



Preliminary Design and Technology Assessment Tasks

STAGE 6 PRELIMINARY DESIGN & TECHNOLOGY
SAMPLE SCOPE AND SEQUENCE 1

Unit No.	Unit Title	Length (wks)	Focus Outcomes	Focus/Option Area	Design Project(s)/Assessment	Unit Overview / Students learn about:	Prior Knowledge/ Continuum of Learning
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**

Unit No.	Unit Title	Length (wks)	Focus Outcomes	Focus/Option Area	Design Project(s)/Assessment	Unit Overview / Students learn about:	Prior Knowledge/ Continuum of Learning
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

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

Preliminary Design and Technology Assessment Grid Sample 2

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

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"> ▪ Comprehensive identification and analysis of the background of an Australian designer through: <ul style="list-style-type: none"> - Explicit description of the chosen design area, clearly identifying the reasons behind the chosen work field - Thoroughly describes the style used by the designer and clearly identifies their inspirations - Comprehensively analyses the need or motivation for their designs. - Explicitly describes any success or failures the designer has, thoroughly explaining why the designer has been successful, or unsuccessful. - Research has been thoroughly supported by a comprehensive and correctly formatted bibliography 	Outstanding 17 – 20
<ul style="list-style-type: none"> ▪ Detailed identification and analysis of the background of an Australian designer through: <ul style="list-style-type: none"> - Detailed description of the chosen design area, clearly identifying the reasons behind the chosen work field - Clearly describes the style used by the designer and identifies their inspirations - Adequate analysis of the need or motivation for their designs - Briefly describes any success or failures the designer has, thoroughly explaining why the designer has been successful, or unsuccessful. - Research has been adequately supported by a detailed and correctly formatted bibliography 	High 11 – 16
<ul style="list-style-type: none"> ▪ Some identification and or analysis of the background of an Australian designer through: <ul style="list-style-type: none"> - Concise description of the chosen design area, identifying some reasons behind the chosen work field. - Limited description of the style used by the designer poorly identifies their inspirations - Limited analysis of the need or motivation for their designs - Limited explanation of why the designer is successful or unsuccessful. - Research has been supported by a limited and poorly formatted bibliography 	Sound 6 – 10
<ul style="list-style-type: none"> ▪ Limited identification and or analysis of the background of the designer through: <ul style="list-style-type: none"> - Poor description of the chosen design area, identifying few reasons behind the chosen work field. - Little or no description of the style used by the designer - Little or no description of the need or motivation for the design - Poor explanation of why the designer is successful or unsuccessful. - Poor or incomplete bibliography - The chosen designer is not Australian 	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"> ▪ Comprehensive explanation of the design process undertaken by the Australian designer through <ul style="list-style-type: none"> - Explicitly identifying each of the stages of the design process - Comprehensively identifies the setting in which the product was produced making clear reference to domestic, community, industrial and commercial settings - Research has been thoroughly supported by comprehensive and correctly formatted bibliography 	Outstanding 9 – 10
<ul style="list-style-type: none"> ▪ Thorough explanation of the design process undertaken by the Australian designer through <ul style="list-style-type: none"> - Thoroughly identifying each of the stages of the design process - Thoroughly identifies the setting in which the product was produced making clear reference to domestic, community, industrial and commercial settings - Research has been supported by a thorough and correctly formatted bibliography 	High 7 – 8
<ul style="list-style-type: none"> ▪ Adequate explanation of the design process undertaken by the Australian designer. <ul style="list-style-type: none"> - Clearly identifies some of the stages of the design process - Clearly identifies the setting in which the product was produced making some reference to domestic, community, industrial and commercial settings - Research has been adequately supported by a correctly formatted bibliography 	Sound 5– 6
<ul style="list-style-type: none"> ▪ Limited explanation of the design process undertaken by the designer. <ul style="list-style-type: none"> - Poorly identifies very few of the stages of the design process - Poorly identifies the setting in which the product was produced - Poor or incomplete bibliography - The chosen designer is not Australian 	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"> ▪ Comprehensive identification and analysis of the factors that affect design through: <ul style="list-style-type: none"> - Explicit description of at least five factors of design clearly outlining the definition of the factor and thoroughly explains how each factor affects the Australian designer's design process. - Research has been thoroughly supported by a comprehensive and correctly formatted bibliography 	Outstanding 5
<ul style="list-style-type: none"> ▪ Thorough identification and analysis of the factors that affect design through: <ul style="list-style-type: none"> - Thorough description of at least five factors of design clearly outlining the definition of the factor and thoroughly explains how each factor affects the Australian designer's design process. - Research has been thoroughly supported by a thorough and correctly formatted bibliography 	High 4
<ul style="list-style-type: none"> ▪ Adequate identification and analysis of the factors that affect design through: <ul style="list-style-type: none"> - Simple description of three to five factors of design clearly outlining the definition of the factor and thoroughly explains how each factor affects the Australian designer's design process. - Research has been adequately supported by a detailed and correctly formatted bibliography 	Satisfactory 3
<ul style="list-style-type: none"> ▪ Limited identification and or analysis of factors that affect design through: <ul style="list-style-type: none"> - Poor 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. - Poor or incomplete bibliography. - The chosen designer is not Australian. 	Limited 0 – 2

