



**Preliminary  
Design and  
Technology  
Assessment Tasks**

**STAGE 6 PRELIMINARY DESIGN & TECHNOLOGY  
SAMPLE SCOPE AND SEQUENCE 1**

<b>Unit No.</b>	<b>Unit Title</b>	<b>Length (wks)</b>	<b>Focus Outcomes</b>	<b>Focus/Option Area</b>	<b>Design Project(s)/Assessment</b>	<b>Unit Overview / Students learn about:</b>	<b>Prior Knowledge/ Continuum of Learning</b>
1 Term 1, Week 1- Term 1 Week 10	Events in the making	10	P3.1 P4.2 P4.3 P5.1 P5.3 P6.2	Designing and Producing	- Collaborative Design Project	Students will learn about collaborative design where they will be working in groups to promote a charity of their choice. -	During Stage 4 Technology (Mandatory) students have been introduced to a variety of materials such as timber, food, textiles. Students will be introduced to a new medium in this unit. Student who may have completed Stage 5 Design and Technology will be familiar with working in collaborative groups to complete a design project. This is an area which will be developed in this unit.
2 Term 2 Week 1 – Term 2 Week 10	Designers at work	10	P1.1 P2.1 P2.2	Designing and Producing	- Designer Case Study - Designer inspired accessory range	Students will be examining the factors affecting design and production through examining a range of designers in a variety of design areas. These include: - Jimmy Pike - Collette Dinnigan - Victor Papanek - Henry Dreyfuss Student will design a textile accessory based on the designer studied.	During Stage 4 Technology (Mandatory) students developed knowledge in identifying the key concepts of the design process. Students will build on this by examining the factors which affect this process. Students will also study specific designers and their nature of work.
3 Term 3, Week 1 – Term 4 Week 2	Diverse Design	13	P4.1 P4.2 P4.3 P5.1 P5.2 P5.3 P6.1	Designing and Producing	- Timber project and folio - Yearly examination	Students will be given an opened ended design brief concentrating on using Timber Technology. Students will be designing and producing a timber product for the home no bigger than 1m by 1m.	During Stage 4 Technology (Mandatory) students have been introduced to a variety of materials such as timber, food, textiles. Students will build on their existing timber skills.

**STAGE 6 PRELIMINARY DESIGN & TECHNOLOGY  
SCOPE AND SEQUENCE SAMPLE 2**

<b>Unit No.</b>	<b>Unit Title</b>	<b>Length (wks)</b>	<b>Focus Outcomes</b>	<b>Focus/Option Area</b>	<b>Design Project(s)/Assessment</b>	<b>Unit Overview / Students learn about:</b>	<b>Prior Knowledge/ Continuum of Learning</b>
1 Term 1, Week 1- Term 1 Week 10	Collaborative Landscapes	10	P3.1 P4.2 P4.3 P5.1 P5.3 P6.2	Designing and Producing	- Collaborative Design Project	Students will learn about collaborative design where they will be working in groups to create a design concept for a herb garden located in their school. -	During Stage 4 Technology (Mandatory) students have been introduced to a variety of materials such as timber, food, textiles. Students will be introduced to a new medium in this unit. Student who may have completed Stage 5 Design and Technology will be familiar with working in collaborative groups to complete a design project. This is an area which will be developed in this unit.
2 Term 2 Week 1 – Term 2 Week 10	Designers at work	10	P1.1 P2.1 P2.2	Designing and Producing	- Designer Case Study - Cocktail Hat range	Students will be examining the factors affecting design and production through examining a range of designers in a variety of design areas. These include: - Jimmy Pike - Collette Dinnigan - Victor Papanek - Henry Dreyfuss - Rene Lalique	During Stage 4 Technology (Mandatory) students developed knowledge in identifying the key concepts of the design process. Students will build on this by examining the factors which affect this process. Students will also study specific designers and their nature of work.
3 Term 3, Week 1 – Term 4 Week 2	Divided Design	13	P4.1 P4.2 P4.3 P5.1 P5.2 P5.3 P6.1	Designing and Producing	- Room divider project and folio - Yearly examination	Students will utilise two areas in this unit: Timber and Textile Technology. Students will be designing and producing a Room divider incorporating elements of a specific design era into their design ideas.	During Stage 4 Technology (Mandatory) students have been introduced to a variety of materials such as timber, food, textiles. Students will be working in two of these areas. Students will identify how they can incorporate a number of mediums into one design.

## Preliminary Design and Technology Assessment Grid Sample 1

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Designer Case Study</b>	<b>Illuminate Project and Portfolio</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 5	Term 3, Week 10	
<b>Outcomes assessed</b>	P1.1, P2.1, P2.2, P3.1, P4.3	P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating design projects	20	20	20	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Preliminary Design and Technology Assessment Grid Sample 2

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Events in the making task</b>	<b>Designer Case Study and Textile Product</b>	<b>Diverse Design</b>	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 7	Term 3, Week 10	
<b>Outcomes assessed</b>	P3.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.1, P2.2, P3.1	P4.1, P4.3, P5.1, P5.2, P5.3, P6.1	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating design projects	20	20	20	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# YEAR 11 ASSESSMENT TASK COVER SHEET

**UNIT:** Designers

**TEACHER:** Ms Munro

**DATE OF ISSUE:**

**DUE DATE:**

**TASK NUMBER:** 1

**WEIGHTING:** 15%

**PROCEDURE FOR SUBMISSION/COMPLETION:** In class

**NATURE OF TASK:** Designer Case Study- Hand in task

**Outcomes to be assessed:**

P1.1	examines design theory and practice, and considers the factors affecting designing and producing in design projects
P2.1	identifies design and production processes in domestic, community, industrial and commercial settings
P2.2	explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
P3.1	investigates and experiments with techniques in creative and collaborative approaches in designing and producing
P4.3	evaluates the processes and outcomes of designing and producing

**1. Context for the task:**

*Many designers derive great pleasure from the products they create. Unfortunately, technical, functional and commercial factors influence the nature of the final solution. This leads the designer to make compromises in an attempt to balance various needs of the work.*

## 2. Task description

Choose one Australian designer and complete the following questions:

- a) Identify the background of the designer:
  - Describe the designer's chosen design area, identifying why they have chosen to work in this field (100 words)
  - Identify styles used and where the designer obtains their inspiration(100 words)
  - Choose a particular PSE from the designer's collection and state the need or motivation for this design (50 words)
  - Identify any design success or failures of the designer. Explain why the designer has been successful or unsuccessful (150 words)
- b) Describe the general design process undertaken by the designer. Identify the setting in which it was produced. (250 words)
- c) Identify FIVE factors that affect the designing and producing of their products / systems or environment (200 words)
- d) Explain the impact the designer's work has on the individual, society and the environment. This can be presented in the form of THREE mind maps. (50 words)
- e) Select a design period from the table creates in class. Investigate the influences and features of that design period. (200 words)
- f) Using the design period as inspiration, design TWO pieces that would be suitable for a teenager's bedroom (eg., clock, chair, bookcase etc). The designs need to show the development of the design. This should include ONE page of thumbnail sketches and TWO pages of final designs. Each final design is to be rendered and annotated, explaining how the design period is reflected in your design idea.

**In order to undertake this task you need to:**

**You are required to submit for assessment purposes:**

- A detailed report containing the above information. This report should be presented as a formal piece of writing. (Paragraphs not point form.)
- The report should be word-processed using Times NewRoman font size 12
- One and a half spacing should be used
- The report should be approximately 1000- 1200 words (maximum 1200 words.) Penalties apply as per the school assessment policy for exceeding the word limit.
- Bibliography clearly displaying any resources used as per the format mentioned in the College diary.

## Marking Criteria and Feedback

### PART A

P1.1: Examines design theory and practice, and considers the factors affecting designing and producing in design projects.	Mark
<ul style="list-style-type: none"> <li>▪ <b>Comprehensive</b> identification and analysis of the background of an <b>Australian</b> designer through:               <ul style="list-style-type: none"> <li>- <b>Explicit</b> description of the chosen design area, clearly identifying the reasons behind the chosen work field</li> <li>- <b>Thoroughly</b> describes the style used by the designer and <b>clearly</b> identifies their inspirations</li> <li>- <b>Comprehensively</b> analyses the need or motivation for their designs.</li> <li>- <b>Explicitly</b> describes any success or failures the designer has, thoroughly explaining why the designer has been successful, or unsuccessful.</li> <li>- Research has been <b>thoroughly</b> supported by a <b>comprehensive</b> and <b>correctly</b> formatted bibliography</li> </ul> </li> </ul>	Outstanding 17 – 20
<ul style="list-style-type: none"> <li>▪ <b>Detailed</b> identification and analysis of the background of an <b>Australian</b> designer through:               <ul style="list-style-type: none"> <li>- <b>Detailed</b> description of the chosen design area, clearly identifying the reasons behind the chosen work field</li> <li>- <b>Clearly</b> describes the style used by the designer and identifies their inspirations</li> <li>- <b>Adequate</b> analysis of the need or motivation for their designs</li> <li>- <b>Briefly</b> describes any success or failures the designer has, thoroughly explaining why the designer has been successful, or unsuccessful.</li> <li>- Research has been <b>adequately</b> supported by a <b>detailed</b> and <b>correctly</b> formatted bibliography</li> </ul> </li> </ul>	High 11 – 16
<ul style="list-style-type: none"> <li>▪ <b>Some</b> identification and or analysis of the background of an <b>Australian</b> designer through:               <ul style="list-style-type: none"> <li>- <b>Concise</b> description of the chosen design area, identifying some reasons behind the chosen work field.</li> <li>- <b>Limited</b> description of the style used by the designer poorly identifies their inspirations</li> <li>- <b>Limited</b> analysis of the need or motivation for their designs</li> <li>- <b>Limited</b> explanation of why the designer is successful or unsuccessful.</li> <li>- Research has been supported by a <b>limited</b> and <b>poorly</b> formatted bibliography</li> </ul> </li> </ul>	Sound 6 – 10
<ul style="list-style-type: none"> <li>▪ <b>Limited</b> identification and or analysis of the background of the designer through:               <ul style="list-style-type: none"> <li>- <b>Poor</b> description of the chosen design area, identifying few reasons behind the chosen work field.</li> <li>- <b>Little or no</b> description of the style used by the designer</li> <li>- <b>Little or no</b> description of the need or motivation for the design</li> <li>- <b>Poor</b> explanation of why the designer is successful or unsuccessful.</li> <li>- <b>Poor or incomplete</b> bibliography</li> <li>- The chosen designer is <b>not</b> Australian</li> </ul> </li> </ul>	Limited 0 - 5
	/20

