



Task 2: Research Task – Environmentally Sustainable Design

Due Date: 07/06/24 Friday, Week 6

Task Distributed: 10.05.24

Unit: Activity of Designers

Task Type: Research Task

Task Weighting: 15%

Outcomes: DT5-3, DT5-4, DT5-5, DT5-7

Task Description – Environmentally Sustainable Design

DESIGN BRIEF:

As designers, it is important that we monitor trends. Keeping up-to-date with trends will ensure that designs can meet the target market's needs. It is also important to be aware of historical and cultural influences that have shaped design and production.

Social, cultural, global, political, economic and environmental influences directly and indirectly affect trends and in turn impact on design and production. Environmentally conscious design is an increasing trend in contemporary society, with many big-name brands such as Rip Curl, Quiksilver, Billabong, Nike, Adidas and Under Armour changing the way their products are made in an effort to reduce waste and decrease their environmental footprint.

TASK: You are to research the growing trends of 'big-name brand companies' use of new technologies and recyclable materials in the manufacture of environmentally sustainable products. You will need to address and answer the following questions:

1. **Outline** one of the companies and their environmentally sustainable product or products. Provide images of the selected product/s. **5 Marks**
2. **Describe** the process used to create the product and the features of design increasing its environmental sustainability. Providing images as supporting evidence. **5 Marks**
3. **Evaluate** the impact of creating sustainable products on society and the environment. **5 Marks**
4. **Create** a presentation, conveying your findings in an innovative and engaging way. **10 Marks**

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- **Describe:** Provide characteristics and features
- **Outline:** Sketch in general terms; indicate the main features of
- **Evaluate:** Make a judgement based on criteria; determine the value of

Check the NESA Glossary of Key Words for further guidance
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

The successful completion of this task requires your completed portfolio to be submitted on Google Classroom and your practical design solution submitted to your teacher by the due date.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through an annotated marking criteria.
- Students can clarify or seek further feedback by speaker with their teacher or the assessment marker.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for between 10% – 20% of the maximum task value.

Upon return of the task, students will also be expected to complete a self-reflection.

Students will be required to complete a self-reflection form at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of our performance, as well as areas that have been identified to strengthen in future tasks.

How does this link to my learning?

- Students will gain an awareness of the relationship between technology, industry, society and the environment, and develop their ability to make value judgements about issues, decisions and consequences arising from this interaction. Students develop an awareness of the importance of environmental sustainability in relation to the use of materials and technologies and their effects on people and society.
- Students identify and describe the changing needs and focus, applied to design theory production processes that encourage flexibility, resourcefulness and imagination in the development and production of quality environmentally friendly solutions.
- Report Outcomes
 1. Evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments.
 2. Analyses the work and responsibilities of designers and the factors affecting their work and can evaluate designed solutions according to principles, ethics and preferred futures.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

Criteria	1	2	3	4	5
1. Outline of company and product/s.	Provides a limited outline of the company and/or a sustainable product. Provides an image of product design.	Provides a basic outline of the company and their sustainable product. Identifies and provides an image of product design.	Provides a sound outline of the company and their sustainable product/s. Identifies and provides clear legible images of product designs.	Provides a clear outline of the company and their sustainable product/s. Identifies and provides clear legible images of product designs.	Provides a detailed outline of the company and their sustainable product/s. Identifies and provides clear legible images of product designs.
2. Description of manufacturing process and sustainable features of design.	Provides a limited description of the manufacturing process required to make the product or the design features making the product environmentally sustainable. Provides limited images of the manufacturing process.	Provides a basic description of the manufacturing process required to make the product and the design features making the product environmentally sustainable. Provides images illustrating steps in the manufacturing process.	Provides a sound description of the manufacturing process required to make the product and the design features making the product environmentally sustainable. Provides clear and legible images illustrating steps in the manufacturing process.	Provides a detailed description of the manufacturing process required to make the product and the design features making the product environmentally sustainable. Provides clear and legible images illustrating the manufacturing process.	Provides a highly detailed description of the manufacturing process required to make the product and the design features making the product environmentally sustainable. Provides clear and legible images illustrating the manufacturing process.
3. Evaluate the impact of design on society and the environment.	Provides a limited evaluation of the impact sustainable products have on society and/or the environment, stating a positive or negative aspect of a design or the processes required for manufacturing.	Provides a basic evaluation of the impact sustainable products have on society and/or the environment, detailing positive and/or negative aspects of a design or the processes required for manufacturing.	Provides a sound evaluation of the impact sustainable products have on society and the environment, detailing positive and negative aspects of each design or the processes required for manufacturing.	Provides detailed evaluation of the impact sustainable products have on society and the environment, detailing positive and negative aspects of sustainable designs and the processes required for manufacturing.	Provides an extensive evaluation of the impact sustainable products have on society and the environment, detailing positive and negative aspects of sustainable designs and the processes required for manufacturing.
	Communicates information using appropriate software.	Communicates information using appropriate software.	Communicates information using appropriate software and forms of media.	Communicates information in an appealing manner via appropriate software and forms of media.	Communicates complex information dynamically using appropriate software and forms of media.

4. Presentation

	Presentation is of a limited standard. Includes an image, use of colour and a legible font.	Presentation is of a basic standard and layout options. Includes appropriate images, use of colour and legible fonts.	Presentation is of a good standard displaying an appealing and engaging layout. Includes appropriate and clear images, use of colour and legible fonts.	Presentation is of a high standard utilising very appealing, interesting and engaging layouts. Includes multiple appropriate and clear images, use of colour and clearly legible fonts.	Presentation is of a professional standard utilising extremely appealing, interesting and engaging layouts. Includes multiple appropriate and clear images, well thought out use of colour and clearly legible fonts.
--	---	---	---	---	---

Feedback:					Total:	/25
------------------	--	--	--	--	---------------	------------

2024 Literacy Rubric

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
	0	1	2	3	4
Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
	0	1	2	3	4
Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
	0	1	2	3	4
Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
	0	1	2	3	4

Text Structure <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of all the appropriate structural features of the text type.
	0	1	2	3	4
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation