

DRAFT SAMPLE EXAMINATION MARKING KEY

Design

WACE Sample Written Examination Marking Key STAGE 2

Section One Short Response 40%

CONTEXT 1: Photography

Question 1

Mark	Description
4	Gives a comprehensive description of factors such as psychographics and socio-economic factors that could be used in profile building
3	Identifies two to three relevant ways of building a profile of target audience
2	Identifies one relevant way of building a profile of target audience
1	Identifies some aspects of profiling or audience, but does not connect them

Students may include the following information: Profiles can be assembled using measures such as social factors, demographics relating to age, gender, income etc. Psychological profiles and personality types could be included, for example extrovert behaviour might be considered. Also shopping preferences, hobbies and other factors could be used by the student to answer this question.

Question 2

Mark	Description
4	Identifies social and cultural changes and gives examples of how they have affected food photography
3	Describes the way that taste changes over time
2	Demonstrates an understanding that food is photographed for a particular audience
1	Provides an inaccurate response with some relevance

Students could mention changing style and fashion; technical possibilities; cultural influences; historic change. These influences hold true for a number of subjects.

Question 3

Mark	Description
3	Outlines THREE relevant considerations
2	Outlines TWO relevant considerations
1	Outlines ONE consideration, e.g. budget

This question invites open responses from students and there is a large range of possible answers. Answer that include; budget; audience; medium; time, are probably the most likely, but other valid considerations are acceptable.

Question 4

Mark	Description
5	Lists FIVE communication environments
4	Lists FOUR communication environments
3	Lists THREE communication environments
2	Lists TWO communication environments
1	Lists ONE communication environment

Students may include the following information: Communication environments mentioned in the syllabus include: Physical, economic, social, cultural, geographic and interpersonal. Other sources also include: belief systems; technological and political environments. These and other logical examples are acceptable.

Question 5

Mark	Description
5	Describes two technological developments and the changes that they influenced
4	Describes two technological developments
3	Describes a technological development and the changes that it influenced
2	Describes a technological development, e.g. 35mm. camera
1	Provide an inaccurate response with some relevance

Students may refer to: Technical developments range from the development of dry plates (you no longer needed a travelling dark room) to the latest developments in digital technology. There are many examples that could be cited in this question.

Question 6

Question 6(a)

Mark	Description
2	Names two complementary colours and gives accurate information of their effect
1	Names one complementary colour

Students examples of complementary use could include; using complementary colours such as red and green or yellow and purple to create a strong contrast in a photograph between an object and its background. Answers to this question could draw on a sophisticated interpretation of what a colour wheel could be and might use examples of subtractive or additive primaries, however no additional marks are available in these cases.

Question 6 (b)

Mark	Description
2	Can give examples of their use
1	Explains basic concept of warm colour

Students may identify how arm colours on the orange/red side of a colour wheel could be used to create a harmonious composition where the overall feel of the photograph is warm and friendly. Could also be used to represent autumn or other warm subjects.

Question 7

Mark	Description
3	Gives sophisticated definitions that clearly illustrate the terms
2	Accurate definition of three terms
1	Accurate definition of one term

Hue refers to the colour name; e.g. red, blue, green. Tone generally refers to lightness and darkness, but could also bring in contrast. Saturation refers to the vividness of a colour, or its purity. More thorough answers could refer to technical terms or look at alternative definitions

Question 8

Mark	Description
3	Provides a correct example of principles and how they are applied.
2	Defines the use of Hue, Tone or Saturation in design.
1	Provide an inaccurate response with some relevance

Applications could include use of hue to separate components; using tone or saturation to create depth effects. There is a large range of acceptable answers. Descriptions could also refer to digital examples, for example Photoshop controls.

Question 9

Mark	Description
5	Describes colour response for four different colours and relevant emotional reaction
4	Describes colour response for three different colour and relevant emotional reaction
3	Describes colour response for two different colours and relevant emotional reaction
2	Describes colour response for one colour and relevant emotional reaction
1	Provides an inaccurate response with some relevance

These colours could be used to suggest cold or warm responses to the image, examples could include; red is used to suggest anger or passion; blue creates a cool calm atmosphere; green could suggest a natural environmental theme; brown could be read as dull, boring. As long as the student has made some logical connection between colour and emotion the example should be accepted.