**PART B:**

P2.1: Identifies design and production processes in domestic, community, industrial and commercial settings.	Mark
<ul style="list-style-type: none"> <li>▪ <b>Comprehensive</b> explanation of the design process undertaken by the <b>Australian</b> designer through               <ul style="list-style-type: none"> <li>- <b>Explicitly</b> identifying each of the stages of the design process</li> <li>- <b>Comprehensively</b> identifies the setting in which the product was produced making <b>clear</b> reference to domestic, community, industrial and commercial settings</li> <li>- Research has been thoroughly supported by <b>comprehensive</b> and <b>correctly</b> formatted bibliography</li> </ul> </li> </ul>	Outstanding 9 – 10
<ul style="list-style-type: none"> <li>▪ <b>Thorough</b> explanation of the design process undertaken by the <b>Australian</b> designer through               <ul style="list-style-type: none"> <li>- <b>Thoroughly</b> identifying each of the stages of the design process</li> <li>- <b>Thoroughly</b> identifies the setting in which the product was produced making <b>clear</b> reference to domestic, community, industrial and commercial settings</li> <li>- Research has been supported by a <b>thorough</b> and <b>correctly</b> formatted bibliography</li> </ul> </li> </ul>	High 7 – 8
<ul style="list-style-type: none"> <li>▪ <b>Adequate</b> explanation of the design process undertaken by the <b>Australian</b> designer.               <ul style="list-style-type: none"> <li>- <b>Clearly</b> identifies <b>some</b> of the stages of the design process</li> <li>- <b>Clearly</b> identifies the setting in which the product was produced making <b>some</b> reference to domestic, community, industrial and commercial settings</li> <li>- Research has been <b>adequately</b> supported by a <b>correctly</b> formatted bibliography</li> </ul> </li> </ul>	Sound 5– 6
<ul style="list-style-type: none"> <li>▪ <b>Limited</b> explanation of the design process undertaken by the designer.               <ul style="list-style-type: none"> <li>- <b>Poorly</b> identifies <b>very few</b> of the stages of the design process</li> <li>- <b>Poorly</b> identifies the setting in which the product was produced</li> <li>- <b>Poor or incomplete</b> bibliography</li> <li>- The chosen designer is <b>not</b> Australian</li> </ul> </li> </ul>	Limited 0 – 4
	/10

**PART C:**

P1.1: Examines design theory and practice, and considers the factors affecting designing and producing in design projects.	Mark
<ul style="list-style-type: none"> <li>▪ <b>Comprehensive</b> identification and analysis of the factors that affect design through:               <ul style="list-style-type: none"> <li>- <b>Explicit</b> description of at least five factors of design clearly outlining the definition of the factor and thoroughly explains how each factor affects the <b>Australian</b> designer's design process.</li> <li>- Research has been thoroughly supported by a <b>comprehensive</b> and <b>correctly</b> formatted bibliography</li> </ul> </li> </ul>	Outstanding 5
<ul style="list-style-type: none"> <li>▪ <b>Thorough</b> identification and analysis of the factors that affect design through:               <ul style="list-style-type: none"> <li>- <b>Thorough</b> description of at least five factors of design clearly outlining the definition of the factor and thoroughly explains how each factor affects the <b>Australian</b> designer's design process.</li> <li>- Research has been thoroughly supported by a <b>thorough</b> and <b>correctly</b> formatted bibliography</li> </ul> </li> </ul>	High 4
<ul style="list-style-type: none"> <li>▪ <b>Adequate</b> identification and analysis of the factors that affect design through:               <ul style="list-style-type: none"> <li>- <b>Simple</b> description of three to five factors of design clearly outlining the definition of the factor and thoroughly explains how each factor affects the <b>Australian</b> designer's design process.</li> <li>- Research has been <b>adequately</b> supported by a <b>detailed</b> and <b>correctly</b> formatted bibliography</li> </ul> </li> </ul>	Satisfactory 3
<ul style="list-style-type: none"> <li>▪ <b>Limited</b> identification and or analysis of factors that affect design through:               <ul style="list-style-type: none"> <li>- <b>Poor</b> description of the factors that affect design providing little or no of definitions or descriptions of how each factor affects the designer's design process.</li> <li>- <b>Poor or incomplete</b> bibliography.</li> <li>- The chosen designer is <b>not</b> Australian.</li> </ul> </li> </ul>	Limited 0 – 2

**PART D:**

<b>P2.2: Explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects.</b>	<b>Mark</b>
<ul style="list-style-type: none"> <li>▪ <b>Comprehensively</b> explains the impact the <b>Australian</b> designer's work has on the individual, society and the environment through the completion of <b>THREE comprehensive</b> mind maps.</li> <li>▪ Research has been thoroughly supported by a <b>highly detailed</b> and <b>correctly</b> formatted bibliography.</li> </ul>	Outstanding 5
<ul style="list-style-type: none"> <li>▪ <b>Thoroughly</b> explains the impact the <b>Australian</b> designer's work has on the individual, society and the environment through the completion of <b>THREE detailed</b> mind maps.</li> <li>▪ Research has been thoroughly supported by a <b>correctly</b> formatted bibliography</li> </ul>	High 4
<ul style="list-style-type: none"> <li>▪ <b>Adequately</b> explains the impact the <b>Australian</b> designer's work has on the individual, society and the environment through the completion of <b>THREE</b> mind maps.</li> <li>▪ Research has been <b>adequately</b> supported by a <b>detailed</b> and <b>correctly</b> formatted bibliography.</li> </ul>	Sound 3
<ul style="list-style-type: none"> <li>▪ <b>Limited</b> explanation of the impact the designer's work has on the individual, society and the environment. Mind maps are <b>incomplete, lacking detail</b>.</li> <li>▪ <b>Poor or incomplete</b> bibliography</li> <li>▪ The chosen designer is <b>not</b> Australian</li> </ul>	Limited 0 – 2
	/5

**Part E & F:**

<b>P3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing P4.3 evaluates the processes and outcomes of designing and producing</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>▪ <b>Comprehensively</b> researches the influences and features of a chosen design period.</li> <li>▪ Produces a wide range of design ideas that make <b>explicit</b> reference to the chosen design era.</li> <li>▪ Demonstrates a <b>high level of creativity</b> in the development of the design solution.</li> <li>▪ <b>Comprehensively</b> evaluates the designs and changes that have taken place.</li> </ul>	Outstanding 17 – 20
<ul style="list-style-type: none"> <li>▪ <b>Thoroughly</b> researches the influences and features of a chosen design period.</li> <li>▪ Produces a range of design ideas that make <b>thorough</b> reference to the chosen design era.</li> <li>▪ Demonstrates <b>creativity</b> in the development of the design solution.</li> <li>▪ <b>Thoroughly</b> evaluates the designs and changes that have taken place.</li> </ul>	High 11 – 16
<ul style="list-style-type: none"> <li>▪ <b>Satisfactorily</b> researches the influences and features of a chosen design period.</li> <li>▪ Produces a range of design ideas that make <b>sound</b> reference to the chosen design era.</li> <li>▪ Demonstrates some <b>creativity</b> in the development of the design solution.</li> <li>▪ Evaluates the designs and changes that have taken place.</li> </ul>	Sound 6 – 10
<ul style="list-style-type: none"> <li>▪ <b>Provides little</b> research on the influences and features of a chosen design period.</li> <li>▪ Produces a <b>limited</b> range of design ideas that makes <b>little</b> reference to the chosen design era.</li> <li>▪ Demonstrates <b>little evidence</b> of creativity in the development of the design solution.</li> <li>▪ Names one or two changes in the design</li> </ul>	Limited 0 – 5
	/20

**TOTAL: /60**

<b>TOTAL</b>	<b>Excellent 60 - 50</b>	<b>High 49 - 40</b>	<b>Sound 39- 27</b>	<b>Basic 26 - 15</b>	<b>Limited 14 - 1</b>	<b>Non Submission 0</b>
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Feedback:

What you did well ...

How you could improve next time ...

