



## Year 10 Design and Technology

### Task 4: Digital Design

**Due Date:** Term 3 Week 10 26.09.25

**Task Distributed:** 22.07.25

**Unit:** Digital Design

**Task Type:** Project and Portfolio

**Task Weighting:** 25%

**Outcomes:** DT5-1, DT5-2, DT5-4, DT5-5, DT5-6, DT5-7, DT5-9

#### Task Description

Successful design often utilises different areas of design to create a holistic product that best meets the needs of the end user. You have been hired to create a new range of Marvellous Creations chocolates, and are required to also design the marketing campaign in a holistic approach. In the graphic/digital design field, the most commonly used design suite is Adobe Creative Cloud. It is used by a large number of designers including graphic designers, architects, interior designers, web designers and more. Therefore, it is really useful to get to know the basics, whether it is using it in future projects or in your design career.

##### Part A: Portfolio (35 marks)

You will be required to complete documentation of your project including;

- Design Brief
- Identification & Exploration of the Need
- Time Plan
- Moodboard
- Factors Affecting Designing and Producing
- Sketches
- Brainstorming
- Experimentation
- Record of Production
- Evaluation

##### Part B: Project (20 marks)

As part of the marketing campaign, you are required to complete and submit;

- A logo (also used to create stickers for packaging)
- An Instagram advertisement
- An advertising poster
- A new flavour of chocolate

You should demonstrate skills using both Adobe Illustrator and Adobe PhotoShop.

Literacy (5 marks)

**Mark out of 60**

**Submit:**

- Portfolio (you may wish to use the scaffold)
- Logo

- Instagram Ad
- Poster
- Chocolate (packaged)

## 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.

- Analyse: Identify components and the relationship between them; Draw out and relate implications.
- Describe: Provide characteristics and features.
- Evaluate: Make a judgement based on criteria; Determine the value of.
- Justify: Support an argument or conclusion.
- Outline: Sketch in general terms; indicate the main features of.

### Details of Submission

The assessment will be developed in class and at home during terms 2 and 3.

**Portfolio:** To be completed by using PowerPoint, Google Slides, and/or other. A scaffold will be provided. Uploaded to Google Classroom prior to the due date.

**Project:** To be completed using the Adobe Creative Cloud Suite of Applications e.g. Illustrator, PhotoShop, InDesign and/or others. JPEG or PNG files will be uploaded to Google Classroom prior to the due date. Packaged chocolates will be marked on the day of cooking.

## 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 Google Classroom.
- Students can clarify or seek further feedback by speaking 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 completion of the task, students will be expected to complete a self-reflected evaluation page. It is important part of the learning process as it provides an opportunity to reflect on the strength of their performance, as well as areas that have been identified to strengthen in future tasks. Students are to consider what they have learnt from the assessment and how they managed their time.

## How does this link to my learning?

**What Syllabus Areas of Learning will this Assessment Task report on? DT5-1, DT5-2, DT5-4, DT5-5, DT5-6, DT5-7, DT5-9**

DT5-1 analyses and applies a range of design concepts and processes

DT5-2 applies and justifies an appropriate process of design when developing design ideas and solutions

DT5-4 analyses the work and responsibilities of designers and the factors affecting their work

DT5-5 evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design

DT5-6 develops and evaluates creative, innovative and enterprising design ideas and solutions

DT5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences

DT5-9 applies risk management practices and works safely in developing quality design solutions

## 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.

## Task 2: Innovation Research - Presentation

Marking Criteria	Descriptors				
<b>Portfolio</b>					
<b>Design Brief</b>	<b>0</b>		<b>1</b>		<b>2</b>
	Student does not include a design brief for their project.		Student identifies the design brief, copying from the options without changing it.		Student clearly identifies the design brief and includes information specifying their project.
<b>Identification &amp; Exploration of the Need</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Little to no evidence of primary research.	Some attempt at primary research has been made.	Primary research conducted through survey.	Primary research conducted through survey. Results are included.	Excellent primary research conducted through thorough and high-quality survey. Results are included.
<b>Time Plan</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	No evidence of time planning is included.	A time plan is completed.	A time plan is completed showing proposed time management.	A time plan is completed showing proposed versus actual time management.	A detailed time plan is completed showing proposed versus actual time management.
<b>Moodboard</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	The moodboard fails to communicate design ideas and sources of inspiration, or is included with less than 9 images.	A moodboard shows the an aesthetic that may or may not be related to the final logo, advertisement and chocolate. There is a minimum of 9 images included.	A moodboard shows the overall aesthetic of the final logo, advertisement and chocolate, and includes some sources of inspiration. There is a minimum of 12 images included.	A moodboard shows the overall aesthetic of the final logo, advertisement and chocolate, and includes some sources of inspiration. There is a minimum of 15 images included.	A detailed moodboard shows the overall aesthetic of the final logo, advertisement and chocolate, and includes clear sources of inspiration. There is a