Question 10

Mark	Description
4	Explains two aspects of a communication model e.g. 'noise', 'sender'
3	Explains an aspect of a communication model e.g. 'noise'
2	Mentions an aspect without explanation
1	Provides an inaccurate response with some relevance

Any example of a communication model. This could include; sender, receiver, noise, feedback, as described in Shannon and Weaver. Examples should be briefly explained e.g. Noise is any thing that interferes with the message, or a sender is the starting point that the message comes from.

CONTEXT 2: Graphic

Question 11

Mark	Description
6	Names six appropriate areas of focus
5	Names five appropriate areas of focus
4	Names 4 appropriate areas of focus
3	Names 3 appropriate areas or 3 or more unclear or partial focus areas
2	Names 2 appropriate areas or 2 or more unclear or partial focus areas
1	Names 1 appropriate areas or 1 or more unclear or partial focus areas

Students may include any of the following:

- Clear knowledge of the brand in question based on solid research.
- Research of the target audience for the shoe, including age range, gender, sports or special interest groups.
- Development of ideas which will be understood by the specific target audience you have defined in your research.
- Elements and principles used which will appeal to the target audience, especially the bold use of colour, pattern and shape.
- Sympathetic and clear incorporation of the company brand or logo.
- Possible incorporation of ideas or themes that stem from current trends/ movies/popular culture.
- Use of text which will both appeal to the target audience in its legibility but also provide enough information to parents who may be the ultimate purchasers of the product.
- A slogan or catch-phrase which neatly ties the theme of the advert together with the product while emphasising the features to emphasise (e.g toughness, durability, sportiness etc).
- The use of appropriate desktop publishing considerations in the design layout of the advert, including legibility, use of grid, white space and main focus.

Question 12

Mark	Description
3	Has shown the major steps involving copyright
2	Has shown some of the steps necessary in obtaining copyright permissions
1	Provides an inaccurate response with some relevance

Students may include any of the following:

- Contact with the original creator of the image.
- If this is not possible or if the creator is deceased, contact with the copyright holder of the image.
- Written permission from the original creator of the image or the copyright holder.
- If the image is older than a certain age it may be copyright free, but this will need to be checked.
- Payment of a usage fee upon negotiation with the copyright holder which can vary from free to a large fee.
- Informing the copyright holder of the end usage of the image. As a newspaper it may have a higher usage fee than that of a private user.

Question 13

Mark	Description
5	Clearly defines at least five relevant design elements and principles
4	Clearly defines four relevant design elements and principles
3	Clearly defines three relevant design elements and principles
2	Clearly defines two relevant design elements and principles
1	Only one relevant design element considered

Students may include any of the following:

- Variety of shapes and colours.
- Choice of colour and its symbolism.
- Balance between the crowded rectangular area of the Union Jack and the larger, more sparsely filled blue 'sky' area.
- Unity of colour shown in the main elements with the white of the Union Jack retreating in the stars and the blue of the sky merging into the background. Limited use of analogous colours (red and blue) with the white used to define and separate them this adds to feeling of unity.
- Repetition of shapes in the case of the stars and the rectangle within a rectangle of the Union Jack .
- Pattern in the form of the symmetrical crosses contained in the Union Jack.
- Proportion shown clearly in the scale of the dominant Union Jack positioned at top left compared to the larger but simpler area around it.
- Expresses movement. Although in itself a static design, the context we would see it in (and which it is displayed in here) is as a flag, therefore it is in essence a design that has to transmit information as well if it is static or in motion. The 'stars' element itself relates to a celestial event which refers to Australia's position in the Southern hemisphere and as such which refers to movement.
- Emphasis is placed on the Union Jack as the dominant focal point of the flag, referring to the British roots of the first colonies.

