

# Apex Exam Guide

## Design

Year 12 QCE  
Queensland Curriculum

2025 Edition

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# Apex Exam Guide Design Year 12 QCE

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## Acknowledgements

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**2023 Question**

**2023  
Paper 1  
Section 1  
Question 1  
  
Design  
Challenge**

- Refer to the stimulus book.
- Represent your design work on the four A3 response pages provided in the folio. If you need more space for a response, use an additional response page.
  - Number your response pages in the order in which they should be read.
  - Cancel any incorrect response by ruling a single diagonal line through your work.
  - Write the page number of your alternative/additional response, i.e. See page ...
  - If you do not do this, your original response will be marked.
  - All used response pages must be returned in your folio at the conclusion of the assessment.

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**QUESTION 1 (34 marks)**

Use the stimulus and circular design methods to redesign packaging.

Your response should show application of the develop phase of the design process. Devise ideas, and refine these based on your evaluation using the design criteria, to propose a design concept.

Use sketches with notes to represent your ideas and design concept. [34 marks]

Note: The below space has been left so the stimulus can be larger on the next page.

Order: 653 259 456 258

RTK Packaging

Ship from:

Design problem

The packaging used for online purchases of small individual items is often damaged when it is opened, making it unusable and creating waste. There is an opportunity to redesign the packaging to be more sustainable.

Design criteria

- Ensure the redesigned packaging has an extended life cycle with additional uses.
- Ensure the redesigned packaging continues to meet the requirements of current users.
- Consider the successful launch and acceptance of the new uses by stakeholders.

**RH582**  
April 14 at 9:45 am  
As a retailer, I need to understand the benefit of new packaging. → Reply

**AL954**  
April 16 at 8:16 pm  
As a retailer, I would choose packaging that I know will not end up in landfill. → Reply

**NW216**  
April 19 at 11:29 am  
As a consumer, I want to understand the additional uses of new products. → Reply

**MS623**  
April 22 at 1:30 pm  
As a consumer, I appreciate items that have a visual theme. → Reply

**TC839**  
11 minutes ago  
As a consumer, I want tamper-proof packaging to ensure items are not changed, removed or damaged. → Reply

SECURE • SECURE • SECURE • SECURE • SECURE

sustainable:



Online shopping is an increasing trend; packages are sent overseas and locally.



Packaging is made from paper, cardboard, plastic (flexible and rigid), foil, wire or string.



Retailers need products to arrive at their destination clean and dry.

Lightweight packaging reduces transport costs.



Unsuitable items may need to be returned in the original packaging.

Opening the packaging often damages it beyond use.



Tamper-proof tapes, seals and adhesive closures are destroyed on opening.

## 2023 Marking Guide

<b>2023</b> <b>Paper 1</b> <b>Section 1</b> <b>Question 1</b>  <b>Design</b> <b>Challenge</b>	<b>Criterion: Devising ideas</b>	
	<b>Divergence of ideas</b>	<b>Attributes of ideas</b>
	<b>The response</b>	<b>The response</b>
	[5 marks] • shows a wide range of ideas from divergent points of view, in response to the problem	[5 marks] • shows unique, credible and detailed ideas - that demonstrate insight and understanding of the problem through discerning use of the stimulus - In response to all the design criteria
	[4 marks] • shows a range of ideas, based on at least two different ways of responding to the problem	[4 marks] • shows credible and detailed ideas - that demonstrate purposeful use of the stimulus - in response to all the design criteria
	[3 marks] • shows a range of ideas that are similar to each other in their response to the problem	[3 marks] • shows credible ideas - related to the stimulus - in response to at least two design criteria
	[2 marks] • shows ideas that respond to the problem	[2 marks] • shows superficial ideas related to the stimulus in response to at least one design criterion
	[1 mark] • shows one idea OR • states suggestions	[1 mark] • states information about ideas related to the stimulus
	[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.
	<b>Criterion: Evaluating and refining</b>	
	<b>Evaluation of ideas</b>	<b>Refinement of ideas</b>
	<b>The response</b>	<b>The response</b>
	[5 marks] • provides a critical evaluation - of the strengths, limitations and implications of particular characteristics and properties of ideas - against all design criteria	[5 marks] • shows discerning changes - to ideas by modifying their attributes (selected for value and relevance) to improve how the range of ideas match the criteria - based on judgements related to all criteria
	[4 marks] • provides a reasoned evaluation - of the strengths and limitations of ideas - against all design criteria	[4 marks] • shows effective changes - to ideas that improve how they match the criteria - based on judgements related to at least two criteria
[3 marks] • provides statements - about the strengths and limitations of ideas that are believable and able to be actioned - related to at least two design criteria	[3 marks] • shows adequate changes - to at least two ideas - based on judgements related to at least one criterion	
[2 marks] • provides statements concerned with the obvious strengths or limitations of ideas against at least one design criterion	[2 marks] • shows superficial changes - to at least one idea - related to at least one criterion	
[1 mark] • provides statements about ideas	[1 mark] • shows trivial embellishment OR • shows changes to a flawed idea	
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.	

