



## Task 5: Student Negotiated Project

**Due Date:** Term 4 Week 4 07.11.25

**Task Distributed:** 17.10.25

**Unit:** A Holistic Approach, Activity of Designers, Digital Technologies

**Task Type:** Project Portfolio

**Task Weighting:** 25%

**Outcomes:** DT5-1, DT5-2, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10

### Task Description – Environmentally Sustainable Design

#### **DESIGN BRIEF:**

All around us in our homes, places of work, recreation venues and other areas of our lives, majority of our objects, collectables, valuables, equipment and everyday devices require savvy storage solutions. You are to identify an area / collection of objects that require organisation, such as collectables (ooshies, action figures), jewellery, sporting goods or gaming consoles and controllers.

You are to compile a project proposal for teacher approval of your storage design solution prior to receiving permission to proceed with construction.

#### **TASK:**

Use the provided scaffold to construct your proposal. Your proposal will include:

- Identified storage need
- Design Brief
- Research Evidence of current solutions
- Concept Ideas & Sketches
- Final Design
- Material and Resource Plan
- Time Management Plan

### 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 proposal to be submitted on Google Classroom 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?

- Project work in the Design & Technology course is intended to give students the opportunity to plan, design and create a product that has a specific purpose.
- Technology and an understanding of design and production processes enable people to manage, interpret, shape and alter their environment to improve their quality of life at home, school, in work places and in the broader community. Students identify needs that have personal relevance, apply design theory and use design and production processes that encourage flexibility, resourcefulness and imagination in the development, communication and production of quality solutions.
- Report Outcomes
  1. Analyses, applies, and justifies a range of design concepts and processes when developing design ideas and solutions.
  3. 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.
  4. Develops and evaluates creative, innovative and enterprising design ideas and solutions using the appropriate management strategies and technologies competently.
  5. Uses appropriate techniques when communicating design ideas and solutions to a range of audiences.
  6. Applies risk management practices and works safely in developing 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.

## Part A: Project Proposal

Criteria	1	2	3	4	5
<b>Identifying &amp; Defining</b>	Provides a limited explanation of the identified storage need and design brief and/or mentions design features needed to meet the product restrictions.	Provides a basic explanation of the identified storage need and design brief. Provides an explanation of the design features needed to meet the product restrictions	Provides a sound explanation of the identified storage need and provides a design brief, with reasoning for the need of such products in today's world. Provides an explanation of the design features needed to meet the product restrictions. Uses examples.	Provides a clear explanation of the identified storage need and provides a design brief, with detailed reasoning for the need of such products in today's world. Provides a detailed explanation of the design features needed to meet the product restrictions. Uses examples.	Provides an outstanding explanation of the identified storage need and provides a design brief, with extensive reasoning detailing the need for such products in today's world. Provides a detailed explanation of the design features needed to meet the product restrictions. Uses examples.
	Uses existing class developed evaluation criteria	Develops an evaluation criteria	Develops an evaluation criteria related to the design brief	Develops a detailed evaluation criteria directly related to the design brief	Develops an extensive evaluation criteria directly related to the design brief
<b>Research &amp; Planning</b>	Identifies and provides images of current design/s. Provides limited details on positive and negative aspects of identified design/s.	Identifies and provides clear legible images of current design/s. Provides basic details on positive and negative aspects of identified design/s.	Identifies and provides clear legible images of three current designs. Provides details on positive and negative aspects of each design related to the design brief.	Identifies and provides clear legible images of four current designs. Provides thorough details on positive and negative aspects of each design clearly related to the design brief.	Identifies and provides clear legible images of four or more current designs. Provides extensive details on positive and negative aspects of each design clearly related to the design brief.
	Provides concept design sketches. Sketches contain limited information detailing; <ul style="list-style-type: none"> <li><input type="checkbox"/> materials,</li> <li><input type="checkbox"/> dimensions,</li> <li><input type="checkbox"/> possible modifications and their added purpose to the design.</li> </ul>	Provides concept design sketches. Sketches contain basic information detailing; <ul style="list-style-type: none"> <li><input type="checkbox"/> materials,</li> <li><input type="checkbox"/> dimensions,</li> <li><input type="checkbox"/> possible modifications and their added purpose to the design.</li> </ul>	Provides three concept design sketches. Sketches contain annotations detailing; <ul style="list-style-type: none"> <li><input type="checkbox"/> materials,</li> <li><input type="checkbox"/> dimensions,</li> <li><input type="checkbox"/> possible modifications and their added purpose to the design.</li> </ul>	Provides three clear and legible concept design sketches. Sketches contain detailed annotations outlining; <ul style="list-style-type: none"> <li><input type="checkbox"/> materials,</li> <li><input type="checkbox"/> dimensions,</li> <li><input type="checkbox"/> possible modifications and their added purpose to the design.</li> </ul>	Provides three clear and legible concept design sketches. Sketches contain extensively detailed annotations outlining; <ul style="list-style-type: none"> <li><input type="checkbox"/> materials,</li> <li><input type="checkbox"/> dimensions,</li> <li><input type="checkbox"/> possible modifications and their added purpose to the design.</li> </ul>
	Demonstrates ability to; <ul style="list-style-type: none"> <li>● create a CAD model</li> </ul>	Demonstrates satisfactory ability to; <ul style="list-style-type: none"> <li>● create a CAD model</li> </ul>	Demonstrates sound ability to; <ul style="list-style-type: none"> <li>● create a CAD model</li> </ul>	Demonstrates high ability to; <ul style="list-style-type: none"> <li>● create an individualised CAD model</li> </ul>	Demonstrates outstanding ability to; <ul style="list-style-type: none"> <li>● create an individualised CAD model</li> </ul>

