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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **I** | **E-** | **E** | **E+** | **D-** | **D** | **D+** | **C-** | **C** | **C+** | **B-** | **B** | **B** **+** | **A-** | **A** | **A+** |
| **0** | **1-2** | **3-4** | **5-6** | **7-8** | **9-10** | **11-12** | **13-14** | **15-16** | **17-18** | **19-20** | **21-22** | **23-24** | **25-26** | **27-28** | **29-30** |

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|  | **A** | **B** | **C** | **D** | **E** |
| **U1: Understanding of hardware and software** | Comprehensive understanding | Well-informed understanding | Informed understanding | Some recognition of hardware and software | Identification of some aspects of hardware and software |
| **U2: Understanding of the design process** | Comprehensive understanding | Well-informed understanding | Competent understanding | Some understanding of basic aspects | Some recognition of limited aspects of the role |
| **DA1: Selection and use of appropriate hardware and software** | Discerning selection and highly proficient use | Well-considered selection and proficient use | Considered selection and use | Partial use of basic hardware and software | Attempted use of basic hardware and software |
| **DA2: Application of manipulative and organisational skills** | Highly proficient application | Proficient application | Competent application | Some application of basic manipulative and organisational skills | Limited application of manipulative and organisational skills |
| **DA3: Application of layout and design principles** | Consistent and thoughtful application | Thoughtful application | Competent application | Some application of basic layout and design principles | Attempted use of elements of layout and design principles |
| **DA4: Application of the design process** | Comprehensive and well-considered application | Well-considered application | Competent application | Basic application of some aspects of design process | Attempted application of one or more aspects of design process |
| **AE2: Evaluation of text-based products and the design process** | Discerning and thorough evaluation | Well-considered evaluation | Competent evaluation | Some basic assessment with some reference to the design process | Attempted description with limited reference to the design process |

**U1: Understanding of appropriate hardware and software for the completion of text-based communication tasks.**

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| **A** | **B** | **C** | **D** | **E** |  | Hardware and software used is appropriate for the product and documentation |  | Documented reasons for selection of software and hardware |  |
|  |  |  |  |  |
|  | | | | | | Hardware and software and chosen is evaluated |  |  |  |

**U2: Understanding of the design process in planning, producing and evaluating text-based products.**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |  | Displays a clear understanding of the presentation of the design process. Evident in documentation presentation including; section dividers for investigating; devising; producing and evaluation; final products clearly identified. |  | Annotated changes reflects Design Plans with annotations explaining any variations from the original design plans using the language of the design principles |  |
|  |  |  |  |  |
|  | | | | | | Examples annotated are relevant to the final product |  | Provides evidence of understanding of the target audience requirements |  |
|  | | | | | | Investigation summary/statement reflects some evaluation of the samples using the design principles |  | Evidence of feedback from target audience in evaluation and appendices |  |

**DA1: Selection and use of appropriate hardware and software in the completion of text-based communication tasks.**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |  | Appropriate selection of hardware and software has been made for the completion of documentation and products |  | Achieves product specifications using software and hardware functions |  |
|  |  |  |  |  |
|  | | | | | | Evidence of use of hardware and software functions:  -in creating and manipulating graphics e.g. graphics used are not pixelated  - using appropriate software functionality for production of text  - use of hardware to print double-sided if required, collate and trim final products to size  - Spelling and grammar check undertaken |  | ***Electronic Focus area (only)***   * Graphics files appropriate size * Links and anchors work * Pages are labelled * Appropriate file management |  |

**DA2: Application of manipulative and organisational skills in the use of information-processing technology.**

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| **A** | **B** | **C** | **D** | **E** |  | Product - Adequate text (evidence of text is close to approximately 1500 words for a 20 credit subject and 900 words for a 10 credit subject) |  | Design plans are detailed |  |
|  |  |  |  |  |
|  | | | | | | Documentation - Word count observed for Investigating, Devising & Evaluation summary/statements (1500 for 20-credit, 800 words for 10-credit) |  | ***Electronic*** *–* File management, page naming, size and download time of graphics is appropriate for the web |  |
|  | | | | | | Demonstrates software skills relevant to the task – e.g.: image manipulation |  | ***Electronic*** *–* appropriate use of navigation including anchors, back to top |  |
|  | | | | | | Organisation of product and documentation into appropriate sections according to the design process |  |  |  |

**DA3: Application of layout and design principles to the production of text-based documents or presentations.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |  | Product and Documentation provide evidence of:   * Effective use of **Contrast** * Effective use of **Proximity in the layout** Locates information in a manner which makes it easy to find Effective use of * **Repetition** in the product layout * **Alignment** in the product layout |  | Effective use of other design principles in the design of the product including symmetry, balance, optical points |  |
|  |  |  |  |  |
|  | | | | | | Evidence of the use of Text hierarchy |  | ***Electronic*** - Appropriate design and layout for digital medium including use of breadcrumbs |  |
|  | | | | | | Final products layout and structure suit the purpose, audience and information requirements of the task |  | ***Electronic*** *–* Layout of page is suitable for the web and the intended device |  |
|  | | | | | | Effective use of graphic design techniques evident in final product/s e.g.: white space, shapes, bullet points, rules in creating proximity within final products |  | ***Electronic*** *–* Formatting of text is suitable for the web layout |  |

**DA4: Application of the design process in planning and producing text-based products.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |  | **Investigating** | | **Devising** | | **Producing** | | **Evaluation** | |
|  |  |  |  |  | Summary/Statement covers:  - product specifications including what the product will be |  | **One** detailed design plan for each page of the product |  | WIP drafts are annotated, documenting and discussing changes using the design principles (i.e. CRAP primarily and any other appropriate design principles).  One/two annotated drafts per page of product. |  | Evaluation summary/statement provided |  |
|  | | | | | |
|  | | | | | | Summary/Statement covers:  - timelines and time constraints discussed |  |  |
|  | | | | | | Summary/Statement covers:  - target audience clearly identified and discussed |  | Summary/statement clearly justifies student choices of the design plan layout, including how these choices reflect the implementation of the design principles |  | Final products |  |
|  | | | | | | Summary/Statement covers:  Investigation of appropriate hardware & software available |  |
|  | | | | | | Summary/Statement covers:  Discussion of how annotated samples influence the planning of the final product design |  | Summary/statement clearly explains reasons for final selection of hardware & software selected, including their application and accessibility |  | Word dump of text used in product (approx. 1500 words for 20 credit subject or 900 for 10 credit subject) |  |
|  | | | | | | Annotations of examples demonstrate student understanding of the design principles using appropriate design terms |  |  |  |  |

**AE2: Evaluation of text-based products and the design process used.**

|  |  |  |  |  |  |  |  |  |  |
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| **A** | **B** | **C** | **D** | **E** |  | 2 or more samples per product annotated using the *main* design principles (CRAP) |  | Evaluation of own product using the *main* principles of design or others to discuss the effectiveness of the design and layout |  |
|  |  |  |  |  |
|  | | | | | | Evaluation of Contrast |  | Annotates their own final product/s using the design principles of CRAP |  |
|  | | | | | | Evaluation of Repetition |  | Effectiveness of final product is verified by target audience through surveys or other evidence |  |
|  | | | | | | Evaluation of Alignment |  | Evaluates the effectiveness of the design process in creating the final product |  |
|  | | | | | | Evaluation of Proximity |  | Evaluation of suitability of hardware & software used |  |
|  | | | | | | Evaluation of how well the final product meets task specifications |  | Personal learning evaluated including feedback from others |  |