Question 14

Mark	Description
5	Student has been able to comprehensively analyse imagery and relate it to specific cultural, religious and social values, beliefs and attitudes and possible psychological impacts.
4	Student has stated at least two main points relating to any cultural, religious or social value, belief or attitude or possible psychological impact.
3	Student has clearly described a value, belief or attitude that this symbol may represent.
2	Student has described in simple terms a value, belief or attitude that this symbol may represent.
1	Provides an inaccurate response with some relevance

Students may include any of the following:

- dominance of the Union Jack over that of the Southern Cross.
- Repetition of traditional red white and blue colours with no departure from the colour scheme would indicate the closeness to Britain which the flag makers may have wanted to portray.
- The stars device echoes that of the flag of the United States, with this flag cleverly being able to go one step further and denote the states making up Australia with that of a geographical phenomenon (the Southern Cross) which specifies Australia's position.
- The colour blue denotes space, sky and purity.
- Red denotes the land, blood and also alludes to a union of the different countries making up Britain.
- The double cross of St Andrew and St George allude to religious and Christian heritage, which could suggest Christian moral standards and beliefs.
- The Union Jack may be smaller than the rest of the flag but its dominant symbols and red colours advance into the viewers field, while the blue 'background' recedes.

Question 15

Mark	Description
4	Names four relevant disadvantages and/or advantages for both paper based and web based publication
3	Names three relevant disadvantages and/or advantages for both paper based and web based publication
2	Names two relevant disadvantages and/or advantages for both paper based and web based publication
1	Names only one disadvantage or one advantage for both paper based and web based publication

Students may include any of the following:

Advantages

- Speed of access
- Cost effective
- Potential creation of multiple foreign language versions at a fraction of the cost of doing this in print.
- Potentially reaching a much wider audience.
- Content can now include multi-media, animations and audio as part of the magazine, whereas before this could not occur or had to be included as a separate DVD or CD ROM.
- Could include versions for the partially sighted or disabled.
- Could create instantaneous links to such things as featured designers/ artists websites or galleries, enabling these people more ready access to potential clients.

Disadvantages

- Potential loss of identity amid the huge amount of content on the web.
- Potential for greater breach of copyright by digitising all content.
- Potentially easier for people not to pay to view the magazine.
- Unless computers viewing content have fast processors, some images shown in their full resolution may lag, leading to a slower reading time.
- Not so much chance to 'skim' read or flick through.
- Many people who traditionally collect magazines may be put off the digital format or they may not want to read large amounts of information from the computer.

Question 16

Mark	Description
4	Student shows careful consideration of main environmental issues such as nature and amount of material packaging, recycling and decomposition times
3	Student names at least two basic environmental issues that relate to packaging design
2	Student names one basic environmental issues that relate to packaging design
1	Shows minimal understanding

Students may include any of the following:

- Recyclable packaging.
- Use of the least amount of packaging material as possible.
- When using non recyclable materials these should be able to break down easily once in landfill.
- Materials which will not be harmful in their design to wildlife/ marine life.
- A recycling scheme already in place to handle to type of material the packaging is made of.
- An avoidance where possible of extra packaging such as plastic wrapping around the main article.

Question 17

Mark	Description
3	Describes three or more job titles with clear descriptions of their roles and possible links between them
2	Describes two job titles with clear descriptions of their roles and possible links between them
1	Describes a job title with little description

In their answers students could include reference to specialisations such as art director, photographer, illustrator, typographer, or any definition of design worker and how they fit in to the work place. Workplace connections could include brief descriptions such as "The art director designs the way that a photograph could look and the photographer interprets this visual direction"

Question 18

Mark	Description
3	Describes three or more groups together with problems they may face and possible simple solutions to this
2	Describes two cultural groups with problems they may face and possible simple solutions to this
1	Describes a cultural group with basic problem and solution

This question relates to the concept of cultural design discussed in 2A and could include reference to a variety of cultures. Examples of cultures include racial groupings; sub-cultural groups and cultures within organisations, for example 'school culture'. An example might be the use of symbols in a group that may have poor command of English. Alternatively a school culture might require that particular styles and icons be used. Good answers make a link between culturally defined user groups and design solutions

Question 19

Mark	Description
3	Comprehensive definition with possible contextualisation
2	Basic evidence of a definition.
1	Shows minimal understanding

Good answers might include an example such as a theatre centre, where the volumes are apparent in the form. A mention of the origin of the term (Louis Sullivan) would be an added extra. Basic answers would just describe the relationship between a form and a function. Graphic examples could include appropriate packaging design that clearly shows aspects of the contents.