**Criterion: Design concept****The response**

[5 marks]

- proposes an innovative circular design concept that
- includes a coherent and logical combination of the attributes drawn from multiple ideas and stimulus information
- satisfies all design criteria

[4 marks]

- proposes a credible circular design concept that
- includes a logical combination of ideas and stimulus information
- satisfies at least two design criteria

[3 marks]

- proposes a simple circular design concept that
- combines ideas and stimulus information
- satisfies at least one design criterion

[2 marks]

- proposes a rudimentary design concept that
- reproduces a single idea
- satisfies at least one design criterion

[1 mark]

- shows a partial design concept in response to the problem

[0 marks]

- does not satisfy any of the descriptors above.

<b>Criterion: Representing</b>	
<b>Representing ideas</b>	<b>Representing the design concept</b>
<b>The response</b>	<b>The response</b>
<p>[5 marks]</p> <ul style="list-style-type: none"> <li>• shows ideation and schematic sketching of ideas using               <ul style="list-style-type: none"> <li>- refined freehand methods</li> <li>- sophisticated application of line, tone, colour, shape, contrast, proximity, hierarchy and scaled details to show critical attributes</li> <li>- arrows, boxes, circles and connecting lines to show the relationships between attributes of ideas</li> <li>- combinations and sequences of related sketches to easily show progression of ideas as they are devised and across pages as the ideas are refined</li> </ul> </li> </ul>	<p>[4 marks]</p> <ul style="list-style-type: none"> <li>• shows a sketch of the design concept using               <ul style="list-style-type: none"> <li>- refined freehand methods</li> <li>- sophisticated application of line, tone, colour, shape, contrast, proximity, hierarchy and scaled details to show how critical attributes satisfy the design criteria</li> <li>- arrows, boxes, circles and connecting lines to show the relationships between attributes</li> </ul> </li> </ul>
<p>[4 marks]</p> <ul style="list-style-type: none"> <li>• shows ideation and schematic sketching of ideas using               <ul style="list-style-type: none"> <li>- careful and deliberate freehand methods that may include the use of a ruler</li> <li>- considered application of line, colour, tone, shape and scaled details to show attributes</li> <li>- arrows and connecting lines to show the relationships between ideas</li> <li>- sequences of related sketches to show changes in the detail and form of ideas across pages</li> </ul> </li> </ul>	<p>[3 marks]</p> <ul style="list-style-type: none"> <li>• shows a sketch of the design concept using               <ul style="list-style-type: none"> <li>- careful and deliberate freehand methods that may include the use of a ruler</li> <li>- considered application of line, colour, tone, shape and scaled details to show attributes that satisfy the design criteria</li> <li>- arrows and connecting lines to show the relationships between attributes</li> </ul> </li> </ul>
<p>[3 marks]</p> <ul style="list-style-type: none"> <li>• shows ideation and schematic sketching of ideas using               <ul style="list-style-type: none"> <li>- basic methods fit for purpose – three-dimensional objects are represented pictorially, processes are represented schematically</li> <li>- appropriate application of line, colour/tone and shape to show form</li> <li>- sketches to show changes to ideas across the pages</li> </ul> </li> </ul>	<p>[2 marks]</p> <ul style="list-style-type: none"> <li>• shows a sketch of the design concept using               <ul style="list-style-type: none"> <li>- basic methods fit for purpose – three-dimensional objects are represented pictorially</li> <li>- appropriate application of line, colour/tone and shape to show form</li> </ul> </li> </ul>
<p>[2 marks]</p> <ul style="list-style-type: none"> <li>• shows sketching of ideas with little attention to detail or small thumbnail images</li> </ul>	<p>[1 mark]</p> <ul style="list-style-type: none"> <li>• shows a sketch of the design concept with little attention to detail</li> </ul>
<p>[1 mark]</p> <ul style="list-style-type: none"> <li>• relies on written text descriptions</li> </ul>	<p>[0 marks]</p> <ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>
<p>[0 marks]</p> <ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	

