## Design Assessment Instrument

### Unit 2 Commercial Design - Project

**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 based on the requirements of a client and the principles of good design
2. represent ideas, a design concept and a social and cultural influence 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 a social and cultural influence
4. devise ideas in response to a commercial design problem in the develop phase
5. synthesise ideas and a social and cultural influence to propose a design concept in the develop phase
6. evaluate the strengths, limitations and implications of ideas and a design concept 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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<tbody>
<tr>
<td>Technique</td>
<td>Project</td>
</tr>
<tr>
<td>Student</td>
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<tr>
<td>Teacher</td>
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| Unit | Unit 2: Commercial design |
| Topic | Topic 1: Explore — client needs and wants  
Topic 2: Develop — collaborative design |

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<th>Conditions</th>
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| Duration | — |
| Mode | Multimodal |
| Individual/group | Group |
| Resources available | — |

| Length | • Part A: 8–10 A3 pages  
• Part B: one A3 page (maximum 300 words)  
• Part C: 2–3 minute spoken supported by one A3 page |

| Other | • 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. |
**Context**

The context of this project is commercial design. Fundamental to commercial design is the principle that design is a commercial endeavour that requires designers to respond to the needs and wants of clients in consideration of economic, social or cultural factors. Your client in this project will be the College pastoral care leaders, the have decided that the college is going to celebrate the Queensland Multicultural Month. This is the state’s largest multicultural celebration held in the August each year.

Australia is a vibrant and multicultural country from the oldest continuous culture of our first Australians to the cultures of our newest arrivals from around the world. The cultural diversity is one of our greatest strengths and is at the heart of who we are. It makes Australia a great place to live. Queensland is a multicultural success story and the month presents an opportunity to showcase and celebrate our unique diversity and its benefits. People from across the state join together to perform, share, taste, listen, learn and acknowledge that, while we may come from different cultures, we all love living in Queensland.

**Task**

The school requires you to design a product, service or environment that will promote increased community connection to the diver multicultural making up of the college community. Use a collaborative design approach to explore the need and develop a design proposal for the college pastoral care leaders. You are required to:

- establish design teams
- collect secondary data as a team about Queensland Multicultural Month and the social and cultural influence of different cultures on the growth of Queensland
- work individually in the explore and develop phases to respond to the need
- share design ideas and evaluate other team members’ design ideas
- work individually to develop your own design concept, considering the evaluation done by team members.

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 secondary data about Queensland Multicultural Month and the social and cultural influence of different cultures on the growth of Queensland
- include ideas devised in response to the problem using divergent thinking strategies in the develop phase of the design process
- synthesise your ideas, information about the social and cultural influence of different cultures on the growth of Queensland, and ideas from other team members to propose a design concept
- evaluate the strengths, limitations and implications of
  - a team member’s ideas against their design criteria
  - 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 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 presented with a spoken pitch (live or virtual) for the client**

- evaluate how well the design concept satisfies the design criteria
- communicate a visual presentation of the design concept, using illustrations that may be supported by photographs or video of low-fidelity prototypes.
Stimulus

Checkpoint

☐ Week 5: Submission of student draft, including evidence of the written design brief and criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks allocated</th>
<th>Result</th>
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<tbody>
<tr>
<td>Exploring - Assessment objectives 1, 3</td>
<td>10</td>
<td></td>
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<tr>
<td>Devising - Assessment objective 4</td>
<td>7</td>
<td></td>
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<tr>
<td>Synthesising and evaluating - Assessment objectives 5, 6</td>
<td>10</td>
<td></td>
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<tr>
<td>Representing and communicating - Assessment objectives 2, 7</td>
<td>8</td>
<td></td>
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<tr>
<td>Total</td>
<td>35</td>
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Authentication strategies

• The teacher will provide class time for task completion.

• Students will provide documentation of their progress at indicated checkpoints.

• The teacher will conduct interviews or consultations with each student as they develop the response.

• Students must acknowledge all sources.

• The teacher will compare the responses of students who have worked together in groups.

• The teacher will ensure class cross-marking occurs.

Scaffolding

Information about Queensland Multicultural Month can be accessed at:
http://www.multiculturalaustralia.edu.au/