



Year 10 Design and Technology

Task 2: Design Processes: Project & Folio

Due Date: Term 2 Week 7 04/06/2026

Task Distributed: 24/04/2026

Unit: Design Processes

Task Type: Project and Portfolio

Task Weighting: 20%

Outcomes: 1,4,5,6

Task Description

People have been wearing jewellery/accessories to express themselves since approximately 3000 BC, this is still true today.

Part A: Product (20 Marks)

Your task is to research, design, develop and create a **jewellery/accessory, and a packaging design** that meets the needs of your chosen target market.

You will submit:

- Jewellery item
- Packaging with logo

Part B: Folio (45 Marks)

You will need to complete a folio (scaffold template will be provided)

- Identifying and defining
- Research and planning
- Producing and implementing
- Testing and evaluating

Literacy (5 Marks)

- Vocabulary
- Punctuation
- Sentences
- Paragraphs
- Text structure

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.

- **Apply:** Use, utilise, employ in a particular situation
- **Analyse:** Identify components and the relationship between them; draw out and relate implications

Details of Submission

The assessment will be developed in class time and at home during term 1.

Folio: The assessment will be submitted via Google Classroom. It will include the completed folio (based on the template provided), an image of their finished accessory, packaging and logo design.

Product: To be submitted to the teacher in person. Packaging with logo design and product.

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-reflective evaluation page. It is an 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 create a list of design factors to evaluate their success. This is what they wish to achieve by the completion of their assessment. At the end of the assessment students will need to evaluate their own work, to see if they have met "the criteria for success".

How does this link to my learning?

What Areas of Learning will this Assessment Task Report on?

1. Analyses, applies and justifies a range of design concepts and processes when developing design ideas and solutions.
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 safety 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.

Task 1: Design Process

MARKING CRITERIA	Descriptors				
Design Brief	0	1	2	3	4
	Student has not attempted this question OR Students answer is incomplete without relevant information	Student has been unable to clearly identify, give reasons and explain their target market.	Student has provided limited information to identify and explain their target market.	Student has provided a completed response to identify and explain their target market.	Student has provided a detailed response to identify and explain their target market.
Design Brief	0	1	2-3	4-5	6
	Student has not attempted this question OR Students answer is incomplete without relevant information	Student identifies the criteria to evaluate success, with or without explaining each criteria. There are fewer than 3 criteria identified.	Student identifies the criteria to evaluate success, with or without explaining each criteria. There are at least 3 criteria identified.	Student identifies the criteria to evaluate success, explaining each criteria. There are at least 4 criteria identified.	Student identifies the criteria to evaluate success, explaining each criteria. There are at least 5 criteria identified.
Management	0	1	2-3	4-5	6
	Student has not attempted this question OR Students answer is incomplete without relevant information	A finance plan is completed. A time plan is completed.	A finance plan is completed to a good quality. A time plan is completed showing proposed time management.	A finance plan is completed to a good quality. Receipts are included, showing actual spend. A time plan is completed showing proposed versus actual time management.	A finance plan is completed to an excellent quality. Receipts are included, showing actual spend. A detailed time plan is completed showing proposed versus actual time management.
Idea Generation	0	1	2	3	4

	Student has not attempted this question OR Students answer is incomplete without relevant information	A mindmap is completed showing different styles/ideas. A moodboard shows some design inspirations.	A mindmap is completed showing different styles/ideas for jewellery and packaging. A moodboard shows the design inspirations.	A mindmap is completed showing a wide variety of different styles/ideas for jewellery and packaging. A moodboard shows the design inspirations are clearly linked to their target market and design brief.	A thorough mindmap is completed showing a wide variety of different styles/ideas for jewellery and packaging. A detailed moodboard shows the design inspirations are clearly linked to their target market and design brief.
	0	1	2-3	4-5	6
	Student has not attempted this question OR Students answer is incomplete without relevant information	Up to two concept sketches are shown for each, jewellery, and packaging.	Up to two concept sketches are shown for each, jewellery, and packaging with a PMI evaluation for each design.	Two concept sketches are shown for each, jewellery, and packaging with a good PMI evaluation for each design.	Two concept sketches are shown for each, jewellery, and packaging with a thorough PMI evaluation for each design.
	0	1	2	3	4
	Student has not attempted this question OR Students answer is incomplete without relevant information	A final design for each, jewellery, and packaging is included.	A final design for each, jewellery, and packaging is included. The drawing includes annotations of design features.	A final design for each, jewellery, and packaging is included. The drawing has been produced using CAD and includes annotations of design features.	A final design for each, jewellery, and packaging is included. The drawing has been produced using CAD to a very high quality and includes extensive annotations of design features.
Research and Experimentation	0-1	2	3	4	5
	Student has not attempted this question OR Students answer is incomplete without relevant information	Documentation for an experiment is mostly completed.	Documentation for an experiment is completed (using the scientific method).	Documentation for an experiment is completed (using the scientific method) to a high quality with discussion on the application of conclusions.	Documentation for an experiment is completed (using the scientific method) to a very high quality with excellent discussion on the application of conclusions.
	0	1	2-3	4-5	6
Producing and Implementing	Student has not attempted this question OR	Documentation of the product development is shown through written steps.	Documentation of the product development is shown through written steps. A few annotations	Documentation of the product development is shown through written steps. Annotations show	Thorough documentation of the product development is shown through written steps.

	Students answer is incomplete without relevant information		show the challenges encountered, positives and changes made in production.	the challenges encountered, positives and changes made in production.	Extensive annotations show the challenges encountered, positives and changes made in production.
Evaluation	0	1	2	3	4
	Student has not attempted this question OR Students answer is incomplete without relevant information	A limited PMI table shows evaluation of the final product. The predetermined criteria to evaluate success may or may not be used to evaluate the success of the final product with limited detail.	A completed PMI table shows evaluation of the final product. The predetermined criteria to evaluate success has been used to evaluate the success of the final product.	A completed PMI table shows some critical evaluation of the final jewellery, and packaging. The predetermined criteria to evaluate success has been used to evaluate the functional and aesthetic success of the jewellery, and packaging.	A completed PMI table shows critical evaluation of the final jewellery, and packaging. The predetermined criteria to evaluate success has been used to critically evaluate the functional and aesthetic success of the jewellery, and packaging.
Product Creativity	0-2	3-4	5-6	7-8	9-10
	Student has not attempted this question OR Students answer is incomplete without relevant information	The jewellery, and packaging connect to the design brief and target audience.	Creativity is somewhat evident in the final design. The jewellery, and packaging connect to the design brief and target audience.	Creativity is evident in the final design. The jewellery, and packaging work as a cohesive package, with the design clearly connecting to the design brief and target audience.	Creativity is highly evident in the final design. The jewellery, and packaging work as a cohesive package, with the design clearly connecting to the design brief and target audience.
Product Difficulty	0-1	2	3	4	5
	Student has not attempted this question OR Students answer is incomplete without relevant information.	Student has demonstrated basic technical skills with sound results.	Student has demonstrated a range of technical skills with success.	Student has demonstrated a wide range of technical skills with success.	Student has demonstrated a wide range of difficult technical skills with great success.
Product Quality	0-1	2	3	4	5
	Student has not attempted this question OR	The jewellery, and packaging are all produced, with improvements needing to be made.	The jewellery, and packaging are all produced to a reasonable standard though 2-3	The jewellery, and packaging are all produced to a high standard though 1-2	The jewellery, and packaging are all produced to a high standard with an emphasis on quality.

	Students answer is incomplete without relevant information		improvements could be made.	improvements could be made.	
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2026 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