## 2022 Question

<p><b>2022 Paper 1 Section 1 Question 1</b></p> <p><b>Design Challenge</b></p>	<p>Instructions</p> <ul style="list-style-type: none"><li>• Refer to the stimulus book.</li><li>• Represent your design work on the four A3 response pages provided in the folio. If you need more space for a response, use an additional response page.</li></ul> <ul style="list-style-type: none"><li>– Number your response pages in the order in which they should be read.</li><li>– Cancel any incorrect response by ruling a single diagonal line through your work.</li><li>– Write the page number of your alternative/additional response, i.e. See page ...</li><li>– If you do not do this, your original response will be marked.</li><li>– All used response pages must be returned in your folio at the conclusion of the assessment.</li></ul> <hr/> <p>Use the stimulus and circular design methods to reduce the waste of equipment and improve the sustainability of a sporting club.</p> <p>Your response should show application of the develop phase of the design process. Devise ideas, and refine these based on your evaluation using the design criteria, to propose a design concept.</p> <p>Use sketches and annotations to represent your ideas and design concept. [34 marks]</p> <p>Note: The below space has been left so the stimulus can be larger on the next page.</p>
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## 2022 Marking Guide

<b>2022 Paper 1 Section 1 Question 1  Design Challenge</b>	<b>Criterion: Devising ideas</b>	
	<b>Divergence of ideas</b>	<b>Attributes of ideas</b>
	<b>The response</b>	<b>The response</b>
	[5 marks] • shows a wide range of ideas from divergent points of view, in response to the problem	[5 marks] • shows ideas with unique, credible, and detailed attributes that demonstrate a perceptive response to the stimulus and design criteria
	[4 marks] • shows a range of ideas from divergent points of view, in response to the problem	[4 marks] • shows ideas with credible and detailed attributes that demonstrate a purposeful response to the stimulus and design criteria
	[3 marks] • shows a range of ideas, in response to the problem	[3 marks] • shows ideas with credible attributes in an appropriate response to the stimulus and design criteria
	[2 marks] • shows ideas superficially devised in response to the problem	[2 marks] • shows ideas with superficial attributes in response to the stimulus
	[1 mark] • states suggestions in response to the problem	[1 mark] • states stimulus information that relates to the ideas
	[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.
	<b>Criterion: Evaluating and refining</b>	
	<b>Evaluation of ideas</b>	<b>Refinement of ideas</b>
	<b>The response</b>	<b>The response</b>
	[5 marks] • provides a critical evaluation of ideas against all design criteria	[5 marks] • shows discerning refinement of ideas based on judgments related to all criteria
	[4 marks] • provides a reasoned evaluation of ideas against all design criteria	[4 marks] • shows effective refinement of ideas based on judgments related to at least two criteria
[3 marks] • provides a feasible evaluation of ideas against at least two design criteria	[3 marks] • shows adequate refinement of ideas based on judgments related to at least one criterion	
[2 marks] • provides a superficial evaluation of ideas against at least one design criterion	[2 marks] • shows superficial refinement of ideas based on judgments related to at least one criterion	
[1 mark] • provides statements about ideas	[1 mark] • shows changes to the ideas	
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.	