## ASSESSMENT TASK TWO

**KLA:** Technological and Applied Studies

**COURSE:** Stage 6 Preliminary Design and Technology

**Outcomes to be answered:**

- P1.1 examines design theory and practice, and considers the factors affecting designing and producing in design projects
- P2.1 identifies design and production processes in domestic, community, industrial and commercial settings
- P2.2 explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects

**TOPIC:** Designer Case Study and Textile Product

**Assessment task Number:** 2

**Time Allowed:** 8 weeks (plus 2 weeks holidays)

**Date Issued:**

**Due Date:**

**Weighting:** 25%

**Context for Task:**

*Many designers derive great pleasure from the products they create. Unfortunately technical, functional and commercial factors influence the nature of the final solution. This leads the designer to make compromises in an attempt to balance various needs of the work.*

**In order to undertake this task you will need to:**

**THEORY COMPONENT:**

Choose one Australian fashion designer complete the following questions:

- a) Identify the background of the designer:
  - Describe the designers chosen design area, identifying why they have chosen to work in this field (100 words)
  - Identify styles used and where the designer obtains their inspiration. (100 words)
  - Choose a particular PSE from the designer's collection and state the need or motivation for this design (50 words)
  - Identify any success or failures of the designer. Explain why the designer has been successful or unsuccessful (150 words)
- b) Describe the general design process undertaken by the designer. Identify the setting in which it was produced. (250 words)
- c) Identify FIVE factors that affect the designing and producing of their products / systems or environment (150 words)
- d) Explain the impact the designer's work has on the individual, society and the environment. Refer to any two of the following factors: (200 words)
  - Personal values
  - Cultural beliefs
  - Sustainability
  - Safety and health
  - Community needs
  - Individual needs
  - Equity

**PRACTICAL COMPONENT:**

*The key to success for many fashion designers is the expansion of their range from clothing to accessories, homewares or even children's clothing.*

- Design a FOUR piece accessories/homewares or children's clothing collection that compliments a current collection of your chosen fashion designer. These items must be textile-based. The design should be presented on ONE piece of A3 paper, rendered and outlined in black felt tip. The designs should have a heading and a summary of each piece should be below each item.
- Produce ONE of the pieces you have designed from your collection. This piece is to be produced at school and must be textile-based. Your pieces should clearly reflect the style of your chosen fashion design.

**You are required to submit for assessment purposes:**

- A detailed report containing the above information. This report should be presented as a formal piece of writing. (Paragraphs not point form.)
- The report should be word-processed using Times New Roman font size 12
- One and a half spacing should be used
- The report should be approximately 1000 words; maximum 1100 words. Penalties apply as per the school assessment policy for exceeding the word limit.
- Bibliography clearly displaying any resources used as per the format mentioned in the MSJ school diary.
- Four design ideas presented on ONE A3 page.
- A completed textile item

All information contained in this assessment must be the original work of each student or acknowledged according to the MSJ referencing standards. Penalties will occur for any work that has been plagiarised as outlined in the school Assessment Policy Handbook

## ASSESSMENT CRITERIA FOR TASK 2

### PART A

<b>P1.1: Examines design theory and practice, and considers the factors affecting designing and producing in design projects.</b>	<b>Mark</b>
<ul style="list-style-type: none"> <li>▪ <b>Comprehensive</b> identification and analysis of the background of an <b>Australian</b> fashion designer through:               <ul style="list-style-type: none"> <li>- <b>Explicit</b> description of the chosen design area, clearly identifying the reasons behind the chosen work field</li> <li>- <b>Thoroughly</b> describes the style used by the designer and <b>clearly</b> identifies their inspirations</li> <li>- <b>Comprehensively</b> analyses the need or motivation for their designs.</li> <li>- <b>Explicitly</b> describes any success or failures the designer has thoroughly explaining why the designer has been successful, or unsuccessful.</li> <li>- Research has been <b>thoroughly</b> supported by a <b>comprehensive</b> and <b>correctly</b> formatted bibliography</li> <li>-</li> </ul> </li> </ul>	16 – 20
<ul style="list-style-type: none"> <li>▪ <b>Detailed</b> identification and analysis of the background of an <b>Australian</b> fashion designer through:               <ul style="list-style-type: none"> <li>- <b>Detailed</b> description of the chosen design area, clearly identifying the reasons behind the chosen work field</li> <li>- <b>Clearly</b> describes the style used by the designer and identifies their inspirations</li> <li>- <b>Adequate</b> analysis of the need or motivation for their designs</li> <li>- <b>Briefly</b> describes any success or failures the designer has thoroughly explaining why the designer has been successful, or unsuccessful.</li> <li>- Research has been <b>adequately</b> supported by a <b>detailed</b> and <b>correctly</b> formatted bibliography</li> </ul> </li> </ul>	11 – 15
<ul style="list-style-type: none"> <li>▪ <b>Some</b> identification and or analysis of the background of an <b>Australian</b> fashion designer through:               <ul style="list-style-type: none"> <li>- <b>Concise</b> description of the chosen design area, identifying some reasons behind the chosen work field.</li> <li>- <b>Limited</b> description of the style used by the designer poorly identifies their inspirations</li> <li>- <b>Limited</b> analysis of the need or motivation for their designs</li> <li>- <b>Limited</b> explanation of why the designer is successful or unsuccessful.</li> <li>- Research has been supported by a <b>limited</b> and <b>poorly</b> formatted bibliography</li> </ul> </li> </ul>	6 – 10
<ul style="list-style-type: none"> <li>▪ <b>Limited</b> identification and or analysis of the background of the fashion designer through:               <ul style="list-style-type: none"> <li>- <b>Poor</b> description of the chosen design area, identifying few reasons behind the chosen work field.</li> <li>- <b>Little or no</b> description of the style used by the designer</li> <li>- <b>Little or no</b> description of the need or motivation for the design</li> <li>- <b>Poor</b> explanation of why the designer is successful or unsuccessful.</li> <li>- <b>Poor or incomplete</b> bibliography</li> <li>- The chosen designer is <b>not</b> Australian</li> </ul> </li> </ul>	0 - 5
	/20

**PART B:**

<b>P2.1: Identifies design and production processes in domestic, community, industrial and commercial settings.</b>	<b>Mark</b>
<ul style="list-style-type: none"> <li>▪ <b>Comprehensive</b> explanation of the design process undertaken by the <b>Australian</b> fashion designer through:               <ul style="list-style-type: none"> <li>- <b>Explicitly</b> identifying each of the stages of the design process</li> <li>- <b>Comprehensively</b> identifies the setting in which the product was produced making <b>clear</b> reference to domestic, community, industrial and commercial settings</li> <li>- Research has been thoroughly supported by <b>comprehensive</b> and <b>correctly</b> formatted bibliography</li> </ul> </li> </ul>	8 – 10
<ul style="list-style-type: none"> <li>▪ <b>Adequate</b> explanation of the design process undertaken by the <b>Australian</b> fashion designer.               <ul style="list-style-type: none"> <li>- <b>Clearly</b> identifies <b>some</b> of the stages of the design process</li> <li>- <b>Clearly</b> identifies the setting in which the product was produced making <b>some</b> reference to domestic, community, industrial and commercial settings</li> <li>- Research has been <b>adequately</b> supported by a <b>detailed</b> and <b>correctly</b> formatted bibliography</li> </ul> </li> </ul>	4 – 7
<ul style="list-style-type: none"> <li>▪ <b>Limited</b> explanation of the design process undertaken by the fashion designer.               <ul style="list-style-type: none"> <li>- <b>Poorly</b> identifies <b>very few</b> of the stages of the design process</li> <li>- <b>Poorly</b> identifies the setting in which the product was produced</li> <li>- <b>Poor or incomplete</b> bibliography</li> <li>- The chosen designer is <b>not</b> Australian</li> </ul> </li> </ul>	0 – 3
	/10

**PART C:**

<b>P1.1: Examines design theory and practice, and considers the factors affecting designing and producing in design projects.</b>	<b>Mark</b>
<ul style="list-style-type: none"> <li>▪ <b>Comprehensive</b> identification and analysis of the factors that affect design through:               <ul style="list-style-type: none"> <li>- <b>Explicit</b> description of at least five factors of design clearly outlining the definition of the factor and thoroughly explains how each factor affects the <b>Australian</b> fashion designer’s design process.</li> <li>- Research has been thoroughly supported by <b>comprehensive</b> and <b>correctly</b> formatted bibliography</li> </ul> </li> </ul>	8 - 10
<ul style="list-style-type: none"> <li>▪ <b>Adequate</b> identification and analysis of the factors that affect design through:               <ul style="list-style-type: none"> <li>- <b>Simple</b> description of three to five factors of design clearly outlining the definition of the factor and thoroughly explains how each factor affects the <b>Australian</b> fashion designer’s design process.</li> <li>- Research has been <b>adequately</b> supported by a <b>detailed</b> and <b>correctly</b> formatted bibliography</li> </ul> </li> </ul>	4 – 7
<ul style="list-style-type: none"> <li>▪ <b>Limited</b> identification and or analysis of factors that affect design through:               <ul style="list-style-type: none"> <li>- <b>Poor</b> description of the factors that affect design providing little or no of definitions or descriptions of how each factor affects the designer's design process.</li> <li>- <b>Poor or incomplete</b> bibliography</li> <li>- The chosen designer is <b>not</b> Australian</li> </ul> </li> </ul>	0 – 3
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**PART D:**

P2.2: Explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects.	Mark
<ul style="list-style-type: none"> <li>▪ <b>Comprehensively</b> explains the impact the <b>Australian</b> fashion designer’s work has on the individual, society and the environment making <b>explicit</b> reference to two social or environmental factors.</li> <li>▪ Research has been thoroughly supported by <b>comprehensive</b> and <b>correctly</b> formatted bibliography</li> </ul>	8 – 10
<ul style="list-style-type: none"> <li>▪ <b>Adequately</b> explains the impact the <b>Australian</b> fashion designer’s work has on the individual, society and the environment making <b>concise</b> reference to one or two social or environmental factors.</li> <li>▪ Research has been <b>adequately</b> supported by a <b>detailed</b> and <b>correctly</b> formatted bibliography</li> </ul>	4 – 7
<ul style="list-style-type: none"> <li>▪ <b>Limited</b> explanation of the impact the designer’s work has on the individual, society and the environment making <b>poor</b> reference to one or two social or environmental factors.</li> <li>▪ <b>Poor or incomplete</b> bibliography</li> <li>▪ The chosen designer is <b>not</b> Australian</li> </ul>	0 – 3
	/10

