



# Year 10 Design and Technology

## Task 1: Case Study

**Due Date:** Term 1 Week 7 13.03.26

**Task Distributed:** 23.02.26

**Unit:** Activity of Designers

**Task Type:** Innovation Research - Presentation

**Task Weighting:** 25%

**Outcomes:** 2, 3

### Task Description

Over time, the activity of designers has evolved. Designers have a responsibility to their consumers and workers, as well as needing to consider ethical implications, including that of intellectual property and the short- and long-term impacts of their design on individuals, society and the environment. Therefore, designers play a large role in creating innovations that give insights into trends and preferred futures.

#### Case Study Presentation

You will be required to choose one designer and complete a case study presentation on them/their work (a scaffold will be provided). Some options are provided below:

- James Dyson - Product Designer
- Elon Musk - Entrepreneur
- Catherine Martin – Production/Costume Designer

Your case study presentation should include; **(30 marks)**

1. Title page: the name of the designer, where they are from, a colour photo of them, and a photo of something they have designed (1 mark)
2. Identify the field of design and provide detail about this career pathway (2 marks)
3. Explain how the designer conducts a needs/opportunity analysis (4 marks)
4. Identify and outline why they are considered successful (2 marks)
5. Explain how the designer has considered ethical and responsible design with reference to specific examples (6 marks)
6. Identify intellectual property issues and explain how the designer protected their own intellectual property (4 marks)
7. With reference to one of their designs, explain their impact on the individual, society and the environment. (6 marks)
8. Critically self-evaluate your assessment based on depth of research, quality of work and time management (3 marks)
9. Bibliography (2 marks)

The case study should be recorded as an engaging video presentation (this can be done using Zoom) **(5 marks)**

Literacy **(5 marks)**

**Mark out of 40**

**Submit:**

- Powerpoint/Google Slideshow (you may wish to use the scaffold)
- Presentation recording

# 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.

- **Identify:** Recognise and name
- **Explain:** Relate cause and effect; make the relationships between things evident; provide why and/or how
- **Evaluate:** Make a judgement based on criteria; determine the value of

## Details of Submission

The assessment will be developed at home during term 1.

**Case Study Presentation:** To be completed by using PowerPoint, Google Slides, Zoom, iMovie, and/or other. A scaffold will be provided along with a tutorial on how to record presentations. Uploaded to Google Classroom prior to 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 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 Areas of Learning will this Assessment Task Report on?**

- Examine how designers work and any restrictions they face.
  - Investigate the responsibility that designers have on the individual, society and environment.
  - **Report outcomes:**
2. Evaluates and explains the impact of past, current and emerging technologies on the individual, society and the environment.
  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.

## 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>Title Page</b>	0				1
	Student has not attempted this question OR Student's answer is incomplete without relevant information				Student clearly identifies the name of the designer, their country of origin, includes a photo of the designer, and a photo of something they have designed.
<b>Field of Design</b>	0		1		2
	Student has not attempted this question OR Student's answer is incomplete without relevant information		Student identifies the designer's field of design and gives some details of the profession which might include; average salary, training required, and/or some typical tasks completed by a designer in that field.		Student correctly identifies the designer's field of design and gives details of the profession including; average salary, training required, and some typical tasks completed by a designer in that field.
<b>Needs/ Opportunity Analysis</b>	0	1	2	3	4
	Student has not attempted this question OR Student's answer is incomplete without relevant information	Student outlines how the designer conducts a needs or opportunity analysis.	Student describes how the designer conducts a needs or opportunity analysis by referring to a specific strategy/cognitive organiser.	Student explains how the designer conducts a needs or opportunity analysis by referring to a specific strategy/cognitive organiser. An explanation for why the designer conducts this analysis is also included.	Student clearly explains how the designer conducts a needs or opportunity analysis by referring to a specific strategy/cognitive organiser. A high-quality, clear explanation for why the designer conducts this analysis is also included.

