**Stage 2 Digital Communication Solutions**

**Design, Technology and Engineering**

School Assessment

**Assessment Type 2: Design Process and Solution**

Purpose

Students produce up to three tasks in the design process and solution assessment type that together provide evidence of the stages of the Design Realisation Process.

Students create a design brief that provides the basis for the development of potential solutions. The importance of the design process as a preliminary to the realisation process is emphasised, as is ongoing evaluation of the solution. Students investigate, plan then create a solution.

A solution in this subject is an outcome of the design and realisation process in relation to the chosen context. A solution could be fully realised or a model, prototype, system, part, process (i.e. procedures to output a product) or product.

Description of task

To design and produce a product to showcase photographic skills and techniques for a specified audience use. It may take the form of a calendar, coffee table book, website or a series of posters for an important issue.

Section 1. Create a design brief

Identifying end users’ needs and outline constraints and considerations that then establish the criteria to evaluate the product with.

Research and analyse factors to inform the design brief e.g. investigation and analysis of existing solutions (commercial calendars, coffee book tables, website or posters), collecting and analysing data from a target audience (questionaries or survey) or selection and validations of photographic equipment and techniques etc.

The amount of digital photographic images needed for the product will vary and need to be negotiated with the teacher. As a guide; 12 images for a calendar or website, 20+ images for a book and 6 posters.

Provide a description of your final product that include layout and technical information related to your product.

Section 2. Create your product

Create your product to your design brief specifications.

Provide evidence showing the major stages of production undertaken (work record) and your completed solution. This can be presented in multimodal form or as a written table format that include images of stages and comments that identify issues and solutions that arise during production.

The final product could be printed outside of the school.

Section 3 Evaluate your product

Evaluate your product against the criteria established in the design brief.

Indicate the changes you would make (if any) to the way in which your product was created and discuss any feedback provided from the specified audience.

Assessment conditions

Provide evidence of the above three sections, using a document of a maximum 3000 words, or 16 minutes of multi-modal presentation

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

* Investigating and Analysis (I1 & I2)
* Design Development and Planning (D1)
* Production (P1 & P2)
* Evaluation (E1)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Investigations and Analysis | | Design Development and Planning | Production | Evaluation |
| A | Comprehensive and insightful analysis of the design features of products, processes, materials, systems and/or production techniques  Purposeful research and critical analysis of ethical, legal, economic and/or sustainability issues | Insightful and comprehensive communication of design concepts using relevant technical language and visual representations  Insightful and thorough planning, development, testing and validation of design concepts and procedures | Highly proficient application of skills, processes, procedures and techniques to create a solution  Comprehensive development of solutions to technical problems that arise during the solution realisation | Comprehensive and insightful evaluation of the solution features, realisation process, and/or response to issues |
| B | Thoughtful and well-considered analysis of the design features of products, processes, materials, systems and/or production techniques  Detailed research and well-considered discussion of ethical, legal, economic and/or sustainability issues | Thoughtful and well-considered communication of design concepts using relevant technical language and visual representations  Well-considered planning, development, testing and validation of design concepts and procedures | Proficient application of skills, processes, procedures and techniques to create a solution  Thoughtful development of solutions to technical problems that arise during the solution realisation | Well-informed and detailed evaluation of the solution features, realisation process, and/or response to issues |
| C | Considered analysis of the design features of products, processes, materials, systems and/or production techniques  Research and some analysis of ethical, legal, economic and/or sustainability issues | Clear communication of design concepts using technical language and some visual representations  Competent planning, development, testing and validation of some design concepts and procedures | Competent application of skills, processes, procedures and techniques to create a solution  Development of solutions to technical problems that arise during the solution realisation | Considered evaluation of the solution features, realisation process, and/or response to issues |
| D | Identification of the design features of products, processes, materials, systems and/or production techniques  Some description of information about ethical, legal, economic and/or sustainability issues | Basic communication of design concepts using some technical language  Some planning and development of design concepts and/or procedures | Basic application of some skills, processes, procedures and techniques to create a solution  Some endeavour to develop solutions to technical problems that arise during the solution realisation | Some description of the solution features, realisation process, and/or response to issues |
| E | Attempted identification of the design features of products, processes, materials, systems and/or production techniques  Some accessing of information about ethical, legal, economic and/or sustainability issues | Superficial and simplistic communication of design concepts  Limited use of information to plan design concepts | Limited application of emerging skills  Attempted development of a solution to a technical problem | Emerging recognition of the solution features, realisation process, and/or response to issues |

Teacher comment:

Overall grade