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

Part E & F:

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

TOTAL: /60

TOTAL	Excellent 60 - 50	High 49 - 40	Sound 39- 27	Basic 26 - 15	Limited 14 - 1	Non Submission 0
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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

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"> ▪ Comprehensive identification and analysis of the background of an Australian fashion designer through: <ul style="list-style-type: none"> - Explicit description of the chosen design area, clearly identifying the reasons behind the chosen work field - Thoroughly describes the style used by the designer and clearly identifies their inspirations - Comprehensively analyses the need or motivation for their designs. - Explicitly describes any success or failures the designer has thoroughly explaining why the designer has been successful, or unsuccessful. - Research has been thoroughly supported by a comprehensive and correctly formatted bibliography 	16 – 20
<ul style="list-style-type: none"> ▪ Detailed identification and analysis of the background of an Australian fashion designer through: <ul style="list-style-type: none"> - Detailed description of the chosen design area, clearly identifying the reasons behind the chosen work field - Clearly describes the style used by the designer and identifies their inspirations - Adequate analysis of the need or motivation for their designs - Briefly describes any success or failures the designer has thoroughly explaining why the designer has been successful, or unsuccessful. - Research has been adequately supported by a detailed and correctly formatted bibliography 	11 – 15
<ul style="list-style-type: none"> ▪ Some identification and or analysis of the background of an Australian fashion designer through: <ul style="list-style-type: none"> - Concise description of the chosen design area, identifying some reasons behind the chosen work field. - Limited description of the style used by the designer poorly identifies their inspirations - Limited analysis of the need or motivation for their designs - Limited explanation of why the designer is successful or unsuccessful. - Research has been supported by a limited and poorly formatted bibliography 	6 – 10
<ul style="list-style-type: none"> ▪ Limited identification and or analysis of the background of the fashion designer through: <ul style="list-style-type: none"> - Poor description of the chosen design area, identifying few reasons behind the chosen work field. - Little or no description of the style used by the designer - Little or no description of the need or motivation for the design - Poor explanation of why the designer is successful or unsuccessful. - Poor or incomplete bibliography - The chosen designer is not Australian 	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"> ▪ Comprehensive explanation of the design process undertaken by the Australian fashion designer through: <ul style="list-style-type: none"> - Explicitly identifying each of the stages of the design process - Comprehensively identifies the setting in which the product was produced making clear reference to domestic, community, industrial and commercial settings - Research has been thoroughly supported by comprehensive and correctly formatted bibliography 	8 – 10
<ul style="list-style-type: none"> ▪ Adequate explanation of the design process undertaken by the Australian fashion designer. <ul style="list-style-type: none"> - Clearly identifies some of the stages of the design process - Clearly identifies the setting in which the product was produced making some reference to domestic, community, industrial and commercial settings - Research has been adequately supported by a detailed and correctly formatted bibliography 	4 – 7
<ul style="list-style-type: none"> ▪ Limited explanation of the design process undertaken by the fashion designer. <ul style="list-style-type: none"> - Poorly identifies very few of the stages of the design process - Poorly identifies the setting in which the product was produced - Poor or incomplete bibliography - The chosen designer is not Australian 	0 – 3
	/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"> ▪ Comprehensive identification and analysis of the factors that affect design through: <ul style="list-style-type: none"> - Explicit description of at least five factors of design clearly outlining the definition of the factor and thoroughly explains how each factor affects the Australian fashion designer's design process. - Research has been thoroughly supported by comprehensive and correctly formatted bibliography 	8 - 10
<ul style="list-style-type: none"> ▪ Adequate identification and analysis of the factors that affect design through: <ul style="list-style-type: none"> - Simple description of three to five factors of design clearly outlining the definition of the factor and thoroughly explains how each factor affects the Australian fashion designer's design process. - Research has been adequately supported by a detailed and correctly formatted bibliography 	4 – 7
<ul style="list-style-type: none"> ▪ Limited identification and or analysis of factors that affect design through: <ul style="list-style-type: none"> - Poor 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. - Poor or incomplete bibliography - The chosen designer is not Australian 	0 – 3
	/10