Question 20

Mark	Description
4	Lists major human factors and most important strategic considerations
3	Lists a mix of technical and human considerations
2	Lists four technical constraints
1	Provides an inaccurate response with some relevance

Good answers would look at the principles given and discuss ways that they could be employed in the design task. Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

This might be applied to the overall design of the leaflet; it should have a clear title describing its purpose that could be read and understood by a variety of users. It should be big, clear, legible, in simple language. It might use signs or symbols.

CONTEXT 3: Technical graphics

Question 21

Mark	Description
2	Names two types and gives relevant example or examples to illustrate use
1	Names one type and gives relevant example or examples to illustrate use

Any type of communication is acceptable as long as they make a connection between the type and the work of designers. Use of email to contact clients is acceptable, as is the use of body language when negotiating.

Question 22

Mark	Description
2	Names four factors, e.g. available budget, cost point
1	Names two to three factors

Most obvious examples would be budget, cost of materials, labour costs, transport, cost of specialists, time constraints (time is money), market pressure. students could also identify other constraints that ultimately affect the economic viability of a project.

Question 23

Mark	Description
6-5	Describes the way that methods can be used in the design project and can justify their use
4-3	Describes at least one relevant method
2-1	Identifies a relevant audience

This question examines a students ability to connect the target audience with an appropriate method. Best answers will identify an audience, describe a method and give justifications that could be used to convince a client. For example; a target audience could be theatre goers, an appropriate method might be to survey the audience for their interests, then base design work on the results. (A classic example of this was the design of the calendar showing men and a babies. This was derived from surveys of advertising agency receptionists and ensured that the photographer, Dean Collins, had his calendar displayed in agency offices). Justifications given to clients could include: would save time and/or money by eliminating ineffective ideas, or that a larger audience could be addressed.

Question 24

Mark	Description
2	Identifies a range of relevant techniques
1	Identifies 1 technique or provides an irrelevant or inappropriate response

Answers could include: surveys, interviews, questionnaires, observation, background research.

Question 25

Mark	Description
6-5	Describes the use of the graphic technique and how it is applied, who the users are and why the technique is relevant to them
4-3	Explains the techniques and shows who would use them and why
2-1	Demonstrates a basic understanding of the technique or method

An example might be the use of sketching; sketching is a simple method of recording images or creating visuals. Sketches can be used to show preliminary ideas to clients. It can also be used as a development tool for the designer. A designer would use the method and it would be relevant as a quick, easy and immediate method, not requiring any technology beyond a paper and pencil.

Question 26

Mark	Description
4	Lists major human factors and most important strategic considerations
3	Lists a mix of relevant technical and human considerations
2	Lists four relevant technical constraints
1	Provides an inaccurate response with some relevance

Good answers would look at the principles given and list ways that they could be employed in the design task. An example might be the use of PRINCIPLE FIVE: Tolerance for Error
The design minimizes hazards and the adverse consequences of accidental or unintended actions. Arrange elements to minimize hazards and errors: most used elements, most accessible; hazardous elements eliminated, isolated, or shielded. Provide warnings of hazards and errors. Provide fail safe features. Discourage unconscious action in tasks that require vigilance. For a garden this might include design of garden beds that don't have low walls that could trip people, don't have confusing layouts etc.

Question 27

Mark	Description
3	Mentions copyright or another significant legal constraint
2	Mentions legal restraints such as defamation but not copyright
1	Provides an inaccurate response with some relevance

The main restraint that this question looks for is copyright. Other good answers could include ownership of the plan, permission of the author etc. An answer like 'defamation' might have some links to the use of a plan, but this is not one of the first considerations.

Question 28

Mark	Description
6-5	Names three elements and gives relevant example or examples of how culture is expressed
4-3	Names two elements and gives relevant example or examples of how culture is expressed
2-1	Names one element and gives relevant example or examples of how culture is expressed

Elements could include line, shape, form, value, colour, texture, typography, or other element. An example could be the use of the colour black as part of the clothing of subcultures such as Goth or Emo. Typography could be used to emphasise characteristics of cultures such as the use of serif type to signify conservative values, or a display typeface to represent the values of a group.

