



### Assessment guide (Design and technologies), no extensions completed

This assessment guide is based on the Australian Curriculum Years 9 and 10 Design and Technologies achievement standard.

Criteria	Task-specific criteria	Descriptors of quality—The student's work shows the following characteristics:				
		A	B	C	D	E
<b>Managing</b>	Independent application of sequenced management and production plans, making adjustments as necessary <i>Evidenced in:</i> • SR14: Project management plan B	• <b>Independent</b> development of a sequenced management plan and <b>insightful</b> use and adjustment of it	• <b>Independent</b> development of a sequenced management plan and <b>informed</b> use and adjustment of it	• <b>Independent</b> development of a sequenced management plan and <b>sound</b> use and adjustment of it	• Development, use and adjustment of a management plan	• Use of a management plan
<b>Knowledge and understanding (Technologies and society)</b>	Explanation of how fashion designers consider factors that impact on design decisions and technologies used to produce sun-safe clothing <i>Evidenced in:</i> • SR21: Being a fashion designer	• <b>Comprehensive</b> explanations	• <b>Detailed</b> explanations	• <b>Sound</b> explanations	• <b>Partial</b> explanations (mainly descriptive)	• <b>Statements</b> made
<b>Knowledge and understanding (Technologies contexts)</b>	Evaluation of features of technologies (fashion design features and fabric characteristics) with reference to sun safety to demonstrate knowledge and understanding <i>Evidenced in:</i> • Magazine article • SR18: Design features for sun-savvy clothing • SR16: Fabric characteristics and UVR protection—An analytical response	• <b>Insightful</b> evaluations	• <b>Informed</b> evaluations	• <b>Sound</b> evaluations	• <b>Partial</b> evaluation (mainly descriptive)	• <b>Statements</b> made
<b>Investigating and defining</b>	Critical evaluation of the client's needs <i>Evidenced in:</i> • SR19: The needs of my client or target market	• <b>Comprehensive</b> critical evaluation of the client's needs	• <b>Detailed</b> critical evaluation of the client's needs	• <b>Sound</b> critical evaluation of the client's needs	• <b>Partial</b> evaluation of the client's needs	• <b>Statements</b> made about the client's needs
<b>Evaluating</b>	Establishment and use of detailed criteria to evaluate: • The magazine article • Processes used <i>Evidenced in:</i> • SR24: Junior health correspondent—Developing criteria for success • SR28: How did I go with my design challenge? An evaluation of my work	• <b>Comprehensive</b> and <b>detailed</b> criteria for success established • <b>Insightful</b> evaluation using these detailed criteria	• <b>Informed</b> and <b>detailed</b> criteria for success established • <b>Informed</b> evaluation using of these detailed criteria	• <b>Sound</b> and <b>detailed</b> criteria for success established • <b>Sound</b> evaluation using these detailed criteria	• Criteria for success established • <b>Partial</b> evaluation using (provided) detailed criteria	• <b>Statements</b> made related to criteria for success • <b>Fragmented</b> evaluation using (provided) detailed criteria

**Comprehensive:** Detailed and thorough, includes all that is relevant

**Effective:** Meeting the intended purpose in a way that produces the desired effect

**Fragmented:** Disjointed or isolated

**Informed:** Having relevant knowledge

**Insightful, discerning:** Showing good judgement to make thoughtful choices

**Partial:** Attempted; incomplete

**Sound:** Makes sense, reasonable, works, practicable



### Assessment guide (Design and technologies), Extension 1 completed

This assessment guide is based on the Australian Curriculum Years 9 and 10 Design and Technologies achievement standard.