**Criterion: Synthesising a design concept**

<b>The response</b>
<p>[5 marks]</p> <ul style="list-style-type: none"> <li>proposes an innovative circular design concept that</li> <li>includes a coherent and logical combination of attributes drawn from multiple ideas and stimulus information</li> <li>satisfies all design criteria</li> </ul>
<p>[4 marks]</p> <ul style="list-style-type: none"> <li>proposes a credible circular design concept that</li> <li>includes a logical combination of ideas and stimulus information</li> <li>satisfies at least two design criteria</li> </ul>
<p>[3 marks]</p> <ul style="list-style-type: none"> <li>proposes a simple circular design concept that</li> <li>combines ideas and stimulus information</li> <li>satisfies at least one design criterion</li> </ul>
<p>[2 marks]</p> <ul style="list-style-type: none"> <li>proposes a rudimentary design concept that</li> <li>reproduces a single idea</li> <li>satisfies at least one design criterion</li> </ul>
<p>[1 mark]</p> <ul style="list-style-type: none"> <li>shows a partial design concept in response to the problem</li> </ul>
<p>[0 marks]</p> <ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>

**Criterion: Representing**

<b>Representing ideas</b>	<b>Representing the design concept</b>
<b>The response</b>	<b>The response</b>
<p>[5 marks]</p> <ul style="list-style-type: none"> <li>shows sophisticated representation of ideas by using: <ul style="list-style-type: none"> <li>elements and principles of visual communication to differentiate between critical and non-critical attributes in ideation and schematic sketching of ideas</li> <li>fluent combinations and sequences of related sketches to easily and readily show detail in the progression of understanding of ideas</li> </ul> </li> </ul>	<p>[4 marks]</p> <ul style="list-style-type: none"> <li>shows sophisticated sketching of a design concept by using elements and principles of visual communication to differentiate between its critical and non-critical attributes</li> </ul>
<p>[4 marks]</p> <ul style="list-style-type: none"> <li>shows considered representation of ideas by using <ul style="list-style-type: none"> <li>elements and principles of visual communication to represent the attributes of ideas in ideation and schematic sketching</li> <li>proficient sequences of related sketches to show the progression of understanding of ideas.</li> </ul> </li> </ul>	<p>[3 marks]</p> <ul style="list-style-type: none"> <li>shows considered sketching of a design concept by using elements and principles of visual communication to represent its attributes</li> </ul>
<p>[3 marks]</p> <ul style="list-style-type: none"> <li>shows appropriate use of <ul style="list-style-type: none"> <li>elements and principles of visual communication in ideation and schematic sketching of ideas</li> <li>sketches that show the progression of understanding of ideas across the pages.</li> </ul> </li> </ul>	<p>[2 marks]</p> <ul style="list-style-type: none"> <li>shows appropriate sketching of a design concept by using line, shape, form, proportion and scale</li> </ul>
<p>[2 marks]</p> <ul style="list-style-type: none"> <li>shows cursory use of sketching to show understanding of ideas</li> </ul>	<p>[1 mark]</p> <ul style="list-style-type: none"> <li>shows cursory sketching of a design concept</li> </ul>
<p>[1 mark]</p> <ul style="list-style-type: none"> <li>shows illogical use of sketching to represent ideas or relies on written text descriptions</li> </ul>	<p>[0 marks]</p> <ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>
<p>[0 marks]</p> <ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	