Question 29

Mark	Description
3	Mentions three relevant factors and gives justification for their relevance
2	Mentions two relevant factors and gives justification for their relevance
1	Mentions one relevant factor without justification

Students may validly mention any lifestyle preference such as preferences for luxury, status, prestige, value, anonymity, environment or others that could be taken into consideration are valid. An indication of relevance might be; environmental, recycled or low carbon cost material could be used. A good answer would relate three factors, for example an environmental, luxury product (shoe?) conveying status.

Question 30

Mark	Description
6–5	Gives an example of a relevant advanced material and describes all or most of its properties and advantages/disadvantages
4–3	Gives an example of an advanced material and describes its properties and advantages/disadvantages, but does not give relevant examples- or gives relevant examples without clearly defining advantages/disadvantages
2–1	Gives an example of an advanced material and describes its properties

In this context advanced materials students would include any material other than basic timber and metal products. Aluminium could be accepted as an advanced material. Carbon fibre, laminates, plastics can all be accepted. Usage could vary from the use of carbon fibre for lightweight bicycles to the use of particular plastics for specific purposes. Answers should specify advantages and/or disadvantages.

CONTEXT 4: Dimensional

Question 31

Mark	Description
2	Names a recyclable material and suggests how it can be used in design
1	Names a recyclable material without a proposed design use

Good responses could include examples such as the use of recycled paper products to make display systems, or the use of recycled tiles in a ceramic installation.

Question 32

Mark	Description
6–4	Describes the use of the graphic technique and how it is applied, who the users are and why the technique is relevant to them
3–2	Explains the techniques and shows who would use them and why
2–1	Demonstrates a basic understanding of the technique or method

An example might be the use of sketching; sketching is a simple method of recording images or creating visuals. Sketches can be used to show preliminary ideas to clients. It can also be used as a development tool for the designer. A designer would use the method and it would be relevant as a quick, easy and immediate method, not requiring any technology beyond a paper and pencil.

Question 33

Mark	Description
4	Lists major human factors and most important strategic considerations
3	Lists a mix of technical and human considerations
2	Lists four technical constraints
1	Shows minimal understanding

Good answers would look at the principles given and discuss ways that they could be employed in the design task. An example might be the use of **PRINCIPLE SIX: Low Physical Effort**. The design can be used efficiently and comfortably and with a minimum of fatigue.

Allow user to maintain a neutral body position. Use reasonable operating forces. Minimize repetitive actions. Minimize sustained physical effort. A fashion design for people with limited strength, arthritis sufferers for example, could consider using Velcro instead of long zips. It could have ease of access, so that no unnecessary effort was needed to get into it.

Question 34

Mark	Description
4	Lists 4 relevant issues
3	Lists 3 relevant issues
2	Lists 2 relevant issues
1	Lists 1 relevant issue or shows minimal understanding

Students may identify issues such as style, method, medium, usability, needs, interdisciplinary issues, etc are all acceptable. Any issue that could correctly relate to design should be accepted.

Question 35

Question 35 (a)

Mark	Description
2	Names two complementary colours and gives accurate information of their effect
1	Names one complementary colour

Students' examples of complementary use could include; using complementary colours such as red and green or yellow and purple to create a strong contrast in a photograph between an object and its background. Answers to this question could draw on a sophisticated interpretation of what a colour wheel could be and might use examples of subtractive or additive primaries, however no additional marks are available in these cases.

Question 35 (b)

Mark	Description
2	Can give examples of their use
1	explains basic concept of warm colours

Students may identify warm colours on the orange/red side of a colour wheel could be used to create a harmonious composition where the overall feel of the design is warm and friendly. Could also be used to represent autumn or other warm subjects.

Question 36

Mark	Description
3	Gives sophisticated definitions that clearly illustrate the terms
2	Accurate definition of three terms
1	Accurate definition of one term

Hue refers to the colour name; e.g. red, blue, green. Tone generally refers to lightness and darkness, but could also bring in contrast. Saturation refers to the vividness of a colour, or its purity. More thorough answers could refer to technical terms or look at alternative definitions

Question 37

Mark	Description
3	Provides a correct example of principles and how they are applied.
2	Defines the use of Hue, Tone or Saturation in design.
1	Provide an irrelevant, inappropriate or inaccurate response with some relevance

Applications could include use of hue to separate components; using tone or saturation to create depth effects. There is a large range of acceptable answers. Descriptions could also refer to digital examples, for example Photoshop controls.

