Copyright

© School Curriculum and Standards Authority, 2014

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-NonCommercial 3.0 Australia licence.

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 – General Year 11

### Unit 1 and Unit 2

<table>
<thead>
<tr>
<th>Assessment type (from syllabus)</th>
<th>Assessment type weighting (from syllabus)</th>
<th>Assessment task weighting</th>
<th>When</th>
<th>Assessment task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production</td>
<td>70%</td>
<td>10%</td>
<td>Term 2 Week 2</td>
<td><strong>Task 4:</strong> Vignette creation – formats of presentation. Study the work of Karina Sharpe and create your own ‘vignette’ to be photographed and included in your Portfolio Task 3.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25%</td>
<td>Term 2 Week 7</td>
<td><strong>Task 3:</strong> Portfolio for Unit 1: 6–10 selected pages and/or 3D samples presenting the best results of design play exercises and initial examples of design process. Students explore the elements and principles of design in practical exercises and also present initial examples of brainstorming, drawing from life, stylisation and annotating, using appropriate design language.</td>
</tr>
</tbody>
</table>
|                                |                                          | 15%                       | Term 3 Week 4 | **Task 5:** Portfolio for Unit 2: Design work for final product
Production of a portfolio in which students investigate, explore ideas and follow a design process in response to a design brief related to product design. |
|                                |                                          | 10%                       | Term 4 Week 1 | **Task 7:** Prototype set of personal jewellery. Production of a set of related jewellery pieces that meet the design brief |
|                                |                                          | 10%                       | Term 4 Week 4 | **Task 9:** Display of final prototype(s) with support design material |
| Response                       | 30%                                      | 10%                       | Term 1 Week 9 | **Task 1:** Illustrated design glossary. A glossary compiled digitally, using generated illustrations of the elements and principles of design and design language |
|                                |                                          | 5%                        | Term 1 Week 5 | **Task 2:** In class response. Describe and explain the dominant design elements and principles in a selected image. |
|                                |                                          | 5%                        | Term 3 Week 9 | **Task 6:** Respond to feedback on final product
Identify and investigate audience/consumer stakeholders
Evaluate prototype |
|                                |                                          | 10%                       | Term 3 Week 10 | **Task 8:** Develop a PowerPoint illustrating and commenting on the design process
Understanding of the design process. Application of appropriate design language
Experiment with codes and conventions of communication and the basic concepts of semiotics
Show evidence of organisation, documentation, diagrams, presentation and some analysis of own design process |

**Total** 100% | 100%