					minimum of 15 images included.
<b>Factors Affecting Designing and Producing</b>	0	1	2	3	4
	No consideration of the factors affecting designing and producing are evident.	Student provides an explanation for how a factor affecting designing and producing will impact on their final design.	Student provides an explanation for how two factors affecting designing and producing will impact on their final design.	Student provides an explanation for how three factors affecting designing and producing will impact on their final design.	Student provides an excellent explanation for how three factors affecting designing and producing will impact on their final design.
<b>Sketches</b>	0	1-2	3-4	5-6	7
	There is little evidence of ideas generation and no evidence of evaluation at this stage of the design process.	Up to four initial sketches for the logo are included. Up to two initial sketches for the advertisement are shown with a thorough PMI evaluation for each design.	Four initial sketches for the logo are included. Two initial sketches for the advertisement are shown with a PMI evaluation for each design.	Four initial sketches for the logo are included. Three initial sketches for the advertisement are shown with a PMI evaluation for each design.	Four initial sketches for the logo are included. Three initial sketches for the advertisement are shown with a thorough PMI evaluation for each design.
<b>Brainstorming</b>	0		1		2
	No evidence of brainstorming flavour combinations is included.		Up to three flavour combinations are brainstormed.		Three or more flavour combinations are brainstormed.
<b>Experimentation</b>	0	1	2	3	4
	There is no evidence of experimentation.	One experiment is written up in scientific format.	Two experiments are written up in scientific format. Each experiment contains a different flavour combination.	Two experiments are written up in scientific format. Each experiment contains two different flavour combinations.	Two experiments are written up in scientific format. Each experiment contains two different flavour combinations. The experiments are documented to an exceptional quality.

Evaluation	0	1	2	3	4
	There is little to no evidence of an evaluation of the final design. There is no suggestions for future improvements.	Students have reflected on some positive and negative aspects of their task. At least 3 dot points are included.	Students have reflected on the positive and negative aspects of their task through completion of a PMI table. At least 6 dot points are included.	Students have reflected on the positive and negative aspects of their task through completion of a PMI table. At least 9 dot points are included. Students may also identify areas to improve in future tasks.	Students have critically reflected on the positive and negative aspects of their task through completion of a PMI table. At least 9 dot points are included. Students also identify areas to improve in future tasks.

**Project**

Logo	0	1	2	3	4-5
	No logo included, or logo is not an original design.	Logo design is somewhat creative. The design has a few flaws and though doesn't showcase high-level skills.	Logo design is creative. The design has only a few flaws and showcases some skills.	Logo design is creative and eye catching. The design has only one or two flaws and showcases high-level skills.	Logo design is creative and eye catching. The design has no flaws and showcases high-level skills.

Instagram Ad & Poster	0	1	2	3	4-5
	No text included, or non-original text included, or text which does not show any level of skill.	Inclusion of text. The text may or may not be neat, suited to the design and show some skill.	Inclusion of text. The text is neat, somewhat suited to the design and shows some degree of skill.	Inclusion of text. The text is neat, somewhat suited to the design and shows some degree of skill.	Thoughtful inclusion of text. The text is neat, well suited to the design and shows a high-level of skill.
	0	1	2	3	4-5
	The final design is not original and/or the images included do not showcase any level of skill.	Some images are used to form the final design. There is limited evidence of editing in the images e.g. crop, remove background, filter etc. The	A collection of images are used to form the final design. There is limited evidence of editing in the images e.g. crop, remove background, filter etc. The	A collection of images are used to form the final design. There is evidence of editing in the images e.g. crop, remove background, filter etc. The	A collection of eye-catching images are used to form the final design. There is evidence of editing in the images e.g. crop, remove

		images are used in a design that is not very creative or original overall.	images are used in an overall creative design.	images are used in a very creative overall design.	background, filter etc. The images are used cohesively in a highly creative overall design.
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4-5</b>
	There is little evidence of the student using layers, backgrounds and/or foregrounds to create their design.	There is some evidence of there being a background and foreground. The design uses these layers to create a final design.	There is evidence of there being a background and foreground. The design uses these layers to create a final design. The background is somewhat appropriate to the final design.	There is evidence of there being a background and foreground. The design uses these layers appropriately to create a final design. The background is appropriate to the final design and well suited to the brief.	There is evidence of there being a background and foreground. The design uses these layers appropriately to create a highly creative final design. The background is appropriate to the final design and well suited to the overall aesthetic and design brief.

## 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:
<b>Vocabulary</b> <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
<b>Punctuation</b> <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
<b>Sentences &amp; Cohesion</b> <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
<b>Paragraphs</b> <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
<b>Text Structure</b> <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 <b>all</b> 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