based on client requirements and the principles of good design
- communicate using written features, design language and conventions.

Part C — design proposal
- evaluate how well the design concept satisfies the design criteria
- communicate a visual presentation of the design concept, using low-fidelity prototyping.

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<thead>
<tr>
<th>Criterion</th>
<th>Marks allocated</th>
<th>Result</th>
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<tbody>
<tr>
<td>Exploring Assessment objective 1, 3</td>
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<tr>
<td>Devising Assessment objective 4</td>
<td></td>
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<tr>
<td>Synthesising and evaluating Assessment objectives 5, 6</td>
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<tr>
<td>Representing and communicating Assessment objective 2, 7</td>
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<tr>
<td>Total</td>
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Unit 1 Topic 1 & 2 assessment instrument