## 2021 Question

<b>2021 Paper 1 Section 1 Question 1  Design Challenge</b>	<p>Instructions</p> <ul style="list-style-type: none"><li>• Refer to the stimulus book.</li><li>• Represent your design work on four A3 pages in this question and response book. If you need more space for a response, use an additional response page.<ul style="list-style-type: none"><li>– Number your response pages in the order in which they should be read.</li><li>– Cancel any incorrect response by ruling a single diagonal line through your work.</li><li>– Write the page number of your alternative/additional response, i.e. See page ...</li><li>– If you do not do this, your original response will be marked.</li></ul></li></ul> <hr/> <p>Use the stimulus to redesign the library space.</p> <p>Your response should show application of the develop phase of the design process. Devise ideas, and refine these based on your evaluation using the design criteria, to propose a design concept.</p> <p>Use sketches and annotations to represent your ideas and design concept. [36 marks]</p> <p>Note: The below space has been left so the stimulus can be larger on the next page.</p>
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## 2021 Marking Guide

<b>2021 Paper 1 Section 1 Question 1</b>  <b>Design Challenge</b>	<b>Criterion: Devising ideas</b>	
	<b>The response</b>	<b>The response</b>
	[5 marks] • shows a wide range of ideas from divergent points of view, perceptively devised	[5 marks] • shows unique, credible and detailed attributes in response to the problem
	[4 marks] • shows a range of ideas from divergent points of view, purposefully devised	[4 marks] • shows credible and detailed attributes in response to the problem
	[3 marks] • shows a range of ideas from divergent points of view, appropriately devised	[3 marks] • shows credible attributes in response to the problem
	[2 marks] • shows a range of ideas from divergent points of view, superficially devised OR • shows ideas appropriately devised	[2 marks] • shows credible attributes in response to aspects of the problem
	[1 mark] • shows ideas superficially devised	[1 mark] • shows a response to aspects of the problem
	[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above
	<b>Criterion: Evaluating and refining</b>	
	<b>The response</b>	<b>The response</b>
	[5 marks] • provides a critical evaluation of the strengths, limitations and implications of ideas against all design criteria	[5 marks] • shows discerning refinement of ideas based on judgments
	[4 marks] • provides a reasoned evaluation of the strengths and limitations of ideas against at least two design criteria	[4 marks] • shows effective refinement of ideas based on judgments
	[3 marks] • provides a feasible evaluation of the strengths and limitations of ideas against at least one design criterion	[3 marks] • shows adequate refinements of ideas based on judgments
	[2 marks] • provides a superficial evaluation of the strengths or limitations of ideas against at least one design criterion	[2 marks] • shows superficial refinement of ideas based on judgments
[1 mark] • provides statements about ideas	[1 mark] • shows changes to ideas related to some design criteria	
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.	

**Criterion: Synthesising a design concept****The response**

[7 marks]

- proposes an innovative design concept that
- includes a coherent and logical combination of attributes of multiple ideas and stimulus information
- satisfies all design criteria

[6 marks]

- proposes an innovative design concept that
- includes a logical combination of attributes of ideas and stimulus information
- satisfies all design criteria

[5 marks]

- proposes a credible design concept that
- includes a logical combination of attributes of ideas and stimulus information
- satisfies most design criteria

[4 marks]

- proposes a credible design concept that
- includes a combination of ideas and stimulus information
- satisfies most design criteria

OR

- proposes an innovative design concept that
- includes a combination of ideas and stimulus information
- satisfies some design criteria

[3 marks]

- proposes a simple design concept that
- includes a combination of an idea and stimulus information
- satisfies some design criteria

[2 marks]

- proposes a rudimentary design concept that
- reproduces a single idea
- satisfies some design criteria

[1 mark]

- shows a partial design concept

[0 marks]

- does not satisfy any of the descriptors above.

<b>Criterion: Representing</b>	
<b>The response</b>	<b>The response</b>
<p>[5 marks]</p> <ul style="list-style-type: none"> <li>• shows sophisticated use of               <ul style="list-style-type: none"> <li>- elements and principles of visual communication to differentiate between critical and non-critical attributes in ideation and schematic sketching of ideas</li> <li>- fluent sequences of related sketches to easily and readily show the progression of understanding of ideas</li> </ul> </li> </ul>	<p>[4 marks]</p> <ul style="list-style-type: none"> <li>• shows sophisticated sketching of a design concept using elements and principles of visual communication to differentiate between critical and noncritical attributes</li> </ul>
<p>[4 marks]</p> <ul style="list-style-type: none"> <li>• shows considered use of               <ul style="list-style-type: none"> <li>- elements and principles of visual communication to differentiate between attributes in ideation and schematic sketching of ideas</li> <li>- proficient sequences of related sketches to show the progression of understanding of ideas.</li> </ul> </li> </ul>	<p>[3 marks]</p> <ul style="list-style-type: none"> <li>• shows considered sketching of a design concept using elements and principles of visual communication to differentiate between attributes</li> </ul>
<p>[3 marks]</p> <ul style="list-style-type: none"> <li>• shows appropriate use of               <ul style="list-style-type: none"> <li>- elements and principles of visual communication in ideation and schematic sketching of ideas</li> <li>- sketches that show the progression of understanding of ideas.</li> </ul> </li> </ul>	<p>[2 marks]</p> <ul style="list-style-type: none"> <li>• shows appropriate sketching of a design concept using elements and principles of visual communication</li> </ul>
<p>[2 marks]</p> <ul style="list-style-type: none"> <li>• shows cursory use of sketching to show understanding of ideas</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• shows text descriptions of ideas supported by simple sketches</li> </ul>	<p>[1 mark]</p> <ul style="list-style-type: none"> <li>• shows cursory sketching of a design concept</li> </ul>
<p>[1 mark]</p> <ul style="list-style-type: none"> <li>• shows illogical use of sketching to represent ideas</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• shows text descriptions of ideas with unclear sketches</li> </ul>	<p>[0 marks]</p> <ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>
<p>[0 marks]</p> <ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	

## 2020 Question

<p><b>2020 Paper 1 Section 1 Question 1</b></p> <p><b>Design Challenge</b></p>	<p>Instructions</p> <ul style="list-style-type: none"><li>• Refer to the stimulus book.</li><li>• Represent your design work on four A3 pages in this question and response book. If you need more space for a response, use an additional response page.</li><li>– Number your response pages in the order in which they should be read.</li><li>– Cancel any incorrect response by ruling a single diagonal line through your work.</li><li>– Write the page number of your alternative/additional response, i.e. See page ...</li><li>– If you do not do this, your original response will be marked.</li></ul> <hr/> <p>Use the stimulus provided to redesign the useful life cycle of a baby product.</p> <p>Your response should show application of the develop phase of the design process. Devise ideas and refine these based on your evaluation, using the design criteria to propose a design concept.</p> <p>Use sketches and annotations to represent your ideas and design concept. [28 marks]</p> <p>Note: The below space has been left so the stimulus can be larger on the next page.</p>
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## 2020 Marking Guide