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"> ▪ Comprehensively explains the impact the Australian fashion designer's work has on the individual, society and the environment making explicit reference to two social or environmental factors. ▪ Research has been thoroughly supported by comprehensive and correctly formatted bibliography 	8 – 10
<ul style="list-style-type: none"> ▪ Adequately explains the impact the Australian fashion designer's work has on the individual, society and the environment making concise reference to one or two social or environmental factors. ▪ Research has been adequately supported by a detailed and correctly formatted bibliography 	4 – 7
<ul style="list-style-type: none"> ▪ Limited explanation of the impact the designer's work has on the individual, society and the environment making poor reference to one or two social or environmental factors. ▪ Poor or incomplete bibliography ▪ The chosen designer is not Australian 	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"> • Presents FOUR highly creative design ideas centred on ONE area either accessories/homewares or children's clothing. • Each design explicitly compliments a current collection of your chosen fashion designer. • All items are textile-based, creatively presented on A3 paper and are professionally rendered and outlined in black felt tip. • Each design is comprehensively explained. • Completes a highly creative textile-based product which explicitly reflects a collection of your chosen fashion designer. • Highly accomplished manufacturing methods used. • The finished product has a highly professional finish. 	12 -15
<ul style="list-style-type: none"> • Presents THREE -FOUR creative design ideas centred around ONE area either accessories/homewares or children's clothing. • Each design compliments a current collection of your chosen fashion designer. • All items are textile-based, presented on A3 paper and are rendered and outlined in black felt tip. • Each design is thoroughly explained. • Completes a creative textile-based product which clearly reflects a collection of your chosen fashion designer. • Accomplished manufacturing methods used. • The product has a professional finish. 	9 – 11
<ul style="list-style-type: none"> • Presents ONE -FOUR design ideas centred around ONE area either accessories/homewares or children's clothing. • Each design reflects some element of a current collection of your chosen fashion designer. • Most items are textile-based, presented on A3 paper and may/may not be rendered or outlined. • Each design is simply explained. 	5 - 8

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

TOTAL: /65

Comments:

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:

P5.1: uses a variety of management techniques and tools to develop design projects	Mark
<ul style="list-style-type: none"> ▪ Uses a variety of management techniques and tools to develop a quality design project through the completion of the Project Proposal and Project Management which: <ul style="list-style-type: none"> - Explicitly formulates a design situation that satisfies the design brief - Describes relevant areas of investigation which relate clearly to the need and provide clear direction for further action - Establishes and analyses appropriate criteria to evaluate the success of the project - Formulates and evaluates well-documented action, time and finance plans through the use of a variety of tools such as word processing and the use of spreadsheets 	13 - 15
<ul style="list-style-type: none"> ▪ Uses a variety of management techniques and tools to develop a quality design project through the completion of the Project Proposal and Project Management which satisfactorily: <ul style="list-style-type: none"> - Clearly formulates a design situation that satisfies the design brief - Describes some relevant areas of investigation in relation to the need providing some direction for further action - Describes appropriate criteria to evaluate the success of the project providing little analysis - Formulates action, time and finance plans providing some evidence of evaluation through the use of some tools such as word processing 	9 - 12
<ul style="list-style-type: none"> ▪ Uses some management techniques and tools to develop a quality design project through the completion of the Project Proposal and Project Management which simply: <ul style="list-style-type: none"> - States a simple design situation that satisfies some components of the design brief - Lists one or two areas of investigation which may or may not relate to the need - Briefly describes criteria to evaluate the success of the project providing no analysis - Formulates simple action and/or time and/or finance 	5- 8
<ul style="list-style-type: none"> ▪ Uses few management techniques and tools to develop a design project through the part completion of the Project Proposal and Project Management which minimally: <ul style="list-style-type: none"> - States a design situation without clarity - Names an area of investigation - Briefly describes criteria to evaluate the success of the project of which may be irrelevant to the need of the project - Poor evidence of action, time or finance planning 	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"> Uses a wide variety of research methods to provide evidence of the development and modification of ideas through creative ideas generation and consideration of design factors: <ul style="list-style-type: none"> Demonstrates the application of high creativity in the generation of ideas Explicitly explores and analyses existing ideas Critically analyses and applies a wide range of design factors relevant to the project Conducts suitable market research, explicitly documenting research of TWO areas of investigation 	8 - 10
<ul style="list-style-type: none"> Uses research methods to provide some evidence of the development and modification of ideas through ideas generation and consideration of some design factors: <ul style="list-style-type: none"> Demonstrates the application of some creativity in the generation of ideas Outlines existing ideas without analysis Describes some design factors relevant to the project Conducts some market research, researching ONE to TWO areas of investigation 	5 - 7
<ul style="list-style-type: none"> Uses some research methods to provide some evidence of the development and modification of ideas through ideas generation and consideration of some design factors: <ul style="list-style-type: none"> Demonstrates minimal creativity in the generation of ideas Provides minimal or no description of existing products Provides limited evidence of design factors, few which are relevant to the project Conducts irrelevant market research 	0 – 4
	/10

