**Stage 2 Design and Technology**

**Assessment Type 3: Folio Deconstruction**

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| **Assessment Design Criteria** | Performance Standards Keywords | Indicators of high achievement **may** include: |
| ***Investigating*** |  |  |
| **I1**  **Identification of a problem, challenge or need** | Clear, comprehensive, and well-considered. | * Clear need to be identified with qualifiers / criteria / constraints * Close link to design brief |
| Well-considered. |
| Considered. |
| Identification of a basic need |
| Limited. |
| **I2**  **Creation and validation of an initial design brief based on needs analysis and task identification** | Thorough and insightful | * Statement of intent based on need identified * This will unpack the student’s intention |
| Well-considered |
| Considered. |
| basic |
| very basic with support |
| **I3**  **Investigation and critical analysis of the characteristics of existing products, processes, systems, and/or production techniques** | Purposeful, broad variety | * Critical section as it sets the path for “Planning” * Must be linked to design brief * Could include *size, cost, physical description, aesthetics, materials, joint types, hardware* * Transferable to other areas * Relationship between this area and “Analysis of Information” below |
| Thoughtful variety |
| Competent some |
| Identification of some |
| Statement of one or more characteristics |
| **I4**  **Investigation and analysis of product material options and analysis for product use** | In-depth focused and thorough critical analysis for product use | * Referenced to Assessment Type 1 * Should be a summary of results |
| Detailed, thorough. |
| Competent |
| Some basic description. |
| Limited description. |
| **I5**  **Investigation into the impact of products or systems on individuals, society, and/or the environment.** | Focused and perceptive | * Should cover one clearly identified issue * Intro / link to project / discussion / conclusion * Depth of investigation may be indicated by referencing |
| Some depth of investigation |
| Generally thoughtful investigation |
| Some description. |
| Identification. |
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| ***Planning*** |  |  |
| **Pl1**  **Analysis of information to develop solutions to an identified design brief** | In-depth analysis imaginative, innovative, and enterprising solutions | * Might include a restatement / rewording of the design brief * A synthesis of information presented in “Investigation and Critical Analysis” above |
| Thoughtful analysis enterprising solutions. |
| Appropriate solutions |
| Some identification of information basic solutions |
| Attempted identification of some information limited solutions |
| **Pl2**  **Communication of product design ideas** **using relevant technical language.** | Accomplished, variety of refined ideas, consistent relevant technical language. | * Refers to entire folio * Communication to be concise * If drawings present they are clearly annotated and use conventions relevant to the focus area |
| Capable, different quality product design ideas relevant technical language. |
| Competent, appropriate technical language. |
| Basic, some product design ideas with some use of appropriate technical language. |
| Limited communication of one or more product design ideas. |
| **Pl3**  **Testing, modification** **and validation of ideas or procedures.** | Purposeful refined | * This section may be covered inadvertently throughout the document * Student needs to detail results during assembly   Might include:   * CAD assembly – interference reports * Circuit testing * Simulation of CNC operation * Trial assembly in workshop * Flash error reporting and troubleshooting * Network testing * Validation to be relevant to focus area conventions |
| Thoughtful |
| Competent |
| Partial, some modification |
| Some attempt at testing and limited modification |

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| ***Evaluating*** |  |  |
| **E1**  **Evaluation of product success against design brief requirements** | Insightful and well-considered. | * Insightful: I should have included   “this” and design brief requirements   * Well considered: Evaluation using design brief requirements * Considered: uses some design brief requirements * Should include a justification of modifications leading to a better product |
| Well-considered. |
| Considered |
| Description of product progress, with elements of basic testing |
| Identification of some product progress, with limited testing. |
| **E2**  **Evaluation of the effectiveness of the product or system realisation process.** | Insightful and detailed | * Should note strengths and weaknesses of the product or system * Student should also discuss mistakes and how solved (different to dot point 4 above) |
| Well-considered and detailed |
| Considered. |
| Some description |
| Identification of some aspects |
| **E3**  **Reflection on materials, ideas and procedures, with recommendations** | Refined and well-considered reflection, sophisticated recommendations. | * If the student were to start the project again from scratch, what would he or she do differently? |
| Well-considered reflection, thoughtful recommendations. |
| Considered reflection, appropriate recommendations. |
| Superficial reflection, basic recommendations. |
| Identification rather than description, one or more recommendations. |
| **E4**  **Analysis of the impact of the product or system on individuals, society and / or environment** | Resourceful and well-informed | Links to “Investigation into the impact….”  This might include:   * Discussion of life cycle of the product * Recyclability * Ecological footprint * How does it better the user’s life? * Does it work? (solution of original need) |
| Well-informed analysis |
| Informed |
| Some consideration |
| Emerging recognition |

**General Notes**

1. **Evidence may not be “pigeon holed” – you may need to search.**
2. **You should be in no doubt of the intended student outcome after reading “Identification of a problem …….” And “………. design brief …..”**
3. **The folio needs to be marked as a whole, not individual grades allocated to each section then averaged.**
4. **The student will allocate emphasis to each section as the student requires. Communication needs to be concise.**