Criteria	Task-specific criteria	Descriptors of quality—The student's work shows the following characteristics:				
		A	B	C	D	E
<b>Managing</b>	Independent application of sequenced management and production plans, making adjustments as necessary <i>Evidenced in:</i> • SR14: Project management plan B	• <b>Independent</b> development of a sequenced management plan and <b>insightful</b> use and adjustment of it	• <b>Independent</b> development of a sequenced management plan and <b>informed</b> use and adjustment of it	• <b>Independent</b> development of a sequenced management plan and <b>sound</b> use and adjustment of it	• Development, use and adjustment of a management plan	• Use of a management plan
<b>Knowledge and understanding (Technologies and society)</b>	Explanation of how fashion designers consider factors that impact on design decisions and technologies used to produce sun-safe clothing <i>Evidenced in:</i> • SR21: Being a fashion designer	• <b>Comprehensive</b> explanations	• <b>Detailed</b> explanations	• <b>Sound</b> explanations	• <b>Partial</b> explanations (mainly descriptive)	• <b>Statements</b> made
<b>Knowledge and understanding (Technologies contexts)</b>	Evaluation of features of technologies (fashion design features and fabric characteristics) with reference to sun safety to demonstrate knowledge and understanding <i>Evidenced in:</i> • Magazine article • SR18: Design features for sun-savvy clothing • SR16: Fabric characteristics and UVR protection—An analytical response	• <b>Insightful</b> evaluations	• <b>Informed</b> evaluations	• <b>Sound</b> evaluations	• <b>Partial</b> evaluation (mainly descriptive)	• <b>Statements</b> made
<b>Investigating and defining</b>	Critical evaluation of the client's needs <i>Evidenced in:</i> • SR19: The needs of my client or target market	• <b>Comprehensive</b> critical evaluation of the client's needs	• <b>Detailed</b> critical evaluation of the client's needs	• <b>Sound</b> critical evaluation of the client's needs	• <b>Partial</b> evaluation of the client's needs	• <b>Statements</b> made about the client's needs
<b>Generating and designing</b>	Communication of design ideas <i>Evidenced in:</i> Drawings of fashion illustrations in magazine article	• <b>Comprehensive</b> and <b>effective</b> communication of design solution	• <b>Effective</b> communication of design solution	• <b>Sound</b> communication of design solution	• <b>Partial</b> communication of design solution	• <b>Fragmented</b> communication of design solution
<b>Evaluating</b>	Establishment and use of detailed criteria to evaluate: • The magazine article • Drawings of fashion illustrations in the article Processes used <i>Evidenced in:</i> SR24 Junior health correspondent—Developing criteria for success SR28 How did I go with my design challenge? An evaluation of my work	• <b>Comprehensive</b> and <b>detailed</b> criteria for success established • <b>Insightful</b> evaluation using these detailed criteria	• <b>Informed</b> and <b>detailed</b> criteria for success established • <b>Informed</b> evaluation using of these detailed criteria	• <b>Sound</b> and <b>detailed</b> criteria for success established • <b>Sound</b> evaluation using these detailed criteria	• Criteria for success established • <b>Partial</b> evaluation using (provided) detailed criteria	• <b>Statements</b> made related to criteria for success • <b>Fragmented</b> evaluation using (provided) detailed criteria

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### Assessment guide (Design and technologies), Extension 2 completed

This assessment guide is based on the Australian Curriculum Years 9 and 10 Design and Technologies achievement standard.