**PRACTICAL COMPONENT:**

P1.1: Examines design theory and practice, and considers the factors affecting designing and producing in design projects.	Mark
<ul style="list-style-type: none"> <li>• Presents <b>FOUR highly creative</b> design ideas centred on <b>ONE</b> area either accessories/homewares or children's clothing.</li> <li>• Each design <b>explicitly</b> compliments a current collection of your chosen fashion designer.</li> <li>• All items are textile-based, <b>creatively</b> presented on A3 paper and are <b>professionally</b> rendered and outlined in black felt tip.</li> <li>• Each design is <b>comprehensively</b> explained.</li> <li>• Completes a <b>highly creative</b> textile-based product which <b>explicitly</b> reflects a collection of your chosen fashion designer.</li> <li>• <b>Highly accomplished</b> manufacturing methods used.</li> <li>• The finished product has a <b>highly professional</b> finish.</li> </ul>	12 -15
<ul style="list-style-type: none"> <li>• Presents <b>THREE -FOUR</b> creative design ideas centred around <b>ONE</b> area either accessories/homewares or children's clothing.</li> <li>• Each design <b>compliments</b> a current collection of your chosen fashion designer.</li> <li>• All items are textile-based, presented on A3 paper and are rendered and outlined in black felt tip.</li> <li>• Each design is <b>thoroughly</b> explained.</li> <li>• Completes a <b>creative</b> textile-based product which <b>clearly</b> reflects a collection of your chosen fashion designer.</li> <li>• <b>Accomplished</b> manufacturing methods used.</li> <li>• The product has a <b>professional</b> finish.</li> </ul>	9 – 11
<ul style="list-style-type: none"> <li>• Presents <b>ONE -FOUR</b> design ideas centred around <b>ONE</b> area either accessories/homewares or children's clothing.</li> <li>• Each design reflects <b>some</b> element of a current collection of your chosen fashion designer.</li> <li>• <b>Most</b> items are textile-based, presented on A3 paper and <b>may/may not</b> be rendered or outlined.</li> <li>• Each design is <b>simply</b> explained.</li> </ul>	5 - 8

<ul style="list-style-type: none"> <li>• Completes a <b>simple</b> textile-based product which reflects a collection of your chosen fashion designer.</li> <li>• <b>Simplistic</b> manufacturing methods used.</li> <li>• The product has a <b>semi-professional</b> finish.</li> </ul>	
<ul style="list-style-type: none"> <li>• Presents <b>basic</b> design ideas.</li> <li>• The inspiration for each design is <b>not</b> clear.</li> <li>• <b>Most</b> items are textile-based, presented on A3 paper and <b>may/may not</b> be rendered or outlined.</li> <li>• <b>Not</b> all designs have been explained.</li> <li>• Textile based product is <b>incomplete</b>. <b>Poor</b> manufacturing methods used.</li> </ul>	0 – 4

**TOTAL: /65**

**Comments:**

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## ASSESSMENT TASK THREE

**KLA:** Technological and Applied Studies

**COURSE:** Stage 6 Preliminary Design and Technology

P4.1 uses design processes in the development and production of design solutions to meet identified needs and opportunities

P4.3 evaluates the processes and outcomes of designing and producing

P5.1 uses a variety of management techniques and tools to develop design projects

P5.2 communicates ideas and solutions using a range of techniques

P5.3 uses a variety of research methods to inform the development and modification of design ideas

P6.1 investigates a range of manufacturing and production processes and relates these to aspects of design projects

**TOPIC:** Individual design project

**Assessment task Number:** 3

**Time Allowed:** 9 weeks (plus two weeks holidays)

**Date Issued:**

**Due Date:**

**Weighting:** 35%

**Context for Task:**

Students will soon begin working on their Year 12 HSC Major Design Project. It is an advantage to be experienced in a variety of technologies. To assist this, students will be working with timber technologies to complete their final preliminary design project.

**In order to undertake this task you will need to:**

*Design brief:* Design and produce a product using a timber pallet and scrap timber from the school workshop.

**Constraints:**

- You must use part or the entire timber pallet provided.
- This is an individual project to be completed at school

**You are required to submit for assessment purposes:**

- Completed product
- Completed design portfolio (using folio guide provided by the teacher)

**ASSESSMENT CRITERIA FOR TASK 3.**

**PROJECT PROPOSAL AND PROJECT MANAGEMENT:**

<b>P5.1:</b> uses a variety of management techniques and tools to develop design projects	<b>Mark</b>
<ul style="list-style-type: none"> <li>▪ Uses a <b>variety</b> of management techniques and tools to develop a <b>quality</b> design project through the completion of the Project Proposal and Project Management which:               <ul style="list-style-type: none"> <li>- <b>Explicitly</b> formulates a design situation that satisfies the design brief</li> <li>- Describes relevant areas of investigation which relate <b>clearly</b> to the need and provide <b>clear direction</b> for further action</li> <li>- Establishes and <b>analyses</b> appropriate criteria to evaluate the success of the project</li> <li>- <b>Formulates</b> and evaluates <b>well-documented</b> action, time and finance plans through the use of a variety of tools such as word processing and the use of spreadsheets</li> </ul> </li> </ul>	13 - 15
<ul style="list-style-type: none"> <li>▪ Uses a <b>variety</b> of management techniques and tools to develop a <b>quality</b> design project through the completion of the Project Proposal and Project Management which <b>satisfactorily</b>:               <ul style="list-style-type: none"> <li>- <b>Clearly</b> formulates a design situation that satisfies the design brief</li> <li>- Describes <b>some relevant</b> areas of investigation in relation to the need providing <b>some direction</b> for further action</li> <li>- Describes <b>appropriate</b> criteria to evaluate the success of the project providing <b>little analysis</b></li> <li>- <b>Formulates</b> action, time and finance plans providing <b>some</b> evidence of evaluation through the use of some tools such as word processing</li> </ul> </li> </ul>	9 - 12
<ul style="list-style-type: none"> <li>▪ Uses <b>some</b> management techniques and tools to develop a quality design project through the completion of the Project Proposal and Project Management which <b>simply</b>:               <ul style="list-style-type: none"> <li>- States a <b>simple</b> design situation that satisfies some components of the design brief</li> <li>- Lists <b>one or two</b> areas of investigation which <b>may or may not</b> relate to the need</li> <li>- Briefly describes criteria to evaluate the success of the project providing <b>no analysis</b></li> <li>- Formulates <b>simple</b> action and/or time and/or finance</li> </ul> </li> </ul>	5- 8
<ul style="list-style-type: none"> <li>▪ Uses <b>few</b> management techniques and tools to develop a design project through the part completion of the Project Proposal and Project Management which <b>minimally</b>:               <ul style="list-style-type: none"> <li>- States a design situation <b>without clarity</b></li> <li>- Names an area of investigation</li> <li>- Briefly describes criteria to evaluate the success of the project of which may be <b>irrelevant</b> to the need of the project</li> <li>- <b>Poor</b> evidence of action, time or finance planning</li> </ul> </li> </ul>	0 – 4
	/15

**PROJECT DEVELOPMENT AND REALISATION:**

P5.3 uses a variety of research methods to inform the development and modification of design ideas	Mark
<ul style="list-style-type: none"> <li>▪ Uses a <b>wide</b> variety of research methods to provide evidence of the development and modification of ideas through <b>creative</b> ideas generation and consideration of design factors:               <ul style="list-style-type: none"> <li>- Demonstrates the application of <b>high creativity</b> in the generation of ideas</li> <li>- <b>Explicitly</b> explores and <b>analyses</b> existing ideas</li> <li>- <b>Critically analyses</b> and applies a <b>wide</b> range of design factors relevant to the project</li> <li>- Conducts suitable market research, <b>explicitly</b> documenting research of TWO areas of investigation</li> </ul> </li> </ul>	8 - 10
<ul style="list-style-type: none"> <li>▪ Uses research methods to provide <b>some</b> evidence of the development and modification of ideas through ideas generation and consideration of <b>some</b> design factors:               <ul style="list-style-type: none"> <li>- Demonstrates the application of <b>some creativity</b> in the generation of ideas</li> <li>- Outlines existing ideas <b>without analysis</b></li> <li>- <b>Describes some</b> design factors relevant to the project</li> <li>- Conducts <b>some</b> market research, researching ONE to TWO areas of investigation</li> </ul> </li> </ul>	5 - 7
<ul style="list-style-type: none"> <li>▪ Uses <b>some</b> research methods to provide <b>some</b> evidence of the development and modification of ideas through ideas generation and consideration of <b>some</b> design factors:               <ul style="list-style-type: none"> <li>- Demonstrates <b>minimal creativity</b> in the generation of ideas</li> <li>- Provides <b>minimal or no description</b> of existing products</li> <li>- Provides <b>limited</b> evidence of design factors, <b>few</b> which are relevant to the project</li> <li>- Conducts <b>irrelevant</b> market research</li> </ul> </li> </ul>	0 – 4
	/10

