

Design Process – A

TACA

SEMESTER 1 2021

Course Title	Design and emerging technologies	Course code	8688
Semester Unit Name 1.0 Value	Design processes	Unit Code	88726
Term 1 Unit Name 0.5 Value	Design processes (a)	Unit Code	88727
Term 2 Unit Name 0.5 Value	Design processes (b)	Unit Code	88728
Google Classroom code	<i>svs7jnb</i>		
Classroom Teacher/s	Jaron Worsley	SLC	Clinton Codey

UNIT GOALS

The specific goals of this unit are for students to:

- analyse the design process
- apply design thinking in a focus area such as creating a product, system or environment

CONTENT SUMMARY

A design process is the central framework that designers use to create innovative ideas and solutions.

This unit gives students the opportunity to apply a staged design process to develop design solutions. They will apply design thinking in a focus area such as creating products, systems or environments. Student skills and understanding are developed by using the design process to define needs or opportunities, collect information, develop ideas, analyse, plan, produce and evaluate final solutions.

COST OF MATERIALS

There are costs associated with this unit of study, and they are as follows:

\$15.00 per term, \$30.00 for the semester. This covers consumables such as electronic components, materials and workshop consumables (saw blades, grinding discs, abrasive paper, etc).

ASSESSMENT

TASK	WEIGHTING	DUE DATE
<i>Essay</i>	20%	<i>Week 6</i>
<i>Project 1</i>	30%	<i>Week 9</i>
<i>Written task</i>	20%	<i>Week 13</i>
<i>Project 2</i>	30%	<i>Week 16</i>

Projects are broken up into a practical and theoretical component. Each project has an accompanying booklet to be completed also includes an online portfolio.

Prerequisites, Specific Entry & Exit Requirements for Term Units

There are no prerequisites for this course.

It is possible to enter this course at Term 1, however, entry into this course for Term 2 is by negotiation with the Executive teacher.

To exit at the end of Term 1 you must complete the projects 1 and 2.

ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT

The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade and whether a student is deemed competent or not yet competent.

Students will be assessed on the degree to which they demonstrate:

- the design process
- strategies, methodologies and procedures
- theories, concepts and materials
- contexts
- communication
- reflection

Teachers will consider, when allocating grades & competencies, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

DELIVERY PLAN

Week	Content	Assessment/Tasks
1	Introduction to unit and safety	Safety tests,
2	Unit safety Acrylic keychain	
3 - 9	Acrylic keychain Essay Project 1	Essay due week 6 Project 1 due week 9
10 - 16	Written task Project 2	Written task due week 14 Project 2 due week 16

ASSESSMENT POLICIES

Further information on assessment policies can be found on the BSSS website <http://www.bsss.act.edu.au/> or <https://tinyl.io/3Tjm>

Attendance and Participation

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

Completion of Assessment Items

Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. In order to meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment. However, the principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

Late Submission of Assessment Tasks (Non-Test Tasks)

Students are encouraged to submit work on time as this is a valuable organisational skill and a key tenet of assessment condition standardisation. Students are also encouraged to complete work, even if it is late, as soon as possible after the due date. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due time and date. Unless otherwise stipulated, the due time is 4.00pm for the physical submission of assessment and 11:59pm for the digital submission of assessment, on the due date.
- Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission.
- Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a penalty of 35% or the notional zero is reached.
- If an item is more than 7 days late, it receives the notional zero score. Submission on weekends or public holidays may not be acceptable if a physical submission is required.

- Where marks are not awarded, and a grade only is given for an assessment task, teachers will take into account the extent to which students have demonstrated their ability to complete and submit the task by the due date (taking into account any extensions granted) in awarding the grade.
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students. Work not submitted by the time marked work is returned to other students may be declared as 'Not submitted'.
- The principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation has been provided.

Notional Zeros

Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero. Note: if the lowest genuine score is zero, the notional zero is zero.

Cheating and Dishonest Practice

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work. Examples of plagiarism could include, but are not limited to:

- submitting all or part of another person's work with/without that person's knowledge
- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of another person's work from a source text, supplying proper documentation, but leaving out quotation marks
- submitting materials which paraphrase or summarise another person's work or ideas without appropriate documentation
- submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

Right to Appeal

The ACT system operates a hierarchy of reviews and appeals:

- Student seeks review from teacher regarding assessment task mark/grade, unit score, unit grade, course score
- Student seeks review from head of department, if required following review by teacher
- Student appeals to her/his college principal for a review of college assessment relating to assessment task grade/mark, unit grade, unit score, course score, penalty imposed for breach of discipline in relation to assessment
- Student, who has been through the college appeal process, may appeal to the Board against the college procedures by which the appeal decision was reached.

GRADE DESCRIPTORS

Achievement Standards Technologies A Course Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> analyses the design process and explains decision making analyses technology concepts and principles and explains the properties of materials or data or systems to address a need, problem or challenge analyses technologies, explains ethical and sustainable application thinks critically, drawing on data and information to solve complex problems and analyses opportunities for application of technology 	<ul style="list-style-type: none"> explains the design process and describes decision making explains technology concepts and principles and describes the properties of materials or data or systems to address a need, problem or challenge explains technologies, describes ethical and sustainable application thinks critically, drawing on data and information to solve problems and explains opportunities for application of technology 	<ul style="list-style-type: none"> describes the design process with reference to decision making describes technology concepts and principles with some reference to properties of materials or data or systems to address a need, problem or challenge describes technologies with some reference to ethical and sustainable application draws on data and information to solve problems and describes opportunities for application of technology 	<ul style="list-style-type: none"> identifies major features of the design process with little reference to decision making identifies major technology concepts and principles with some reference to properties of materials or data or systems to address a need, problem or challenge identifies major features of technologies with little reference to ethical and sustainable application identifies some opportunities for application of technology with limited use of information and data 	<ul style="list-style-type: none"> identifies some features of the design process identifies few technology concepts and principles with minimal reference to properties of materials or data or systems to address a need, problem or challenge identifies some features of technologies with no reference to ethical and sustainable application identifies some opportunities for application of technology with little evidence of use of information and data
Skills	<ul style="list-style-type: none"> applies technology concepts, strategies and methodologies with control and precision demonstrating understanding of the historical and cultural context and its impact creates innovative and high-quality design solutions/products using techniques and approaches and justifies ideas coherently critically analyses potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review communicates complex ideas and insights effectively in a range of mediums and justifies ideas coherently using appropriate evidence, metalanguage and accurate referencing reflects with insight on their own thinking and evaluates inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively 	<ul style="list-style-type: none"> applies technology concepts, strategies and methodologies with control demonstrating understanding of the historical and cultural context and its impact creates innovative and high-quality design solutions/products using techniques and approaches and justifies ideas coherently analyses potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review communicates ideas effectively in a range of mediums and justifies ideas coherently using appropriate evidence, metalanguage and referencing reflects on their own thinking and analyses inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively 	<ul style="list-style-type: none"> applies technology concepts, strategies and methodologies with some control demonstrating understanding of context and its impact creates design solutions/products using techniques and approaches and explains ideas explains potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review communicates ideas appropriately in mediums and explains ideas coherently using appropriate evidence, metalanguage and referencing reflects on their own thinking and explains inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively 	<ul style="list-style-type: none"> applies technology concepts, strategies and methodologies with minimal control demonstrating understanding of its impact creates design solutions/products using some techniques and approaches and describes ideas describes analyses potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review communicates ideas in mediums and describes ideas with some use of appropriate evidence with minimal use of metalanguage and referencing reflects on their own thinking with some reference to planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively 	<ul style="list-style-type: none"> applies technology concepts, strategies and methodologies with limited control demonstrating little evidence of understanding its impact creates design solutions/products using some techniques and approaches and description of ideas identifies potential prototypes and solutions with little or no reference to their appropriateness and effectiveness via iterative improvement and review communicates basic ideas in few mediums and describes ideas with little or no use of appropriate evidence and referencing reflects on their own thinking with little or no reference to planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively

Achievement Standards Technologies A Course Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
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