



## Loreto College Coorparoo Semester 2 2021

### YEAR 10 Technology: Digital & Design

<b>Student</b>		<b>Teacher</b>	Mr Joyce 10A & 10B
<b>Issued</b>	5/10/2021	<b>Due Date</b>	10A Wed 10/11/21 – P6, 10B Thur 11/11/21 - P5
<b>Unit</b>	Bedroom Design		

Conditions			
<b>Technique</b>	Folio production following the Design Process		
<b>Duration</b>	6 Weeks		
<b>Mode</b>	Project Based Learning	<b>Length</b>	
<b>Individual/ group</b>	Individual	<b>Other</b>	
<b>Resources available</b>	Technology Portal, SweetHome 3D software		

Assessment objective/s		
2. represent ideas and a design concept in the develop phase.		
4. devise ideas using divergent thinking strategies in response to a design problem in the develop phase		
5.synthesise ideas and design information to propose a design concept in the develop phase		
6. evaluate the strengths, limitations and implications of ideas against design criteria to make refinements.		
Criterion	Marks allocated	Result
Devising	5	
Synthesising and Evaluating	5	
Representing and Communicating	5	
<b>Total</b>	<b>15</b>	

## Context

**Interior Design** – from the perspective of an Architect.

## Task

### Design Brief

You are going to design a master bedroom and ensuite bathroom for a 'Coral' family home.

Detailed information can be found on Canvas:

<https://loreto.instructure.com/courses/769/pages/bedroom-menu>

## CHECKPOINTS

Week 3 of Term 4 – Folio check

## Authentication strategies

The teacher will provide class time for task completion.

The teacher will consult with each student as they develop their responses.

Student progress will be monitored, and digital copies of student responses will be accessed/collected at the checkpoints.

**ETHICAL SCHOLARSHIP DECLARATION – Bedroom Design Unit**

I, \_\_\_\_\_, confirm and acknowledge that the work produced in this assessment is my own. Any words/phrases that I have used from other sources have been referenced and acknowledged.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## Instrument-specific marking guide (ISMG)

Devising	
multiple ideas <b>perceptively</b> devised from different <b>points of view</b> — with each idea incorporating <b>unique, credible</b> and <b>detailed</b> attributes — using divergent thinking strategies in response to a HCD problem in the develop phase.	4 - 5
ideas <b>appropriately</b> devised — with each idea incorporating credible and detailed attributes — using a divergent thinking strategy in response to a HCD problem in the develop phase.	2 - 3
ideas <b>disjointedly</b> devised in response to <b>aspects</b> of the HCD problem.	1
does not satisfy any of the descriptors above.	0
Synthesising and evaluating	
<b>coherent</b> and <b>logical</b> synthesis by combining attributes of multiple ideas and HCD information to propose an <b>innovative</b> HCD concept in the develop phase. <b>critical</b> evaluation of the strengths, limitations and implications of ideas against design criteria to make <b>discerning</b> refinements that improve ideas.	4 - 5
<b>simple</b> synthesis of ideas and aspects of HCD information to propose a HCD concept in the develop phase. <b>feasible</b> evaluation of the strengths, limitations and implications of ideas against some design criteria to make adequate refinements to ideas.	2 - 3
<b>unclear</b> combination of ideas. identification of a change to ideas.	1
does not satisfy any of the descriptors above.	0
Representing and Communicating	
<b>sophisticated</b> representation of ideas and a design concept using <b>fluent</b> sequences of ideation and/or schematic sketching to <b>progress</b> understanding in the develop phase.	4 - 5
<b>appropriate</b> representation of ideas and a design concept using ideation and/or schematic sketching in the develop phase to progress understanding of ideas.	2 - 3
<b> cursory</b> representation of ideas and a design concept using <b>unclear</b> ideation and/or schematic sketching in the develop phase.	1
does not satisfy any of the descriptors above.	0
Total out of 15	
Percentage	
Estimated Grade	