

Assessment Schedule – 2024

Digital Technologies: Design a digital technologies outcome (92007)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Design a digital technologies outcome</i> involves:</p> <ul style="list-style-type: none"> describing the need or opportunity describing the potential user(s) describing the requirements design ideas are generated <ul style="list-style-type: none"> describing how the selected design addresses the need or opportunity and meets the identified requirements describing how manaakitanga or kaitiakitanga has been used/applied in the design. 	<p><i>Refine a design for a digital technologies outcome</i> involves:</p> <ul style="list-style-type: none"> using feedback to make improvements to the design throughout the design process explaining how design decisions improve the quality of the proposed digital technologies outcome. 	<p><i>Evaluate a design for a digital technologies outcome</i> involves:</p> <ul style="list-style-type: none"> justifying how decisions made contributed to the selected design's fitness for purpose.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–2	3–4	5–6	7–8

Evidence

N1	N2	A3	A4	M5	M6	E7	E8
<p>Responses are relevant but may be incomplete or limited, or have only images with no written responses.</p> <p>Responses and images relate only to a digital outcome, rather than the design.</p> <p>Limited to little or no work.</p>	<p>The need or opportunity is not authentic.</p> <p>Has the potential end users, but no specific requirements.</p> <p>The use of manaakitanga or kaitiakitanga is not evident, or relevant, or authentic.</p> <p>The design for a proposed digital technologies outcome is not at Level 6 of the New Zealand Curriculum, or the candidate generates limited design ideas, or has no selected design.</p> <p>Some relevant responses in parts of the paper.</p>	<p>Describes a need or opportunity.</p> <p>Describes potential user(s), and one of their specific requirements.</p> <p>Describes how manaakitanga or kaitiakitanga has been used in their design process.</p> <p>Evidence that some design ideas have been generated.</p> <p>Evidence of a selected design and how the selected design addresses the need or opportunity, and meets some of the identified requirements.</p> <p>Some aspects may be partial or weak.</p>	<p>Describes, in detail, a need or opportunity.</p> <p>Describes potential user(s), and at least TWO of their specific requirements.</p> <p>Describes how manaakitanga or kaitiakitanga has been used in their design process.</p> <p>Evidence that a range of design ideas have been generated.</p> <p>Evidence of a selected design and how the selected design clearly addresses the need or opportunity, and meets the identified requirements.</p>	<p>Evidence of using feedback to make one or two improvements to the design.</p> <p>Explains how decisions during the design process have improved the quality of the design of the proposed digital technologies outcome.</p> <p>Some aspects may be partial or weak.</p>	<p>Evidence of using feedback to make TWO improvements to the design.</p> <p>Clearly explains how decisions during the design process have improved the quality of the design of the proposed digital technologies outcome.</p>	<p>Justifies the design's fitness for purpose in terms of the need or opportunity and the potential users.</p> <p>Some aspects may be partial or weak.</p>	<p>Justifies the design's fitness for purpose by clearly explaining how the selected design meets the need or opportunity AND the requirements of the potential users.</p>

N0 = No response; no relevant evidence.

Sample evidence

Part	Achievement	Achievement with Merit	Achievement with Excellence
(a)(ii)	<p><i>The candidate identifies a need or opportunity.</i> <i>For example:</i> Young students or new teachers find it hard to find their classroom around the school. I had this problem when I first arrived at school, and don't want other people to have the same issue. Since the school has lots of old tablets that are not being used, I will be designing digital signs for them for each classroom that uses class numbers, a colour code, obvious icons, and a clear text font to make it clear to everyone where they are, helping to speed up the process of finding the correct room.</p>	<p>Note: Two out of three of the two answers from (b) and (c)(i) are required.</p>	
(a)(iii)	<p><i>The candidate identifies potential user(s), and some requirements.</i> Relevant requirements for the identified need or opportunity are described. <i>For example:</i> Potential users will be new students and teachers, or visitors to the school. The requirements are that the text on the sign should:</p> <ul style="list-style-type: none"> • be readable from 10m • be colour-coded for subjects • use appropriate icons • include room numbers. 		

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(a) (iv)	<p><i>The candidate describes how manaakitanga or kaitiakitanga has been used in developing the design for a digital technologies outcome.</i></p> <p><i>For example:</i></p> <p>I applied manaakitanga by ensuring there is no offensive content. I checked with my teacher, my peers, and my family to make sure I hadn't accidentally included anything offensive.</p> <p>I made sure I got feedback from a range of potential users throughout my design process and carefully considered all feedback.</p> <p>In my animation I checked to make sure I didn't include anything that could potentially harm users, such as strobing effects, flashing lights, or frightening images.</p> <p>I included manaakitanga by thinking about the impact my music video would have on other people. I made sure to add positive themes to it, such as friendship and kindness in the scene where the character is reunited with her friend.</p>		
(a) (v)	<p><i>The candidate presents / generates a range of design ideas and a final design that communicates how the outcome would look or function.</i></p> <p><i>For example:</i></p> <p>In the first screenshot I came up with a range of wireframes to plan where content would go on each page.</p> <p>In the second screenshot you can see the colour schemes I trialled and got feedback on from classmates.</p> <p>In the third screenshot I had a selection of different fonts which I got feedback on from my classmates.</p> <p>Once I had feedback on the layout, colours and fonts, I came up with my high-fidelity design, which is shown in the fourth screenshot.</p>		

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(b)		<p><i>The candidate explains how feedback has influenced design decisions on improvements throughout the whole design process to enhance the quality of the design.</i></p> <p><i>For example:</i></p> <p>On my first design I had no background colour for my nav bar, and when I got feedback, they said that the nav bar was hard to read and didn't pop out. I added a dark green background colour and changed the links to white, making them stand out more. The green background draws the users eye, making the nav bar more noticeable and navigation easier.</p>	
(c) (i)		<p><i>The candidate explains how decisions made during the design process helped to improve the selected design for its intended use.</i></p> <p><i>For example:</i></p> <p>A decision I made was to use fewer images than I originally had in my wireframes. There were too many, and it made the design overwhelming for users. Once I took some images out, it made it easier for users to find the information they were looking for.</p>	

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(c) (ii)			<p><i>The candidate evaluates the design's fitness for purpose in terms of the need or opportunity/potential users/requirements/design principles/usability principles/feedback, and refinement.</i></p> <p><i>For example:</i></p> <p>My final design has a dark tone and a well-balanced layout, which makes it look formal and more attractive to parents. The design has many images showing learning Spanish to be fun, uses a variety of colours and requires minimal reading, making it attractive to younger students. These are all factors that would make them more likely to enrol.</p> <p>My design meets the needs of potential users by fulfilling these requirements:</p> <p>Fast – everything needed in the design is at maximum one click away. Links to all pages are displayed in the nav bar.</p> <p>Easy to use – all content is organised neatly, so potential users don't get confused. Links are organised into three categories: Google, Subjects, and School. By organising this way, users don't need to look at everything to find what they need. Instead, they identify the category and can browse a much shorter list. Icons are also provided to help users more easily recognise what they are looking for.</p>