**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. |
|  |  |  |
| ***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  |

|  |  |  |
| --- | --- | --- |
| ***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.**