Criteria	Task-specific criteria	Descriptors of quality—The student's work shows the following characteristics:				
		A	B	C	D	E
<b>Managing</b>	Independent application of sequenced management and production plans, making adjustments as necessary <i>Evidenced in:</i> • SR14: Project management plan B	• <b>Independent</b> development of a sequenced management plan and <b>insightful</b> use and adjustment of it	• <b>Independent</b> development of a sequenced management plan and <b>informed</b> use and adjustment of it	• <b>Independent</b> development of a sequenced management plan and <b>sound</b> use and adjustment of it	• Development, use and adjustment of a management plan	• Use of a management plan
<b>Knowledge and understanding (Technologies and society)</b>	Explanation of how fashion designers consider factors that impact on design decisions and technologies used to produce sun-safe clothing <i>Evidenced in:</i> • SR21: Being a fashion designer	• <b>Comprehensive</b> explanations	• <b>Detailed</b> explanations	• <b>Sound</b> explanations	• <b>Partial</b> explanations (mainly descriptive)	• <b>Statements</b> made
<b>Knowledge and understanding (Technologies contexts)</b>	Evaluation of features of technologies (fashion design features and fabric characteristics) with reference to sun safety to demonstrate knowledge and understanding <i>Evidenced in:</i> • Magazine article • SR18: Design features for sun-savvy clothing • SR16: Fabric characteristics and UVR protection—An analytical response	• <b>Insightful</b> evaluations	• <b>Informed</b> evaluations	• <b>Sound</b> evaluations	• <b>Partial</b> evaluation (mainly descriptive)	• <b>Statements</b> made
<b>Investigating and defining</b>	Critical evaluation of the client's needs <i>Evidenced in:</i> • SR19: The needs of my client or target market	• <b>Comprehensive</b> critical evaluation of the client's needs	• <b>Detailed</b> critical evaluation of the client's needs	• <b>Sound</b> critical evaluation of the client's needs	• <b>Partial</b> evaluation of the client's needs	• <b>Statements</b> made about the client's needs
<b>Generating and designing</b>	Creation and connection of design ideas and justification of design decision <i>Evidenced in: Fashion illustrations and annotations in magazine article</i>	• <b>Purposeful</b> creation and connection of design ideas with <b>insightful</b> justifications	• <b>Effective</b> creation and connection of design ideas with <b>informed</b> justifications	• <b>Sound</b> , creation and connection of design ideas with <b>sound</b> justifications	• <b>Partial</b> creation and connection of design ideas with <b>partial</b> justifications	• <b>Fragmented</b> creation and connection of design ideas with <b>statements</b> about decisions
	Communication of design solution <i>Evidenced in: Drawings of fashion illustrations in magazine article</i>	• <b>Comprehensive</b> and <b>effective</b> communication of design solution	• <b>Effective</b> communication of design solution	• <b>Sound</b> communication of design solution	• <b>Partial</b> communication of design solution	• <b>Fragmented</b> communication of design solution
<b>Evaluating</b>	Establishment and use of detailed criteria to evaluate: The magazine article • Design solution (fashion illustrations) • Drawings of fashion illustrations in the article • Processes used <i>Evidenced in:</i> • SR24: Junior health correspondent—Developing criteria for success • SR28: How did I go with my design challenge? An evaluation of my work	• <b>Comprehensive</b> and <b>detailed</b> criteria for success established • <b>Insightful</b> evaluation using these detailed criteria	• <b>Informed</b> and <b>detailed</b> criteria for success established • <b>Informed</b> evaluation using of these detailed criteria	• <b>Sound</b> and <b>detailed</b> criteria for success established • <b>Sound</b> evaluation using these detailed criteria	• Criteria for success established • <b>Partial</b> evaluation using (provided) detailed criteria	• <b>Statements</b> made related to criteria for success • <b>Fragmented</b> evaluation using (provided) detailed criteria

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Assessment guide (Health and Physical Education [HPE])

This assessment guide is based on the Australian Curriculum Years 9 and 10 Health and Physical Education achievement standard.

Criteria	Task-specific criteria	Descriptors of quality—The student’s work shows the following characteristics:				
		A	B	C	D	E
<b>Investigating</b>	<p>Access to, and synthesis and application of information related to sun-safe clothing and accessories from credible sources to propose and justify behaviours to promote sun-safety through the use of clothing.</p> <p><i>Evidenced in:</i></p> <ul style="list-style-type: none"> <li>• Magazine article</li> <li>• Investigating and evaluating design features for sun-savvy clothing</li> <li>• SR17: Fabric characteristics and UVR protection: An analytical response</li> <li>• SR18: Design features for sun-savvy fashion</li> </ul>	<ul style="list-style-type: none"> <li>• Access to, and <b>synthesis and application</b> of information from credible sources of information to propose and justify <b>discerning</b> actions to promote sun safety through clothing</li> </ul>	<ul style="list-style-type: none"> <li>• Access to, and <b>synthesis and application</b> of information from credible sources of information to propose and justify <b>informed</b> actions to promote sun safety through clothing</li> </ul>	<ul style="list-style-type: none"> <li>• Access to, and <b>synthesis and application</b> of information from credible sources of information to propose and justify <b>sound</b> actions to promote sun safety through</li> </ul>	<ul style="list-style-type: none"> <li>• Access to, and <b>application</b> of information from sources of information to <b>explain</b> actions to promote sun safety through clothing</li> </ul>	<ul style="list-style-type: none"> <li>• Access to health information to make <b>statements</b> about promoting sun safety through clothing</li> </ul>