P5.2 communicates ideas and solutions using a range of techniques	Mark
<ul style="list-style-type: none"> <li>▪ <b>Successfully</b> demonstrates a range of appropriate <b>quality</b> communication and presentation techniques throughout the completion of:               <ul style="list-style-type: none"> <li>- a <b>wide</b> range of conceptual development sketches</li> <li>- <b>2</b> initial design ideas: <b>coloured and labelled</b> providing a <b>PMI</b> for each design</li> <li>- <b>Highly detailed technical</b> drawing of the final solution <b>clearly outlining</b> construction techniques and measurements.</li> </ul> <p><i>Students may achieve 8 - 10 marks as indicated above OR by satisfying a combination of the criteria for other mark ranges.</i></p> </li> </ul>	8 – 10
<ul style="list-style-type: none"> <li>▪ <b>Demonstrates some</b> communication and presentation techniques in the completion of:               <ul style="list-style-type: none"> <li>- A <b>range</b> of conceptual development sketches</li> <li>- <b>1 - 2</b> initial design ideas: <b>coloured and or labelled</b> providing <b>simple</b> evaluation</li> <li>- <b>Simple</b> drawing of the final solution outlining <b>some</b> construction techniques and measurements.</li> </ul> <p><i>Students may achieve 5 - 7 marks as indicated above OR by satisfying a combination of the criteria for other mark ranges.</i></p> </li> </ul>	5 – 7
<ul style="list-style-type: none"> <li>▪ <b>Demonstrates poor</b> and or <b>minimal</b> communication and presentation techniques through the partial completion of:               <ul style="list-style-type: none"> <li>- <b>Few</b> conceptual development sketches</li> <li>- <b>0 - 2</b> initial design ideas: <b>coloured and or labelled</b> providing little to no evaluation</li> <li>- <b>Poor</b> drawing of the final solution <b>does not</b> construction techniques and measurements.</li> </ul> <p><i>Students may achieve 0 - 4 marks as indicated above OR by satisfying a combination of the criteria for other mark ranges.</i></p> </li> </ul>	0 – 4
	/10

P6.1 investigates a range of manufacturing and production processes and relates these to aspects of design projects	Mark
<ul style="list-style-type: none"> <li>▪ <b>Critically</b> analyse how the practices undertaken in the design and construction of the PSE relates to a similar design in a commercial or industrial setting through:               <ul style="list-style-type: none"> <li>- <b>Explicitly</b> identifies the materials, tools and techniques used in each production, <b>evaluating</b> why they were similar or different.</li> <li>- <b>Clearly</b> identifies the <b>similarities</b> and <b>differences</b> in the two production processes. (The process you have undertaken compared to the one that you have researched.)</li> <li>- <b>Explicitly</b> explains how the safe working practices of each design differ.</li> </ul> </li> </ul>	5
<ul style="list-style-type: none"> <li>▪ Analyse how the practices undertaken in the design and construction of the PSE relates to a similar design in a commercial or industrial setting through:               <ul style="list-style-type: none"> <li>- Identifies the materials, tools and techniques used in each production, <b>simply</b> explaining why they were similar or different.</li> <li>- Identifies some of the <b>similarities</b> and <b>differences</b> in the two production processes. (The process you have undertaken compared to the one that you have researched.)</li> <li>- <b>Simply</b> explains how the safe working practices of each design differ.</li> </ul> </li> </ul>	3 – 4
<ul style="list-style-type: none"> <li>▪ Analyse how the practices undertaken in the design and construction of the PSE relates to a similar design in a commercial or industrial setting through:               <ul style="list-style-type: none"> <li>- Identifying few materials, tools and techniques used in each production, <b>without</b> explanation</li> <li>- <b>Poorly</b> identifies some/few of the <b>similarities</b> and <b>differences</b> in the two production processes. (The process you have undertaken compared to the one that you have researched.)</li> <li>- <b>Poorly</b> explains how the safe working practices of each design differ.</li> </ul> </li> </ul>	0 – 2
	/5

<b>P4.1: uses design processes in the development and production of design solutions to meet identified needs and opportunities</b>	<b>Mark</b>
<ul style="list-style-type: none"> <li>▪ Uses appropriate design processes to develop a design solution to meet identified needs and opportunities through:               <ul style="list-style-type: none"> <li>- <b>Justifies</b> the selection and use of resources in the idea development of the design project.</li> <li>- <b>Successfully</b> completes <b>relevant</b> WHS testing before commencing production</li> <li>- Performs relevant testing of proposed design solution, <b>comparing results with a set safety standard.</b></li> <li>- Applies a <b>wide</b> range of <b>quality</b> practical skills in the area of timber technology.</li> <li>- <b>Successfully</b> producing a <b>high-quality</b> working product which <b>explicitly</b> satisfies the design brief.</li> <li>- Applies <b>high-quality</b> appropriate finishes to the PSE</li> </ul> </li> </ul> <p><i>Students may achieve 17 - 20 marks as indicated above OR by satisfying a combination of the criteria for other mark ranges.</i></p>	17 – 20
<ul style="list-style-type: none"> <li>▪ Uses appropriate design processes to develop a design solution to meet identified needs and opportunities through:               <ul style="list-style-type: none"> <li>- <b>Explains</b> the selection and use of resources in the idea development of the design project.</li> <li>- Completes WHS testing before commencing production.</li> <li>- Performs testing of proposed design solution, making <b>some</b> comparison of results with a set safety standard</li> <li>- Applies a <b>wide</b> range of practical skills in the area of timber technology.</li> <li>- Producing a <b>good quality</b> working product which satisfies the design brief.</li> <li>- Applies <b>quality</b> appropriate finishes to the PSE</li> </ul> </li> </ul> <p><i>Students may achieve 12- 16 marks as indicated above OR by satisfying a combination of the criteria for other mark ranges.</i></p>	12 – 16
<ul style="list-style-type: none"> <li>▪ Uses few design processes to develop a design solution to meet identified needs and opportunities through:               <ul style="list-style-type: none"> <li>- <b>Briefly explains</b> the selection and use of resources in the idea development of the design project.</li> <li>- Completes WHS testing <b>numerous times</b> before commencing production.</li> <li>- Performs limited testing of a proposed design solution, making <b>little</b> comparison of results with a set safety standard.</li> <li>- Applies minimal practical skills in the area of timber technology.</li> <li>- Producing a <b>simplicistic</b> product which may <b>not clearly</b> satisfy the design brief.</li> <li>- Applies <b>some</b> finishes to the PSE.</li> </ul> </li> </ul> <p><i>Students may achieve 6 - 11marks as indicated above OR by satisfying a combination of the criteria for other mark ranges.</i></p>	6 - 11
<ul style="list-style-type: none"> <li>▪ Uses few design processes to develop a design solution to meet identified needs and opportunities through:               <ul style="list-style-type: none"> <li>- <b>Poorly explains</b> the selection and use of resources in the idea development of the design project</li> <li>- Completes WHS testing <b>numerous times</b> before commencing production</li> <li>- Performs <b>little/no</b> testing of proposed design solution, making <b>no</b> comparison of results with a set safety standard</li> <li>- Applies <b>poor</b> practical skills in the area of timber technology.</li> <li>- Producing an <b>unfinished</b> product which <b>does not satisfy</b> the design brief.</li> <li>- Applies <b>poor quality</b> finishes to the PSE.</li> </ul> </li> </ul> <p><i>Students may achieve 0 - 5 marks as indicated above OR by satisfying a combination of the criteria for other mark ranges.</i></p>	0 - 5
	/20

**EVALUATION:**

P4.3 evaluates the processes and outcomes of designing and producing	Mark
<ul style="list-style-type: none"> <li>- <b>Critically evaluates</b> all aspects of the design project throughout its <b>entire</b> development</li> <li>- <b>Analyses and critically</b> evaluates the functional and aesthetic aspects of the design project</li> <li>- <b>Critically analyses</b> the design project using the criteria to evaluate success.</li> <li>- <b>Constructively</b> evaluates personal progress in an <b>in-depth</b> evaluation.</li> </ul>	9 – 10
<ul style="list-style-type: none"> <li>- <b>Evaluates most</b> aspects of the design project throughout its <b>entire</b> development</li> <li>- <b>Explains</b> the functional and aesthetic aspects of the design project</li> <li>- <b>Compares</b> the design project using the criteria to evaluate success.</li> <li>- <b>Usefully</b> evaluates personal progress in an <b>in-depth</b> reflection.</li> </ul>	6 - 8
<ul style="list-style-type: none"> <li>- <b>Describes</b> with <b>little</b> evaluation of the success of several aspects of the design project</li> <li>- <b>Describes</b> a functional and/or aesthetic aspect of the design project</li> <li>- <b>Checks</b> the design project against <b>some</b> of the criteria to evaluate success, <b>without explanation</b></li> <li>- Provides a <b>limited</b> reflection of personal progress through the project.</li> </ul>	3 - 5
<ul style="list-style-type: none"> <li>- <b>Describes without</b> evaluation of the success of several aspects of the design project</li> <li>- <b>Names</b> a functional or aesthetic aspect of the design project</li> <li>- <b>Does not clearly</b> relate the design project to the criteria to evaluate success</li> <li>- Provides a <b>poor</b> reflection of personal progress through the project.</li> </ul>	0 – 2
	/ 10

**TOTAL: /70**

**Comments:**

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## ASSESSMENT TASK ONE

**KLA:** Technological and Applied Studies

**COURSE:** Stage 6 Preliminary Design and Technology

P3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing

P4.2 uses resources effectively and safely in the development and production of design solutions

P4.3 evaluates the processes and outcomes of designing and producing

P5.1 uses a variety of management techniques and tools to develop design projects

P5.2 communicates ideas and solutions using a range of techniques

P5.3 uses a variety of research methods to inform the development and modification of design ideas

P6.2 evaluates and uses computer-based technologies in designing and producing

**TOPIC:** Collaborative design project and portfolio

**Assessment task Number:** 1

**Time Allowed:** 8 weeks

**Date Issued:**

**Due Date:**

**Weighting:** 25%

**Context for Task:**

The development of a sense of teamwork enables companies to operate effectively and productively. By working in collaboration, designers can approach design activities in creative and innovative ways.