<b>2020 Paper 1 Section 1 Question 1</b>  <b>Design Challenge</b>	<b>Criterion: Devising ideas using divergent thinking in response to a redesign problem</b>
	<b>The response</b>
	[9 marks] • shows a wide range of ideas, from more than one point of view, perceptively devised with unique, credible and detailed attributes in response to the problem
	[8 marks] • shows a range of ideas, from more than one point of view, perceptively devised with unique, credible and detailed attributes in response to the problem
	[7 marks] • shows a wide range of ideas, from more than one point of view, purposefully devised with unique, credible and detailed attributes in response to the problem
	[6 marks] • shows a range of ideas, from more than one point of view, purposefully devised with credible and detailed attributes in response to the problem
	[5 marks] • shows a range of ideas purposefully devised with credible and detailed attributes in response to the problem
	[4 marks] • shows a range of ideas appropriately devised with credible attributes in response to the problem
	[3 marks] • shows ideas appropriately devised with credible attributes in response to aspects of the problem OR • shows an idea with credible and detailed attributes in response to the problem
	[2 marks] • shows ideas superficially devised in response to the problem OR • shows an idea with credible attributes in response to aspects of the problem
	[1 mark] • shows one or more ideas in response to aspects of the problem
	[0 marks] • does not satisfy any of the descriptors above.
	<b>Criterion: Evaluating ideas and making refinements</b>
	<b>The response</b>
	[6 marks] • shows discerning refinement of ideas based on judgments about the critical strengths, limitations and implications of attributes of ideas against all design criteria
	[5 marks] • shows effective refinement of ideas based on judgments about the logical strengths and limitations of ideas against all design criteria
	[4 marks] • shows adequate refinement of ideas based on judgments about the feasible strengths and limitations of ideas against most design criteria
	[3 marks] • shows adequate refinement of ideas based on judgments about the feasible strengths and limitations of ideas against some design criteria
	[2 marks] • shows superficial refinement of ideas based on identified strengths or limitations of ideas against some design criteria
	[1 mark] • shows changes to ideas related to the design criteria
[0 marks] • does not satisfy any of the descriptors above.	

**Criterion: Synthesising to propose a design concept**

**The response**

[7 marks]

- shows an innovative design concept that
- includes a coherent and logical combination of attributes of multiple ideas and stimulus information
- satisfies all design criteria

[6 marks]

- shows an innovative design concept that
- includes a logical combination of attributes of multiple ideas and stimulus information
- satisfies all design criteria

[5 marks]

- shows a credible design concept that
- includes a logical combination of ideas and stimulus information
- satisfies most design criteria

[4 marks]

- shows a credible design concept that
- includes a simple combination of ideas and stimulus information
- satisfies most design criteria

OR

- shows an innovative design concept that
- includes a simple combination of ideas and stimulus information
- satisfies some design criteria

[3 marks]

- shows a design concept that
- includes a simple combination of ideas and stimulus information
- satisfies some design criteria

[2 marks]

- shows a design concept that
- includes a simple idea and stimulus information
- satisfies some design criteria

[1 mark]

- shows a partial design concept that satisfies some design criteria

[0 marks]

- does not satisfy any of the descriptors above

	<b>Criterion: Representing ideas and a design concept</b>
	<b>The response</b>
	[6 marks] <ul style="list-style-type: none"> <li>• indicates sophisticated use of</li> <li>- elements and principles of visual communication to differentiate between critical and non-critical attributes in ideation and schematic sketching of ideas and a design concept</li> <li>- sequences of related sketches to easily and readily show the progression of understanding of ideas</li> </ul>
	[5 marks] <ul style="list-style-type: none"> <li>• indicates considered use of</li> <li>- elements and principles of visual communication to differentiate between attributes in ideation and schematic sketching of ideas and a design concept</li> <li>- sequences of related sketches to show the progression of understanding of ideas</li> </ul>
	[4 marks] <ul style="list-style-type: none"> <li>• indicates appropriate use of</li> <li>- ideation and schematic sketching of ideas and a design concept with labels and either 1 of the following <ul style="list-style-type: none"> <li>• elements and principles of visual communication to differentiate between attributes</li> <li>• sketches that show the progression of understanding of ideas</li> </ul> </li> </ul>
	[3 marks] <ul style="list-style-type: none"> <li>• indicates appropriate use of</li> <li>- ideation sketching and schematic sketching</li> <li>- labels</li> </ul>
	[2 marks] <ul style="list-style-type: none"> <li>• indicates cursory use of</li> <li>- ideation or schematic sketching</li> <li>- labels</li> </ul>
	[1 mark] <ul style="list-style-type: none"> <li>• indicates illogical use of unclear ideation or schematic sketching</li> </ul>
[0 marks] <ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	