Question 38

Mark	Description
8–7	Gives four examples, identifies how they affect design practice
6–5	Gives two or three examples, identifies how they affect design practice
4–3	Gives one or two examples, identifies how they affect design practice
2–1	Gives one unconvincing example

Ideologies, Fashion, Functionalism, Personal identity, Belief systems, Consumerism, or other belief and value systems. Answers such as: religious belief can prevent a designer from using some subject matter; consumerist beliefs can result in the design of objects for consumption; personal identity could make a designer work in a field that reflects their personality eg. trendy music industry work. Designers can also design for fashion, or their belief in the ecological movement can make them design for recycling.

Question 39

Mark	Description
3	Identifies and describes a range of valid techniques
2	Identifies and describes 1 valid technique e.g. interviewing
1	Provides an irrelevant, inappropriate or inaccurate response with some relevance

Surveys, questionnaires, interviews, background research, observation are typical answers.

Question 40

Mark	Description
3	Mentions copyright or another significant legal constraint
2	Mentions legal restraints such as defamation but not copyright
1	Provides an inaccurate response with some relevance

The main restraint that this question looks for is copyright. Other good answers could include ownership of the plan, permission of the author etc. An answer like 'defamation' might have some links to the use of a plan, but this is not one of the first considerations.

Section 2 Extended Response 60%

Answer Question 41 in section TWO - A and the question that relates to your chosen context in section TWO - B

Section 2 – A

Question 41

Identification and discussion of communication theory

Mark	Description
10–9	In depth explanations of communication theory and how it can be used in construction and deconstruction. Apply theories giving examples, exploring audience and construction of meaning and message
8–7	Fully explains specific communication theories such as Shannon and Weaver.
6–5	Identifies communication theories or models Explains how they are used in the project
4–3	Describes some aspects of communication theory.
2–1	Does not refer to a relevant communication theory

Analysis of design elements and principles

10–9	In depth analysis of design elements and principles
6–7	Valid explanations and understandings of design elements and principles and how they are used to communicate.
6–5	Identifies design elements and principles and how they are used to communicate.
4–3	Identifies some design elements and principles and how they are used to communicate.
2–1	Shows little understanding of design elements and principles.

Understanding of audience, society and culture

10–9	In depth explanations and understandings of to a high level of complexity. Sophisticated use of critical analysis and evaluation using an extensive range of concepts to comment on aspects relating to audience, society and culture
8–7	Fully explains and demonstrates a strong understanding of aspects relating to audience, society and culture
6–5	Identifies and has moderate understanding of aspects relating to audience,
4–3	Demonstrates some understanding of audience and/or society and culture
2–1	Demonstrates little understanding of audience and/or society and culture

- Communication theories discussed by students will probably include Shannon and Weaver's model of sender receiver and noise. Some students might include discussions of more sophisticated theories of semiotics.
- Design principles include line, shape, value, 3D form, space, colour, texture, typography, Gestalt principles and how they are used to communicate.
- Audience society and culture can be discussed separately. At a more sophisticated level a student might incorporate all into a single argument.

Section 2 – B

CONTEXT 1: Photography

Background research

Mark	Description
10–9	Provides a thorough plan for research into the background of both the chosen topic and the likely audience
8–7	Has a plan that recognises both facts about the product and information about the audience are important and provides relevant methods for obtaining them
6–5	Has a plan that recognises both facts about the product and information about the audience are important and suggests less relevant methods for obtaining them
4–3	Has a plan that recognises both facts about the product and information about the audience are important but does not provide suitable methods
2–1	Does not provide adequate plan to research audience and products

Design process and principles

10–9	Describes a design process that takes into consideration a full range of relevant design methods and principles that clearly shows the development of the advertisement
8–7	Describes a design process that takes into consideration a range of design methods and principles that describe the development of the advertisement
6–5	Describes a design process that takes into consideration a design method incorporating principles that describe the development of the advertisement
4–3	Describes a design process that partly takes into consideration a design method incorporating principles that describe the development of the advertisement
2–1	Unsuccessfully attempts to describe a design process that takes into consideration aspects of design method and principles

Representation of social and cultural values

10–9	In depth explanations and understandings of social and cultural values and how they are used in analysis of design and evident in semiology and the construction of design with messages and meanings influences by social cultural economic political views and beliefs
8–7	Clearly explains and demonstrates understanding of specific audiences, demographics social strata. Identify aspect of popular culture in society and it influence on construction of design
6–5	Identifies and has understanding of concepts of representation and stereotypes Explains relationship to formulates opinion on how values influence construction of images
4–3	Demonstrates some understanding that clients, users and audience are key participants in design and basic understanding of how values and beliefs affect design
2–1	Shows little understanding of using design and values in society and culture

Background research could include looking at health websites or websites belonging to consumer organisations to discover facts about the products, that might form the basis for design ideas. Audience research may look at statistical websites, or could include surveys of the opinions of members of the school community.

CONTEXT 2: Graphic

Question 43

Background research

Mark	Description
10–9	Provides a thorough plan for research into the background of both the chosen topic and the likely audience
8–7	Has a plan that recognises both facts about the product and information about the audience are important and provides relevant methods for obtaining them
6–5	Has a plan that recognises both facts about the product and information about the audience are important and suggests less relevant methods for obtaining them
4–3	Has a plan that recognises both facts about the product and information about the audience are important but does not provide suitable methods
2–1	Does not provide adequate plan to research audience and products

Design process and principles

10–9	Describes a design process that takes into consideration a full range of relevant design methods and principles that clearly shows the development of the advertisement
8–7	Describes a design process that takes into consideration a range of design methods and principles that describe the development of the advertisement
6–5	Describes a design process that takes into consideration a design method incorporating principles that describe the development of the advertisement
4–3	Describes a design process that partly takes into consideration a design method incorporating principles that describe the development of the advertisement
2–1	Unsuccessfully attempts to describe a design process that takes into consideration aspects of design method and principles

Representation of social and cultural values

10–9	In depth explanations and understandings of social and cultural values and how they are used in analysis of design and evident in semiology and the construction of design with messages and meanings influences by social cultural economic political views and beliefs
8–7	Clearly explains and demonstrates understanding of specific audiences, demographics social strata. Identify aspect of popular culture in society and its influence on construction of design
6–5	Identifies and has understanding of concepts of representation and stereotypes Explains relationship to formulates opinion on how values influence construction of images
4–3	Demonstrates some understanding that clients, users and audience are key participants in design and basic understanding of how values and beliefs affect design
2–1	Shows little understanding of using design and values in society and culture

Background research could include looking at health websites or websites belonging to consumer organisations to discover facts about the products that might form the basis for design ideas. Audience research may look at statistical websites, or could include surveys of the opinions of members of the school community.

CONTEXT 3: Technical graphics

Question 44

Understanding of human factors

Mark	Description
10–9	In depth explanations of human factors and how they can be used in design. Gives examples that relate the value of varying human factors. Compares factors and describes their importance/value in design.
8–7	Demonstrates a working understanding of human factors and how they can be used in design. Gives examples that relate the value of varying human factors. Compares factors and describes their importance/value in design.
6–5	Demonstrates a working understanding of human factors and how they can be used in design. Gives examples that relate the value of varying human factors.
4–3	Demonstrates some limited understanding of human factors and how they can be used in design.
2–1	Has no understanding of human factors and how they can be used in design.

Strategy for compiling information

10–9	A well developed method for compiling information relating to human factors. Can describe at least 6 information gathering methods and how they could be used as a part of the design process.
8–7	A well developed method for compiling information relating to human factors. Can describe 3 to 5 methods for gathering information
6–5	A basic method for compiling information relating to human factors. Covers 1 or 2 strategies for gathering information
4–3	A basic method for compiling information relating to human factors. Can describe at least one valid method
2–1	Has no strategy for compiling information relating to human factors

Application of information

10–9	Describes a clear link between information gathered and its application in a design process, demonstrating a solid relationship between the information and the outcomes of the design
8–7	Describes a clear link between information gathered and its application in a design process. Gives examples of the use of information and how it was/could be used
6–5	Describes a clear link between information gathered and its application in a design process. Gives limited examples of the use of information
4–3	Describes some links between information gathered and its application in a design process.
2–1	Does not demonstrate a link between information gathered and its application in a design process.

