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| Task Number | 1 | Task Name | Publications & Information Case Study |
| Course | Yr 11 Visual Design | Faculty | CAPA |
| Teacher | Ms O'Sullivan | Head Teacher | Ms Hook |
| Issue date | Monday 24/2/25 week 5 (B) | Due date | Friday 11/04/25 week 11 (B) |
| Focus (Topic) | Publications and Information Case Study | Task Weighting | 30% |

Outcomes

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| DM2 | Explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works |
| DM5 | Develops different techniques suited to artistic and design intentions in the making of a range of works |
| DM6 | Takes into account issues of Work Health and Safety in the making of a range of works |
| CH1 | Generates in their critical and historical practice ways to interpret and explain design |
| CH2 | Investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations |
| CH3 | Distinguishes between different points of view, using the frames in their critical and historical investigations |
| CH4 | Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design |

Task Description

Designing and Making- 20%
Design Brief

Create an engaging magazine cover that considers the principles of design and your target audience. You will submit your VAPD as a supporting portfolio.

Your VAPD portfolio should include the following:

- Your target audience and what appeals to them
- Colour scheme
- any other planning
- You must include a critical reflection

Prompts for your critical reflection

What design principles did you use in your design?

Would you do anything differently?

Do you think your design was suitable for your target audience?

Was the medium/program you used limiting, if so how?

Do you think your overall design was successful?

Critical and Historical Studies - 10%

- Annotate a magazine cover using the conceptual framework and the structural frame (scaffold

attached)

Marking Guidelines- Design and Making

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| <p>Outstanding – The submission reflects:</p> <ul style="list-style-type: none">● Sophisticated exploration of the principles of design to create a magazine cover● Outstanding technical skill in the chosen media● Outstanding self-reflection in their design practice | A 18-20 |
| <p>High – The submission reflects:</p> <ul style="list-style-type: none">● Thorough exploration of the principles of design to create a magazine cover● High level of technical skill in the chosen media● Excellent self-reflection in their design practice | B 15 - 17 |
| <p>Sound – The submission reflects:</p> <ul style="list-style-type: none">● Satisfactory exploration of the principles of design to create a magazine cover● Good technical skill in the chosen media● Satisfactory self-reflection in their design practice | C 12 - 14 |
| <p>Basic – The submission reflects:</p> <ul style="list-style-type: none">● Some exploration of the principles of design to create a magazine cover● Technical skill reflects a basic exploration of the chosen media● Basic self-reflection in their design practice | D 9 - 11 |
| <p>Limited – The practical submission reflects:</p> <ul style="list-style-type: none">● Submission reflects a lack of engagement with the task● lacks any attempt at refining technical skills● Little or no evidence of self-reflection in their design practice | E 1 - 8 |
| <p>E range submissions (considered a non-serious attempt) Late submission – no misadventure - Assessment not submitted</p> | Parental notification |

Marking Guidelines- Case study

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| <p>Outstanding – The submission reflects:</p> <ul style="list-style-type: none"> ● Comprehensive knowledge of the relationship between designer, work, world and audience. ● Comprehensive explanation of the design through the structural frame | 9-10 |
| <p>High – The submission reflects:</p> <ul style="list-style-type: none"> ● Excellent knowledge of the relationship between designer, work, world and audience. ● Excellent explanation of the design through the structural frame | 7-8 |
| <p>Sound – The submission reflects:</p> <ul style="list-style-type: none"> ● Satisfactory knowledge of the relationship between designer, work, world and audience. ● Satisfactory explanation of the design through the structural frame | 5-6 |
| <p>Basic – The submission reflects:</p> <ul style="list-style-type: none"> ● Some knowledge of the relationship between designer, work, world and audience. ● Basic explanation of the design through the structural frame | 3-4 |
| <p>Limited – The practical submission reflects:</p> <ul style="list-style-type: none"> ● Limited knowledge of the relationship between designer, work, world and audience. ● Little to no explanation of the design through the structural frame | E 1 - 2 |
| <p>E range submissions (considered a non-serious attempt) Late submission – no misadventure - Assessment not submitted</p> | Parental notification |

MARK /30

FEEDBACK: