

3.3 Prototype evidence and a reasoned design revision

Name: _____ Class: _____ Date: _____

Total: 24 marks

KEY WORDS prototype 原型 • usability test 可用性测试 • neutral prompt 中立提示
• version log 版本记录

Objective

Prototype evidence and a reasoned design revision. This is original GAC031-aligned practice, not an official assessment. All people, instructions and records are fictional.

1 Key knowledge and worked examples

■ Key knowledge: evidence before a claim

A **prototype** 原型 is an early version used to learn, not a finished service. A **usability test** 可用性测试 asks a person to attempt a relevant task and records what happens. A **neutral prompt** 中立提示 gives the goal without supplying the intended answer.

A **version log** 版本记录 retains the old design, the observed issue, the change, approval status and next check. A small prototype result may inform a revision without establishing a later trial's numerical target or a cause of every difference.

■ Source A: task and starting record

The fictional brief requires readable destination words, routes that can be followed from the entrance, meanings that do not rely on colour alone, and librarian-approved positions that keep exits and safety information clear.

Option A is a single entrance map. Option B1 places an arrow at each decision point with a matching door label. Both use words and shapes. Twelve new volunteers try paper sketches, six for each option, with the same entrance and task prompt: "Please find a room where you can discuss work. Tell us what you would do next." Each volunteer sees only one option. Four of six choose the correct route with A; five of six do so with B1. This is not the planned twenty-person, two-minute trial.

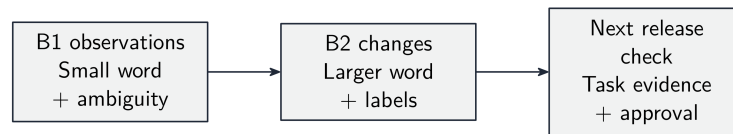
■ Source B: actions and current evidence

One B1 tester says the word "Discussion" is too small at the door. Another asks whether the quiet and discussion arrows share a route. The team checks the sketches, enlarges the door word and draws separate labelled directions in B2. B1 remains in the folder with the observations and change reasons.

Two other new volunteers try B2 on paper. Both choose the intended route. No timing was recorded for those two attempts, and no twenty-person B2 trial has been run. The

proposed wall positions and removable material have not yet received the librarian's approval. A teammate proposes saying "Most people pick this arrow" to the next tester and printing the old B1 file because it looks tidy.

■ **Worked example: connect the action to its evidence**



Known: B1 had five correct routes in six attempts, but specific comments still identified reading and direction issues. The B2 changes answer those observations, rather than a vote for the prettier drawing. Two correct B2 routes support those two attempts; they do not establish sixteen of twenty timed successes.

Keep B1 and B2 clearly labelled. Ask a new user the same neutral task, record the route and what is hard to read, then seek approval for the selected version and positions before installation. Do not cue the route or print an obsolete file without a recorded decision.

2 Practice

2.1 State the correct-route results for A and B1, with their denominators. [2]

2.2 Match each of the TWO recorded B1 issues to its relevant B2 change. [2]

2.3 Identify THREE reasons why the two B2 successes do not establish the planned twenty-person, two-minute target. [3]

2.4 Give one reason to reject the suggested tester cue, one reason to retain B1 and one required action before installation. [3]

3 Exam-style questions

3.1 Evaluate THREE proposals: “Declare the original target met”; “Print B1 because it looks tidy”; “Use only blue and orange to separate destinations”. Explain a correction and a brief-based reason for each. [6]