P5.2 communicates ideas and solutions using a range of techniques	Mark
<ul style="list-style-type: none"> Successfully demonstrates a range of appropriate quality communication and presentation techniques throughout the completion of: <ul style="list-style-type: none"> a wide range of conceptual development sketches 2 initial design ideas: coloured and labelled providing a PMI for each design Highly detailed technical drawing of the final solution clearly outlining construction techniques and measurements. <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> 	8 – 10
<ul style="list-style-type: none"> Demonstrates some communication and presentation techniques in the completion of: <ul style="list-style-type: none"> A range of conceptual development sketches 1 - 2 initial design ideas: coloured and or labelled providing simple evaluation Simple drawing of the final solution outlining some construction techniques and measurements. <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> 	5 – 7
<ul style="list-style-type: none"> Demonstrates poor and or minimal communication and presentation techniques through the partial completion of: <ul style="list-style-type: none"> Few conceptual development sketches 0 - 2 initial design ideas: coloured and or labelled providing little to no evaluation Poor drawing of the final solution does not construction techniques and measurements. <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> 	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"> ▪ Critically 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"> - Explicitly identifies the materials, tools and techniques used in each production, evaluating why they were similar or different. - Clearly identifies the similarities and differences in the two production processes. (The process you have undertaken compared to the one that you have researched.) - Explicitly explains how the safe working practices of each design differ. 	5
<ul style="list-style-type: none"> ▪ 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"> - Identifies the materials, tools and techniques used in each production, simply explaining why they were similar or different. - Identifies some of the similarities and differences in the two production processes. (The process you have undertaken compared to the one that you have researched.) - Simply explains how the safe working practices of each design differ. 	3 – 4
<ul style="list-style-type: none"> ▪ 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"> - Identifying few materials, tools and techniques used in each production, without explanation - Poorly identifies some/few of the similarities and differences in the two production processes. (The process you have undertaken compared to the one that you have researched.) - Poorly explains how the safe working practices of each design differ. 	0 – 2
	/5