**In order to undertake this task you will need to:**

Design Brief: In design groups of three, choose a charitable group/ organisation. Design an event/ day to promote your chosen charity.

Your design team will need to complete the following:

PART A: (This will be broken down as shown below)

- Outline the chosen charity/organisation; identify the group's reasons for promoting this cause. If you are revamping an existing campaign, what will you be doing?
- Describe the event/ day to promote the charity/organisation. Identify the theme/inspiration behind the event. Create a Pinterest page outlining your inspiration/concept for the event/day.
- Design a logo/symbol/slogan which will appear on all correspondence.
- Design some type of merchandise that could be sold.
- Design a business card, flyer, invitation and poster advertising the event/charity.
- Create a run sheet for the event/day outlining the logistics of the event including the WHS procedures, location etc.
- Create a proposed costing for the event/day.

PART B:

- Design Portfolio following the outline in the Design folio booklet

PART C:

- A personal reflection outlining how you and your group have worked collaboratively giving specific examples.

Person 1	Person 2	Person 3
<ul style="list-style-type: none"> <li>- Outline the chosen charity/organisation; identify the group's reasons for promoting the cause. If you are revamping an existing campaign, what will you be doing?</li> <li>- Design some type of merchandise that could be sold.</li> <li>- Create a proposed costing for the event/day.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the event/day to promote the charity/organisation. Identify the theme/inspiration behind the event. Create a Pinterest page outlining your inspiration/concept for the event/day.</li> <li>- Design a business card, flyer, invitation and poster advertising the event/charity.</li> </ul>	<ul style="list-style-type: none"> <li>- Design a logo/symbol/slogan which will appear on all correspondence.</li> <li>- Create a run sheet for the event/day outlining the logistics of the event including the WHS procedures, location, staff roles, emergency evacuation.</li> </ul>

**You are required to submit for assessment purposes:**

- Part A – (Your chosen part.)
- Part B - Completed design portfolio (one per person.)
- Part C- personal reflection

### **MALPRACTICE STATEMENT**

Malpractice is any form of plagiarism, cheating or dishonesty. Plagiarism is the same as cheating. It means taking another person's ideas or words and passing them off as your own.

When you use a direct quotation from another piece of work, you must enclose it with quotation marks and provide bibliographical details. You must also provide bibliographical details if you simply paraphrase, that is, express another person's ideas in your own words.

You will be given a zero if you plagiarise another person's work or are involved with any malpractice incidents. The zero mark will be awarded no matter how much plagiarism has occurred. Plagiarism and other forms of malpractice are obvious to an experienced marker and it is not up to the marker to provide proof.

**ASSESSMENT CRITERIA FOR TASK 1:**

**PROJECT PROPOSAL AND PROJECT MANAGEMENT:**

<b>P5.1:</b> uses a variety of management techniques and tools to develop design projects	<b>Mark</b>
<ul style="list-style-type: none"> <li>▪ Uses a <b>variety</b> of management techniques and tools to develop a <b>quality</b> design project through the completion of the Project Proposal which <b>explicitly</b>:               <ul style="list-style-type: none"> <li>- Identifies and provides a <b>detailed</b> exploration of the needs for the development of the project <b>explicitly</b> identifying the purpose and motivation for the project</li> <li>- Describes relevant areas of investigation which relate <b>clearly</b> to the need and provide <b>clear direction</b> for further action</li> <li>- Establishes and <b>analyses</b> appropriate criteria to evaluate the success of the project</li> <li>- <b>Formulates</b> and evaluates <b>well-documented</b> action, time plans</li> </ul> </li> </ul>	13 - 15
<ul style="list-style-type: none"> <li>▪ Uses a <b>variety</b> of management techniques and tools to develop a <b>quality</b> design project through the completion of the Project Proposal which <b>satisfactorily</b>:               <ul style="list-style-type: none"> <li>- Identifies and provides an exploration of the needs for the development of the project <b>clearly</b> identifying the purpose and motivation for the project</li> <li>- Describes <b>some relevant</b> areas of investigation in relation to the need providing <b>some direction</b> for further action</li> <li>- Describes <b>appropriate</b> criteria to evaluate the success of the project providing <b>little analysis</b></li> <li>- <b>Formulates</b> action, time and plans providing <b>some</b> evidence of evaluation</li> </ul> </li> </ul>	9 – 12
<ul style="list-style-type: none"> <li>▪ Uses <b>some</b> management techniques and tools to develop a quality design project through the completion of the Project Proposal which <b>simply</b>:               <ul style="list-style-type: none"> <li>- States a need for the project providing <b>limited</b> exploration</li> <li>- Lists <b>one or two</b> areas of investigation which <b>may or may not</b> relate to the need</li> <li>- Briefly describes criteria to evaluate the success of the project providing <b>no analysis</b></li> <li>- Formulates <b>simple</b> action and/or time plans</li> </ul> </li> </ul>	5 – 8
<ul style="list-style-type: none"> <li>▪ Uses <b>few</b> management techniques and tools to develop a design project through the part completion of the Project Proposal which <b>minimally</b>:               <ul style="list-style-type: none"> <li>- States a need for the project <b>without clarity</b></li> <li>- Names an area of investigation</li> <li>- Briefly describes criteria to evaluate the success of the project of which may be <b>irrelevant</b> to the need of the project</li> <li>- <b>Poor</b> evidence of action, time planning</li> </ul> </li> </ul>	0 – 4
	/15

## PROJECT DEVELOPMENT AND REALISATION:

P5.3 uses a variety of research methods to inform the development and modification of design ideas	Mark
<ul style="list-style-type: none"> <li>▪ Uses a <b>wide</b> variety of research methods to provide evidence of the development and modification of ideas by:               <ul style="list-style-type: none"> <li>- <b>Explicitly</b> explores and <b>analyses</b> ONE area of investigation providing <b>comprehensive</b> conclusions as to how the research has assisted the project.</li> </ul> </li> </ul>	4 - 5
<ul style="list-style-type: none"> <li>▪ Uses research methods to provide <b>some</b> evidence of the development and modification of ideas by:               <ul style="list-style-type: none"> <li>- Describing ONE area of investigation providing <b>satisfactory</b> conclusions as to how the research has assisted the project.</li> </ul> </li> </ul>	2 - 3
<ul style="list-style-type: none"> <li>▪ Uses <b>some</b> research methods to provide <b>some</b> evidence of the development and modification of ideas by:               <ul style="list-style-type: none"> <li>- Provides <b>minimal or no description</b> of an area of investigation providing <b>little or no</b> conclusions as to how the research has assisted the project.</li> </ul> </li> </ul>	0 – 1
	/5

P3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing	Mark
<ul style="list-style-type: none"> <li>▪ Investigates and experiments with a variety of collaborative management techniques:               <ul style="list-style-type: none"> <li>- Providing a <b>detailed</b> reflection <b>clearly discussing</b> how you and your design team <b>employed collaboration</b> and other <b>teamwork strategies</b>. Giving <b>specific</b> examples of how you have used these strategies and why or why not they were successful. Through the teacher's observation, it is obvious that you have been proactive in your ability to work with others and solve problems.</li> </ul> </li> </ul>	8 – 10
<ul style="list-style-type: none"> <li>▪ Investigates and experiments with some collaborative management techniques:               <ul style="list-style-type: none"> <li>- Providing a <b>satisfactory</b> reflection discussing how you and your design team <b>employed collaboration</b> and other <b>teamwork strategies</b>. Giving <b>some</b> examples of how you have used these strategies and why or why not they were successful. Through the teacher's observation, it is obvious that you have <b>employed some collaboration</b> and other <b>teamwork strategies</b>. You have been proactive in your ability to work with others and solve problems.</li> </ul> </li> </ul>	4 – 7
<ul style="list-style-type: none"> <li>▪ Investigates and experiments with a few collaborative management techniques:               <ul style="list-style-type: none"> <li>- Providing a <b>poor/incomplete</b> reflection which does not outline how you and your design team <b>employed collaboration</b> and other <b>teamwork strategies</b>. Through the teacher's observation, it is obvious that you have <b>not interacted well</b> with the other members of your team. You need to employ more collaboration and teamwork strategies when working with others. Please be more proactive.</li> </ul> </li> </ul>	0 – 3
	/10

P5.2 communicates ideas and solutions using a range of techniques	Mark
<ul style="list-style-type: none"> <li>▪ <b>Successfully</b> demonstrates a range of appropriate <b>quality</b> communication and presentation techniques throughout the completion of the design folio</li> </ul>	4 – 5
<ul style="list-style-type: none"> <li>▪ <b>Demonstrates some</b> communication and presentation techniques in the design folio</li> </ul>	2 – 3
<ul style="list-style-type: none"> <li>▪ <b>Demonstrates poor</b> and or <b>minimal</b> communication and presentation techniques in the design folio</li> </ul>	0 – 1
	/5