<b>Research &amp; Planning</b>	Demonstrates ability to; <ul style="list-style-type: none"> <li>produce a basic PDF print out or drawing of non-dimensioned single view.</li> </ul>	Demonstrates satisfactory ability to; <ul style="list-style-type: none"> <li>produce a basic PDF print out or drawing of partially dimensioned 2 views and title block.</li> </ul>	Demonstrates sound ability to; <ul style="list-style-type: none"> <li>produce a PDF print out or drawing of partially dimensioned 3 view orthogonal drawing with border, title block and annotations.</li> </ul>	Demonstrates high ability to; <ul style="list-style-type: none"> <li>produce a PDF print out or drawing of partially dimensioned 3rd angle 3 view orthogonal drawing, fully rendered 3D view, border, title block and annotations.</li> </ul>	Demonstrates outstanding ability to; <ul style="list-style-type: none"> <li>produce a PDF print out or drawing of fully dimensioned 3rd angle 3 view orthogonal drawing, fully rendered 3D view, border, title block and annotations.</li> </ul>
	Provides a limited justification for the selection of final design and its design features.	Provides a basic justification for the selection of final design and its design features.	Provides a sound justification for the selection of final design and its design features with links to the design brief.	In detail, justifies the selection of final design and its design features with clear links to the design brief.	In extensive detail, justifies the selection of final design and its design features with clear links to the design brief.
	List of resources required for the production of design is limited.	List of resources required for the production of design is basic.	Provides a list of all resources required for the production of design.	Provides a detailed list of all resources required for the production of design.	Provides a detailed and extensive list of all resources required for the production of design.
	Provides a limited Gantt Chart listing tasks required for the management and production of design.	Provides a basic Gantt Chart listing tasks required for the management and production of design.	Provides a Gantt Chart outlining all tasks required for the management and production of design.	Provides a detailed Gantt Chart outlining all tasks required for the management and production of design.	Provides a detailed and extensive Gantt Chart outlining all tasks required for the management and production of design.

LITERACY CRITERIA	Descriptors				
	0	1	2	3	4
<b>Vocabulary</b> Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	- Symbols or drawings	- Only simple and nontechnical 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.
<b>Punctuation</b> Use of correct and appropriate punctuation for effect and to aid in reading of the text	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and <i>at least two</i> examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.
<b>Sentences</b> Intentionally constructs a variety of sentences to match purpose and audience	- No evidence of sentences  - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	- Some correct formation of sentences. (at least 50%)	- Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are correct including sophisticated sentences.

<p><b>Paragraphs</b></p> <p>Paragraphs are used to effectively structure information and partition events and ideas</p>	<ul style="list-style-type: none"> <li>- No correct use of paragraphing</li> <li>- may be a block of text or random breaks</li> </ul>	<ul style="list-style-type: none"> <li>- Ideas are separated, provides at least ONE correct break between ideas</li> <li>- Paragraphs may contain some unrelated ideas</li> </ul>	<ul style="list-style-type: none"> <li>- At least ONE paragraph is well structured and develops an idea</li> </ul>	<ul style="list-style-type: none"> <li>- All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively.</li> </ul>	<ul style="list-style-type: none"> <li>- Paragraphing creates flow, connectivity and supports argument.</li> </ul>
<p><b>Text Structure</b></p> <p>Uses features of the appropriate text type</p>	<ul style="list-style-type: none"> <li>- No evidence of structural components of the appropriate text type</li> </ul>	<ul style="list-style-type: none"> <li>- Minimal evidence of the structural components of the appropriate text type.</li> </ul>	<ul style="list-style-type: none"> <li>- Some evidence of the structural components of the appropriate text type.</li> </ul>	<ul style="list-style-type: none"> <li>- Substantial evidence of the structural components of the appropriate text type.</li> </ul>	<ul style="list-style-type: none"> <li>- Coherent and controlled use of the appropriate structural components of the text type.</li> </ul>

**Feedback:**

**Total:**

**/50**