P4.1: uses design processes in the development and production of design solutions to meet identified needs and opportunities	Mark
<ul style="list-style-type: none"> Uses appropriate design processes to develop a design solution to meet identified needs and opportunities through: <ul style="list-style-type: none"> Justifies the selection and use of resources in the idea development of the design project. Successfully completes relevant WHS testing before commencing production Performs relevant testing of proposed design solution, comparing results with a set safety standard. Applies a wide range of quality practical skills in the area of timber technology. Successfully producing a high-quality working product which explicitly satisfies the design brief. Applies high-quality appropriate finishes to the PSE <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"> Uses appropriate design processes to develop a design solution to meet identified needs and opportunities through: <ul style="list-style-type: none"> Explains the selection and use of resources in the idea development of the design project. Completes WHS testing before commencing production. Performs testing of proposed design solution, making some comparison of results with a set safety standard Applies a wide range of practical skills in the area of timber technology. Producing a good quality working product which satisfies the design brief. Applies quality appropriate finishes to the PSE <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"> Uses few design processes to develop a design solution to meet identified needs and opportunities through: <ul style="list-style-type: none"> Briefly explains the selection and use of resources in the idea development of the design project. Completes WHS testing numerous times before commencing production. Performs limited testing of a proposed design solution, making little comparison of results with a set safety standard. Applies minimal practical skills in the area of timber technology. Producing a simplistic product which may not clearly satisfy the design brief. Applies some finishes to the PSE. <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"> Uses few design processes to develop a design solution to meet identified needs and opportunities through: <ul style="list-style-type: none"> Poorly explains the selection and use of resources in the idea development of the design project Completes WHS testing numerous times before commencing production Performs little/no testing of proposed design solution, making no comparison of results with a set safety standard Applies poor practical skills in the area of timber technology. Producing an unfinished product which does not satisfy the design brief. Applies poor quality finishes to the PSE. <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"> - Critically evaluates all aspects of the design project throughout its entire development - Analyses and critically evaluates the functional and aesthetic aspects of the design project - Critically analyses the design project using the criteria to evaluate success. - Constructively evaluates personal progress in an in-depth evaluation. 	9 – 10
<ul style="list-style-type: none"> - Evaluates most aspects of the design project throughout its entire development - Explains the functional and aesthetic aspects of the design project - Compares the design project using the criteria to evaluate success. - Usefully evaluates personal progress in an in-depth reflection. 	6 – 8
<ul style="list-style-type: none"> - Describes with little evaluation of the success of several aspects of the design project - Describes a functional and/or aesthetic aspect of the design project - Checks the design project against some of the criteria to evaluate success, without explanation - Provides a limited reflection of personal progress through the project. 	3 – 5
<ul style="list-style-type: none"> - Describes without evaluation of the success of several aspects of the design project - Names a functional or aesthetic aspect of the design project - Does not clearly relate the design project to the criteria to evaluate success - Provides a poor reflection of personal progress through the project. 	0 – 2
	/ 10

TOTAL: /70

Comments:

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">- 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?- Design some type of merchandise that could be sold.- Create a proposed costing for the event/day.	<ul style="list-style-type: none">- 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 business card, flyer, invitation and poster advertising the event/charity.	<ul style="list-style-type: none">- Design a logo/symbol/slogan which will appear on all correspondence.- Create a run sheet for the event/day outlining the logistics of the event including the WHS procedures, location, staff roles, emergency evacuation.

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:

P5.1: uses a variety of management techniques and tools to develop design projects	Mark
<ul style="list-style-type: none">▪ Uses a variety of management techniques and tools to develop a quality design project through the completion of the Project Proposal which explicitly:<ul style="list-style-type: none">- Identifies and provides a detailed exploration of the needs for the development of the project explicitly identifying the purpose and motivation for the project- Describes relevant areas of investigation which relate clearly to the need and provide clear direction for further action- Establishes and analyses appropriate criteria to evaluate the success of the project- Formulates and evaluates well-documented action, time plans	13 - 15
<ul style="list-style-type: none">▪ Uses a variety of management techniques and tools to develop a quality design project through the completion of the Project Proposal which satisfactorily:<ul style="list-style-type: none">- Identifies and provides an exploration of the needs for the development of the project clearly identifying the purpose and motivation for the project- Describes some relevant areas of investigation in relation to the need providing some direction for further action- Describes appropriate criteria to evaluate the success of the project providing little analysis- Formulates action, time and plans providing some evidence of evaluation	9 – 12
<ul style="list-style-type: none">▪ Uses some management techniques and tools to develop a quality design project through the completion of the Project Proposal which simply:<ul style="list-style-type: none">- States a need for the project providing limited exploration- Lists one or two areas of investigation which may or may not relate to the need- Briefly describes criteria to evaluate the success of the project providing no analysis- Formulates simple action and/or time plans	5 – 8
<ul style="list-style-type: none">▪ Uses few management techniques and tools to develop a design project through the part completion of the Project Proposal which minimally:<ul style="list-style-type: none">- States a need for the project without clarity- Names an area of investigation- Briefly describes criteria to evaluate the success of the project of which may be irrelevant to the need of the project- Poor evidence of action, time planning	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"> ▪ Uses a wide variety of research methods to provide evidence of the development and modification of ideas by: - Explicitly explores and analyses ONE area of investigation providing comprehensive conclusions as to how the research has assisted the project. 	4 - 5
<ul style="list-style-type: none"> ▪ Uses research methods to provide some evidence of the development and modification of ideas by: - Describing ONE area of investigation providing satisfactory conclusions as to how the research has assisted the project. 	2 - 3
<ul style="list-style-type: none"> ▪ Uses some research methods to provide some evidence of the development and modification of ideas by: - Provides minimal or no description of an area of investigation providing little or no conclusions as to how the research has assisted the project. 	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"> ▪ Investigates and experiments with a variety of collaborative management techniques: <ul style="list-style-type: none"> - Providing a detailed reflection clearly discussing how you and your design team employed collaboration and other teamwork strategies. Giving specific 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. 	8 – 10
<ul style="list-style-type: none"> ▪ Investigates and experiments with some collaborative management techniques: <ul style="list-style-type: none"> - Providing a satisfactory reflection discussing how you and your design team employed collaboration and other teamwork strategies. Giving some 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 employed some collaboration and other teamwork strategies. You have been proactive in your ability to work with others and solve problems. 	4 – 7
<ul style="list-style-type: none"> ▪ Investigates and experiments with a few collaborative management techniques: <ul style="list-style-type: none"> - Providing a poor/incomplete reflection which does not outline how you and your design team employed collaboration and other teamwork strategies. Through the teacher's observation, it is obvious that you have not interacted well with the other members of your team. You need to employ more collaboration and teamwork strategies when working with others. Please be more proactive. 	0 – 3
	/10