<b>Success of Designer</b>	0		1		2
	Student has not attempted this question OR Student's answer is incomplete without relevant information		Student is able to identify four factors that contributed to the success of the designer.		Student is able to identify four factors that contributed to the success of the designer, and provide an outline for each.
<b>Ethical and Responsible Design</b>	0-1	2	3	4	5-6
	Student has not attempted this question OR Student's answer is incomplete without relevant information	Student gives an outline of how a designer might contribute to ethical and responsible design.	Student gives a description of how the designer contributed to ethical and responsible design with examples.	Student gives an explanation of how the designer contributed to ethical and responsible design with specific and relevant examples.	Student gives an in depth, critical explanation of how the designer contributed to ethical and responsible design with specific and highly relevant examples.
<b>Intellectual Property</b>	0	1	2	3	4
	Student has not attempted this question OR Student's answer is incomplete without relevant information	Student identifies intellectual property issues and/or identifies ways a designer can protect their own intellectual property.	Student identifies intellectual property issues and describes how a designer can protect their own intellectual property.	Student identifies intellectual property issues specific to the designer and gives an explanation of how they protected their own intellectual property referring to at least one specific example.	Student identifies intellectual property issues specific to the designer and gives a thorough explanation of how they protected their own intellectual property referring to at least two specific examples.
<b>Impact on Individuals, Society and the Environment</b>	0-1	2	3	4	5-6
	Student has not attempted this question OR	Student outlines the impact that the designer's product has on the individual, society and the environment by providing	Student describes the impact that the designer's product has on the individual, society and the environment by providing	Student explains the impact that the designer's product has on the individual, society and the environment by making	Student clearly explains the impact that the designer's product has on the individual, society and the environment by

	Student's answer is incomplete without relevant information	at least two relevant and insightful positives and negatives for at least one context; individuals, society and the environment.	at least two relevant and insightful positives and negatives for each; individuals, society and the environment.	reference to a specific example and providing at least three relevant and insightful positives and negatives for each; individuals, society and the environment.	making reference to a specific example and providing at least four relevant and insightful positives and negatives for each; individuals, society and the environment.
<b>Self-Evaluation</b>	0	1		2	3
	Student has not attempted this question OR Student's answer is incomplete without relevant information	Students have reflected on the positive and negative aspects of their task.		Students have reflected on the positive and negative aspects of their task. Students evaluate their; depth of research, quality of work and time management by rating themselves, identifying positives and areas to improve in future tasks.	Students have critically reflected on the positive and negative aspects of their task. Students critically evaluate their; depth of research, quality of work and time management by rating themselves, identifying positives and areas to improve in future tasks.
<b>Bibliography</b>	0		1		2
	Student has not attempted this question OR Student's answer is incomplete without relevant information		Student provides some URLs to websites accessed.		Student provides URLs/links to all websites accessed in dot point form.
<b>Presentation</b>	0-1	2	3	4	5
	Student has not attempted this question OR	Student's presentation includes visuals and/or voiceover.	Student's presentation is engaging with aesthetically pleasing visuals and a voiceover.	Student's presentation is engaging with aesthetically pleasing	Student's presentation is highly engaging with aesthetically pleasing visuals and clear,

	Student's answer is incomplete without relevant information			visuals and clear, informative voiceover.	informative voiceover that does not read only from the slides.
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# Literacy Rubric

Literacy Outcomes	Elementary achievement  You have:	Limited achievement  You have:	Satisfactory achievement  You have:	High achievement  You have:	Outstanding achievement  You have:
<p style="text-align: center;"><b>Vocabulary</b></p> <p><i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i></p>	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
<p style="text-align: center;"><b>Punctuation</b></p> <p><i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i></p>	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
<p style="text-align: center;"><b>Sentences &amp; Cohesion</b></p> <p><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></p>	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
<p style="text-align: center;"><b>Paragraphs</b></p> <p><i>Paragraphs are used to effectively structure information and partition events and ideas</i></p>	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
<p style="text-align: center;"><b>Text Structure</b></p>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the</i>	Minimal evidence of the structural features - 1	Some evidence of the structural features - 2	Substantial evidence of the structural features - <i>all components evident but there</i>	Coherent and controlled use of <b>all</b> the appropriate structural features of the text type.

<i>Uses features of the appropriate text type</i>	<i>appropriate text type and/or response is off task.</i>	<i>component evident - of the appropriate text type.</i>	<i>components evident - of the appropriate text type.</i>	<i>may be some lapses - of the appropriate text type.</i>	
	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