P4.2 uses resources effectively and safely in the development and production of design solutions	Mark
<ul style="list-style-type: none"> <li>▪ Uses a range of resources effectively and safely when developing and producing the design project: <ul style="list-style-type: none"> <li>– <b>Justifies</b> the selection and use of resources in the idea development of the design project</li> <li>– Applies a <b>wide range</b> of high-quality practical skills in the <b>successful</b> production of <b>one</b> of the following: <ul style="list-style-type: none"> <li>– <b>Comprehensively</b> outlines the chosen charity/organisation, <b>explicitly</b> identifies the groups reasons for promoting the cause.</li> <li>– Presents a <b>highly creative</b> merchandise design, which will clearly enhance the public’s understanding of the charity/organisation.</li> <li>– Presents a <b>highly comprehensive</b> proposed costing for the event/day. <b>Comprehensively</b> describes the event/day to promote the charity/organisation including the theme/inspiration behind the event. <b>Creatively expresses</b> the group’s inspiration through a <b>comprehensive</b> Pinterest page. Design a highly creative business card, flyer, invitation and poster advertising the event/charity. All designs are uniform and have a central theme.</li> <li>– <b>Comprehensively</b> designs a logo/symbol/slogan which will appear on all correspondence. The logo makes a <b>clear connection</b> with the charity/organisation.</li> <li>– Creates a <b>highly comprehensive</b> run sheet for the event/day <b>explicitly</b> outlining the logistics of the event including the WHS procedures, location, staffing and evacuation plans.</li> </ul> </li> </ul> </li> </ul>	11 – 15
<ul style="list-style-type: none"> <li>▪ Uses resources effectively and safely when developing and producing the design project: <ul style="list-style-type: none"> <li>- <b>Explains</b> the selection and use of resources in the idea development of the design project</li> <li>- Applies a <b>range</b> of practical skills in the production of <b>one</b> of the following: <ul style="list-style-type: none"> <li>- <b>Competently</b> outlines the chosen charity/organisation, identifies the group's reasons for promoting the cause.</li> <li>- Presents a <b>creative</b> merchandise design, which will clearly enhance the public’s understanding of the charity/organisation.</li> <li>- Presents <b>simplistic</b> proposed costing for the event/day. <b>Thoroughly</b> describes the event/day to promote the charity/organisation including the theme/inspiration behind the event. Expresses the group’s inspiration through a <b>simplistic</b> Pinterest page. Design a <b>creative</b> business card, flyer, invitation and poster advertising the event/charity. <b>Most</b> designs are uniform and have a central theme.</li> </ul> </li> <li>OR</li> <li>- Designs a <b>creative</b> logo/symbol/slogan which will appear on all correspondence. The logo makes a <b>connection</b> with the charity/organisation.</li> <li>- Creates a <b>clear</b> run sheet for the event/day <b>thoroughly</b> outlining the logistics of the event including the WHS procedures, location, staffing and evacuation plans.</li> </ul> </li> </ul>	5 - 10
<ul style="list-style-type: none"> <li>• Uses resources when developing and producing the design project: <ul style="list-style-type: none"> <li>- Lists a <b>few</b> resources used in the design project</li> <li>- Applies <b>minimal</b> practical skills in the production of <b>one</b> of the following: <ul style="list-style-type: none"> <li>- Outlines the chosen charity/organisation, <b>providing little explanation</b> of the group’s reasons for promoting the cause.</li> <li>- Presents a <b>basic</b> merchandise design.</li> <li>- Presents a <b>poorly</b> proposed costing for the event/day.</li> </ul> </li> <li>OR</li> <li><b>Poorly</b> describes the event/day to promote the charity/organisation <b>does not clearly</b> identify the theme/inspiration behind the event. Expresses the group’s inspiration through an <b>incomplete</b> Pinterest page. Designs a <b>simplistic</b> business card, flyer, invitation and poster advertising the event/charity. <b>There is no uniformity or central theme.</b></li> <li>OR</li> <li>- Designs a <b>simplistic/incomplete</b> logo/symbol/slogan which will appear on all correspondence. The logo makes little <b>connection</b> with the charity/organisation.</li> </ul> </li> </ul>	0 – 4
<ul style="list-style-type: none"> <li>- Creates a run sheet for the event/day <b>poorly</b> outlining the logistics of the event.</li> </ul>	/ 15

<b>P6.2 evaluates and uses computer-based technologies in designing and producing</b>	<b>Mark</b>
<ul style="list-style-type: none"> <li>▪ <b>Explicitly</b> evaluates and uses a range of computer-based technologies in designing and producing the PSE in all of the following areas: <ul style="list-style-type: none"> <li>- modelling</li> <li>- research</li> <li>- simulation and graphics</li> <li>- communication</li> <li>- presentation.</li> </ul> </li> </ul> Providing a detailed evaluation of the use of computer-based technologies in the above areas.	8 – 10
<ul style="list-style-type: none"> <li>▪ <b>Evaluates</b> and uses a range of computer-based technologies in designing and producing the PSE in three of the following areas: <ul style="list-style-type: none"> <li>- modelling</li> <li>- research</li> <li>- simulation and graphics</li> <li>- communication</li> <li>- presentation.</li> </ul> </li> </ul> Providing an evaluation of the use of computer-based technologies in the above areas.	4 – 7
<ul style="list-style-type: none"> <li>▪ <b>Poorly</b> evaluates and uses a range of computer-based technologies in designing and producing the PSE in one or two of the following areas: <ul style="list-style-type: none"> <li>- modelling</li> <li>- research</li> <li>- simulation and graphics</li> <li>- communication</li> <li>- presentation.</li> </ul> </li> </ul> Providing a poor evaluation of the use of computer-based technologies in the above areas.	0 – 3
	/10

#### **EVALUATION:**

<b>P4.3 evaluates the processes and outcomes of designing and producing</b>	<b>Mark</b>
<ul style="list-style-type: none"> <li>- <b>Critically evaluates</b> all aspects of the design project throughout its <b>entire</b> development</li> <li>- <b>Analyses and critically</b> evaluates the functional and aesthetic aspects of the design project.</li> <li>- <b>Critically analyses</b> the design project using the criteria to evaluate success.</li> <li>- <b>Critically evaluates</b> the collaboration of the design team through <b>a highly detailed</b> personal reflection. Provides <b>explicit</b> examples.</li> </ul>	9 – 10
<ul style="list-style-type: none"> <li>- <b>Evaluates most</b> aspects of the design project throughout its <b>entire</b> development.</li> <li>- <b>Explains</b> the functional and aesthetic aspects of the design project.</li> <li>- <b>Compares</b> the design project using the criteria to evaluate success.</li> <li>- <b>Evaluates</b> the collaboration of the design team through <b>a detailed</b> personal reflection. Provides examples.</li> </ul>	6 – 8
<ul style="list-style-type: none"> <li>- <b>Describes</b> with <b>little</b> evaluation of the success of several aspects of the design project.</li> <li>- <b>Describes</b> a functional and/or aesthetic aspect of the design project.</li> <li>- <b>Checks</b> the design project against <b>some</b> of the criteria to evaluate success, <b>without explanation</b></li> </ul>	3 – 5
<ul style="list-style-type: none"> <li>- <b>Describes without</b> evaluation of the success of several aspects of the design project</li> <li>- <b>Names</b> a functional or aesthetic aspect of the design project</li> <li>- <b>Does not clearly</b> relate the design project to the criteria to evaluate success</li> </ul>	0 – 2
	/ 10

**TOTAL: /70**

**Comments:**

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# YEAR 11 ASSESSMENT TASK COVER SHEET

**UNIT:** Illuminate

**TEACHER:**

**DATE OF ISSUE:**

**DUE DATE:**

**TASK NUMBER:**

**WEIGHTING:**

**PROCEDURE FOR SUBMISSION/COMPLETION:** Hand in task

**NATURE OF TASK:** Project and Portfolio

## OUTCOMES TO BE ASSESSED:

P4.1	uses design processes in the development and production of design solutions to meet identified needs and opportunities
P4.2	uses resources effectively and safely in the development and production of design solutions
P4.3	evaluates the processes and outcomes of designing and producing
P5.1	uses a variety of management techniques and tools to develop design projects
P5.2	communicates ideas and solutions using a range of techniques
P5.3	uses a variety of research methods to inform the development and modification of design ideas
P6.1	investigates a range of manufacturing and production processes and relates these to aspects of design projects

### 1. Context for the task:

Inspiration for a designer can come from a variety of sources. Sometimes it is an object, a person, a design brief, an interest or even a word.

### 2. Task description

#### Practical component:

**Design Brief:** Design and produce a product, system or environment that represents the word ILLUMINATE.

#### Theoretical component:

Complete a design portfolio following the outline in the Illuminate Design Portfolio booklet. This should be submitted in TWO parts:

Part One:

- Project Proposal
- Project Management

Part Two:

- Project Development and Realisation
- Project Evaluation

## Marking Criteria and Feedback

Outcome	Marking Criteria	Mark
<b>PART 1: Project Proposal and Management Outcome 5.1</b>	<ul style="list-style-type: none"> <li>- Identifies and provides an exploration of the needs for the development of the project, <b>explicitly</b> identifying the purpose and motivation for the project</li> <li>- <b>Comprehensively</b> describes relevant areas of investigation which relate <b>explicitly</b> to the need and provide <b>clear direction</b> for further action</li> <li>- Establishes and <b>analyses</b> appropriate criteria to evaluate the success of the project</li> <li>- <b>Formulates</b> and evaluates <b>well-documented</b> action and time plans through the use of a variety of tools such as word processing and the use of spreadsheets</li> </ul>	Outstanding 9-10
	<ul style="list-style-type: none"> <li>- Identifies and provides an exploration of the needs for the development of the project, <b>clearly</b> identifying the purpose and motivation for the project</li> <li>- Describes <b>some relevant</b> areas of investigation in relation to the need, providing <b>adequate direction</b> for further action</li> <li>- Describes <b>appropriate</b> criteria to evaluate the success of the project, providing <b>clear analysis</b></li> <li>- <b>Formulates</b> action and time plans, providing <b>adequate</b> evidence of evaluation</li> </ul>	High 7-8
	<ul style="list-style-type: none"> <li>- Provides a simplistic exploration of the needs for the development of the project, <b>soundly</b> identifying the purpose and motivation for the project</li> <li>- Describes <b>some</b> areas of investigation in relation to the need providing <b>some direction</b> for further action</li> <li>- Describes <b>sound</b> criteria to evaluate the success of the project, providing <b>some analysis</b></li> <li>- <b>Formulates simplistic</b> action, time plans providing <b>sound</b> evidence of evaluation</li> </ul>	Sound 5-6
	<ul style="list-style-type: none"> <li>- States a need for the project providing <b>limited</b> exploration</li> <li>- Lists <b>one or two</b> areas of investigation which <b>may or may not</b> relate to the need</li> <li>- Briefly describes criteria to evaluate the success of the project providing <b>no analysis</b></li> <li>- Formulates <b>simple</b> action and/or time plans</li> </ul>	Basic 3-4
	<ul style="list-style-type: none"> <li>- States a need for the project <b>without clarity</b></li> <li>- Names an area of investigation</li> <li>- Briefly describes criteria to evaluate the success of the project of which may be <b>irrelevant</b> to the need of the project</li> <li>- <b>Poor</b> evidence of action, time planning</li> </ul>	Limited 1-2
<b>Part 2 Design Development Outcome 5.2</b>	<ul style="list-style-type: none"> <li>- Demonstrates the application of <b>high creativity</b> ideas generation</li> <li>- Presents <b>highly creative</b> concept sketches which <b>explicitly</b> address the design brief</li> <li>- <b>Explicitly</b> explores and <b>analyses</b> existing ideas</li> </ul>	Outstanding 9-10

	<ul style="list-style-type: none"> <li>- <b>Critically analyses</b> and applies a <b>wide</b> range of design factors relevant to the project</li> </ul>	
	<ul style="list-style-type: none"> <li>- Demonstrates the application of <b>creativity</b> in the generation of ideas</li> <li>- Presents <b>creative</b> concept sketches which <b>thoroughly</b> address the design brief</li> <li>- Outlines existing ideas <b>with some analysis</b></li> <li>- <b>Describes all</b> design factors relevant to the project</li> </ul>	High 7-8
	<ul style="list-style-type: none"> <li>- Demonstrates the application of some <b>creativity</b> in the generation of ideas</li> <li>- Presents <b>sound</b> concept sketches which <b>clearly</b> address the design brief</li> <li>- Outlines existing ideas <b>with sound analysis</b></li> <li>- <b>Describes some</b> design factors relevant to the project</li> </ul>	Sound 5-6
	<ul style="list-style-type: none"> <li>- Demonstrates the application of basic <b>creativity</b> in the generation of ideas</li> <li>- Presents <b>basic</b> concept sketches which address aspects of the design brief</li> <li>- Outlines existing ideas <b>with little to no analysis</b></li> <li>- <b>Lists</b> some design factors relevant to the project</li> </ul>	Basic 3-4
	<ul style="list-style-type: none"> <li>- Demonstrates <b>minimal creativity</b> in the generation of ideas</li> <li>- Presents incomplete concept sketches that show little development</li> <li>- Poorly presents inaccurate and incomplete sketches</li> <li>- Provides <b>minimal or no description</b> of existing products</li> </ul>	Limited 1-2
<b>Research Outcome 5.3</b>	<ul style="list-style-type: none"> <li>- Conducts suitable market research, <b>explicitly</b> researching THREE areas of investigation. All research areas are explicitly set out using the proposed format.</li> <li>- Each research area is thoroughly evaluated.</li> </ul>	High 4-5
	<ul style="list-style-type: none"> <li>- Conducts <b>some</b> market research, researching ONE to THREE areas of investigation. Research areas are generally set out using the proposed format.</li> <li>- Some research sections are evaluated.</li> </ul>	Sound 2-3
	<ul style="list-style-type: none"> <li>- Conducts <b>irrelevant or incomplete</b> market research that does not reflect the areas of investigation.</li> </ul>	Basic 0-1
<b>Production plan Outcome 6.1</b>	<ul style="list-style-type: none"> <li>- Completes a <b>highly</b> appropriate and <b>comprehensive</b> production plan.</li> <li>- <b>Explicitly</b> justifies the selection and use of resources in the planning and implementation of the project.</li> </ul>	High 4-5
	<ul style="list-style-type: none"> <li>- Completes an <b>appropriate</b> and <b>thorough</b> production plan.</li> <li>- Provides <b>sound</b> justification of the selection and use of resources in the planning and implementation of the project.</li> </ul>	Sound 2-3
	<ul style="list-style-type: none"> <li>- <b>Incomplete</b> production plan.</li> <li>- <b>Limited</b> justification and selection and use of resources in the planning and implementation of the project.</li> </ul>	Basic 1

<b>Evaluation Outcome 4.3</b>	<ul style="list-style-type: none"> <li>- <b>Critically evaluates</b> all aspects of the design project throughout its <b>entire</b> development</li> <li>- <b>Analyses and critically</b> evaluates the functional and aesthetic aspects of the design project.</li> <li>- <b>Critically analyses</b> the design project using the criteria to evaluate success.</li> </ul>	Outstanding 9-10
	<ul style="list-style-type: none"> <li>- <b>Thoroughly evaluates</b> all aspects of the design project throughout its <b>entire</b> development</li> <li>- <b>Analyses and</b> evaluates the functional and aesthetic aspects of the design project.</li> <li>- <b>Thoroughly analyses</b> the design project using the criteria to evaluate success.</li> </ul>	High 7-8
	<ul style="list-style-type: none"> <li>- <b>Evaluates most</b> aspects of the design project throughout its <b>entire</b> development.</li> <li>- <b>Explains</b> the functional and aesthetic aspects of the design project.</li> <li>- <b>Compares</b> the design project using the criteria to evaluate success.</li> </ul>	Sound 5-6
	<ul style="list-style-type: none"> <li>- <b>Describes</b> with <b>little</b> evaluation of the success of several aspects of the design project.</li> <li>- <b>Describes</b> a functional and/or aesthetic aspect of the design project.</li> <li>- <b>Checks</b> the design project against <b>some</b> of the criteria to evaluate success, <b>without explanation</b></li> </ul>	Basic 3-4
	<ul style="list-style-type: none"> <li>- <b>Describes without</b> evaluating the success of several aspects of the design project</li> <li>- <b>Names</b> a functional or aesthetic aspect of the design project</li> <li>- <b>Does not clearly</b> relate the design project to the criteria to evaluate success</li> </ul>	Limited 1-2
Folio Component: / 40		

<b>Practical Outcomes P4.1</b>	<ul style="list-style-type: none"> <li>- The product is created to an exemplary standard that <b>explicitly</b> meets the needs of the design brief.</li> <li>- Displays a <b>wide</b> range of <b>high-quality, complex</b> practical skills using a range of technologies.</li> <li>- Demonstrates <b>high creativity</b> in the development and production of the project.</li> </ul>	Outstanding 22 – 25
	<ul style="list-style-type: none"> <li>- The product is created to a <b>high</b> standard that <b>thoroughly</b> meets the needs of the design brief.</li> <li>- Displays a range of <b>high-quality</b> practical skills using a range of technologies.</li> <li>- Demonstrates <b>substantial</b> creativity in the development and production of the project.</li> </ul>	High 18 – 21
	<ul style="list-style-type: none"> <li>- The product is created to a <b>satisfactory</b> standard that <b>clearly</b> meets the needs of the design brief.</li> <li>- Displays a range of <b>high-quality</b> practical skills using some technologies.</li> <li>- Demonstrates <b>substantial</b> creativity in the development and production of the project.</li> </ul>	Sound 12 - 17
	<ul style="list-style-type: none"> <li>- The product is created to a <b>minimal</b> standard that <b>basically</b> meets elements of the design brief.</li> <li>- The product may not be completely finished. Practical skills used were basic.</li> <li>- Demonstrates <b>some</b> creativity in the development and production of the project.</li> </ul>	Basic 6 – 11
	<ul style="list-style-type: none"> <li>- The product is poorly attempted with minimal practical skills.</li> <li>- Demonstrates <b>little</b> creativity in the development and production of the project.</li> </ul>	Limited 0-5

<b>Practical Outcomes P4.2</b>	<ul style="list-style-type: none"> <li>- <b>Explicitly</b> uses a wide range of resources in a <b>highly effective</b> and <b>safe</b> manner.</li> </ul>	Outstanding 14-15
	<ul style="list-style-type: none"> <li>- <b>Thoroughly</b> uses a wide range of resources <b>effectively</b> and <b>safely</b> in the development of a quality product.</li> </ul>	High 11-13
	<ul style="list-style-type: none"> <li>- <b>Soundly</b> uses a range of resources <b>somewhat effectively</b> and <b>safely</b> in the development of a quality product.</li> </ul>	Sound 8 -10
	<ul style="list-style-type: none"> <li>- <b>Basically</b> uses some resources <b>safely</b> in the development of a product.</li> </ul>	Basic 5-7
	<ul style="list-style-type: none"> <li>- <b>Limited</b> use of resources in an <b>ineffective</b> and <b>unsafe</b> manner. Product is incomplete.</li> </ul>	Limited 0-4
Practical Component		/40
Overall Mark:		/80

<b>TOTAL</b>	<b>Outstanding</b> 80 - 72	<b>High</b> 71 - 60	<b>Sound</b> 40 – 59	<b>Basic</b> 25 - 39	<b>Limited</b> 24- 0	<b>Non Submission</b> 0
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