P5.2 communicates ideas and solutions using a range of techniques	Mark
<ul style="list-style-type: none"> ▪ Successfully demonstrates a range of appropriate quality communication and presentation techniques throughout the completion of the design folio 	4 – 5
<ul style="list-style-type: none"> ▪ Demonstrates some communication and presentation techniques in the design folio 	2 – 3
<ul style="list-style-type: none"> ▪ Demonstrates poor and or minimal communication and presentation techniques in the design folio 	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"> ▪ Uses a range of resources effectively and safely when developing and producing the design project: <ul style="list-style-type: none"> – Justifies the selection and use of resources in the idea development of the design project – Applies a wide range of high-quality practical skills in the successful production of one of the following: – Comprehensively outlines the chosen charity/organisation, explicitly identifies the groups reasons for promoting the cause. – Presents a highly creative merchandise design, which will clearly enhance the public's understanding of the charity/organisation. – Presents a highly comprehensive proposed costing for the event/day. Comprehensively describes the event/day to promote the charity/organisation including the theme/inspiration behind the event. Creatively expresses the group's inspiration through a comprehensive 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. – Comprehensively designs a logo/symbol/slogan which will appear on all correspondence. The logo makes a clear connection with the charity/organisation. – Creates a highly comprehensive run sheet for the event/day explicitly outlining the logistics of the event including the WHS procedures, location, staffing and evacuation plans. 	11 – 15
<ul style="list-style-type: none"> ▪ Uses resources effectively and safely when developing and producing the design project: <ul style="list-style-type: none"> – Explains the selection and use of resources in the idea development of the design project – Applies a range of practical skills in the production of one of the following: – Competently outlines the chosen charity/organisation, identifies the group's reasons for promoting the cause. – Presents a creative merchandise design, which will clearly enhance the public's understanding of the charity/organisation. – Presents simplistic proposed costing for the event/day. Thoroughly describes the event/day to promote the charity/organisation including the theme/inspiration behind the event. Expresses the group's inspiration through a simplistic Pinterest page. Design a creative business card, flyer, invitation and poster advertising the event/charity. Most designs are uniform and have a central theme. OR – Designs a creative logo/symbol/slogan which will appear on all correspondence. The logo makes a connection with the charity/organisation. – Creates a clear run sheet for the event/day thoroughly outlining the logistics of the event including the WHS procedures, location, staffing and evacuation plans. 	5 - 10
<ul style="list-style-type: none"> • Uses resources when developing and producing the design project: <ul style="list-style-type: none"> – Lists a few resources used in the design project – Applies minimal practical skills in the production of one of the following: – Outlines the chosen charity/organisation, providing little explanation of the group's reasons for promoting the cause. – Presents a basic merchandise design. – Presents a poorly proposed costing for the event/day. OR Poorly describes the event/day to promote the charity/organisation does not clearly identify the theme/inspiration behind the event. Expresses the group's inspiration through an incomplete Pinterest page. Designs a simplistic business card, flyer, invitation and poster advertising the event/charity. There is no uniformity or central theme. OR – Designs a simplistic/incomplete logo/symbol/slogan which will appear on all correspondence. The logo makes little connection with the charity/organisation. 	0 – 4
<ul style="list-style-type: none"> – Creates a run sheet for the event/day poorly outlining the logistics of the event. 	/ 15

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

EVALUATION:

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

TOTAL: /70

Comments:

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

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

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

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

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

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