Ergonomic factors include those identified in the UK ergonomic society website

<http://www.ergonomics4schools.com/> this site and other sources, mention factors such as temperature, product evaluation, light, noise, aesthetics (aesthetic/usability effect) user trials, ageing and disability, anthropometry and other human factors.

An example of a good use of information might be as a starting point in a five step design process that shows how the human factors were used to influence the design. A student might demonstrate the ways that user testing enabled modification of a design, or how a colour was chosen using a survey.

Strategies can include Informal interviews; surveys and questionnaires; analysis of statistical information; observation; user testing; web searching; policy documents; magazine and journal research; information relating to production. See also 'Design Methods' J. C. Jones 1992 on 'Methods of exploring design situations'

CONTEXT 4: Dimensional

Question 45

Stages of the design process

Mark	Description
10–9	In depth explanation of a relevant design process, including descriptions of each stage Examples of research processes, suitability for the task, problem solving. Using relevant skills.
8–7	Good explanation of a relevant design process, including descriptions of each stage Examples of research processes, suitability for the task, problem solving. Using relevant skills.
6–5	Basic explanation of a relevant design process, including descriptions of most stages Some examples of research processes. Using relevant skills.
4–3	Basic explanation of a design process, including descriptions of some stages Limited examples of research processes. Using relevant skills.
2–1	Shows little understanding of design process

Uses for the work

Mark	Description
10–9	Has a clear and well justified description of the proposed use for the design work, making many links between the process and the user.
8–7	Has a clear description of the proposed use for the design work, making links between the process and the user.
6–5	Has a description of the proposed use for the design work, making some links between the process and the user.
4–3	Has minimal description of the proposed use for the design work.
2–1	Has little or no understanding of the proposed use for the design work.

Understanding of the user's position

Mark	Description
10–9	In depth explanations and understandings of to a high level of complexity. Sophisticated understanding of users' needs with a clear agenda for design solutions to concerns.
8–7	Demonstrated understandings of users' needs with a clear agenda for design solutions to concerns.
6–5	Demonstrates some understandings of users' needs with an attempt at an agenda for design solutions to concerns.
4–3	Demonstrates some understandings of users' needs.
2–1	Analysis shows little knowledge or understanding of users needs

DESIGN
Sample external written examination
Stage 2
Mapping questions to content

Question No.	Design principles and processes			Communication principles and visual literacies			Production knowledge and skills		
	Design principles	Design process and methods	Visualising and visual development	Communication theories, models and forms of communication	Meanings, society, culture and audience	Ethical and legal issues	Process, methods and techniques of production	Materials of production	Tools of production
Section A – Short response									
1					AB				
2				AB	AB				
3	A			AB		AB			
4				A					
5							A		
6	AB								
7	AB								
8	AB								
9	AB								
10				AB					
11					AB				
12						AB			
13	AB								
14					B				
15							AB		
16						B			
17							AB		
18					AB	AB			
19	B								
20	AB	AB			AB	AB			
21					AB				
22				A	AB				
23		AB	AB				B		
24	AB	AB			AB	AB			
25						AB			
26				A	AB				
27				A	AB				
28							B		
29				AB					
30	B				B				
31				A				B	
32		AB	A				B		
33	AB	AB			AB				
34	AB	AB		AB					
35	AB								
36	AB								

	Design principles and processes			Communication principles and visual literacies			Production knowledge and skills		
Question No.	Design principles	Design process and methods	Visualising and visual development	Communication theories, models and forms of communication	Meanings, society, culture and audience	Ethical and legal issues	Process, methods and techniques of production	Materials of production	Tools of production
37	AB								
38					B				
39		B			B				
40						AB			
Section B – Extended Response									
41	AB			AB	AB				
42	AB	AB		AB	B				
43	AB			AB	AB				
44	AB	AB		AB	B				
45	AB			AB	AB				
46					B				
47	AB	AB		AB	AB				
48					B				