

# ICT 2.1 (AS90342v2) Assessment Schedule

## Develop and model a conceptual design in ICT

Student name \_\_\_\_\_ Assessor \_\_\_\_\_

Level 2 Credits 6 Version 2 Assessment internal

Date completed \_\_\_\_\_

*The student may demonstrate knowledge and understanding by either physically showing, verbally explaining, writing, sketching and drawing or submitting electronic evidence as appropriate to the assessment situation.*

*The student evidence for assessment may be provided in any order and at any stage during the student's technological practice to develop and model a conceptual design.*

Grade awarded      **N**   **A**   **M**   **E**

Questions	Judgements for acceptable answers	Key evidence seen or heard <small>(Assessor to complete for key evidence <b>not</b> included in the submitted student material)</small>	A	M	E	
<b>1 Identify the issue</b>  1a What is your issue?  1b Who (or what) are the key stakeholders?  1c What investigation have you done into the issue and the environment in which the solution will reside?  1d What initial consultation have you had with the key stakeholders?	1a The student identifies an issue that has a range of possible solutions (in an appropriate context.)  1b The student identifies a range of stakeholders with different views, opinions and needs.  1c An investigation into the issue and the environment in which the solution will reside is described.  1d Each of the identified key stakeholders have been consulted and possible needs and opportunities identified.		<input type="checkbox"/>          <input type="checkbox"/>          <input type="checkbox"/>          <input type="checkbox"/>          			
<b>2 Planning</b>  2a What initial planning did you do?    2b What planning tools did you use and how did you use your planning?  2c What changes and additions did you make to your initial planning?  2d How did your planning enable you to: i Prevent the problems you anticipated? ii Overcome actual problems? iii Maximise opportunities?	2a The initial planning shows: i The key stages (manageable steps). ii The milestones (outcomes and dates). iii The key resources (eg time, expertise, software, equipment etc).  2b The student describes the use of appropriate planning tools and how their planning was used to guide the development.  2c Any changes and additions are justified on an ongoing basis.  2d Students describe how planning was used to achieve i and/or ii and/or iii		<input type="checkbox"/>          <input type="checkbox"/>          <input type="checkbox"/>          <input type="checkbox"/>          			<input type="checkbox"/>          <input type="checkbox"/>          <input type="checkbox"/>          <input type="checkbox"/>          

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<b>3 Develop a brief</b>		<i>(Assessor to complete for key evidence <b>not</b> included in the submitted student material)</i>			
3a Give me a range of factors which you think are important to consider in order to ensure success?	3a A range of key factors is identified covering the following areas: i) societal, ii) stakeholders, iii) knowledge, iv) resources.		<input type="checkbox"/>		
3b Why are these factors important if you want to successfully solve the issue?	3b The influences (implications) for each of their key factors are identified.		<input type="checkbox"/>		
3c How do these factors influence or depend on each other?	3c The interactions (dependencies) between key factors are explained.			<input type="checkbox"/>	
3d What do you consider is the order of importance of these factors?	3d The key factors are prioritised, either singly or in groups.			<input type="checkbox"/>	
3e What is your initial brief?	3e The initial brief contains a) a conceptual statement describing the issue and proposed solution, b) at least one specification for each key factor.		<input type="checkbox"/>		
3f What changes did you make to your initial brief after consulting stakeholders?	3f Evidence of ongoing stakeholder consultation and that any necessary changes have been made to the brief.		<input type="checkbox"/>		
3g What other changes did you make in order to reach your final brief, and why?	3g Evidence is given that the brief has been refined where necessary as a result of: i) research into legal and ethical considerations, and/or ii) research into other solutions, and/or iii) concept development, and/or iv) resource availability and/or v) relevant codes of practice.		<input type="checkbox"/>		
3h What is your final brief?	3h The final brief is shown which clearly has specifications against which the final solution can be evaluated. The brief presented provides the opportunity to address the issue.		<input type="checkbox"/>		
	3h The final brief presented has specifications addressing the implications of the prioritised key factors.			<input type="checkbox"/>	

Questions	Judgements for acceptable answers	Key evidence seen or heard	A	M	E
<p><b>4 Development of a conceptual design</b></p> <p>4a Present your initial concepts and ideas.</p> <p>4b Show and/or describe the development of your concepts.</p> <p>4c Present your final conceptual design</p>	<p>4a A range of concepts and ideas are shown and/or described.</p> <p>4b A clear process of development is shown and/or described. This includes:            i) modelling of ideas.            ii) ongoing stakeholder consultation.            iii) ongoing research and evaluation.</p> <p>4c The final conceptual design is shown.</p>	<p>(Assessor to complete for key evidence <b>not</b> included in the submitted student material)</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>		
<p><b>5 Modelling the final conceptual design</b></p> <p>5a How did you demonstrate your final conceptual design to show fitness for purpose?</p> <p>5b How do you know the final conceptual design is fit for purpose?</p> <p>5c Justify the viability of your final conceptual design.</p>	<p>5a The process described enables the student to demonstrate fitness for purpose.</p> <p>5b The modelling shows it is fit for purpose by addressing the issue.</p> <p>5b The modelling shows it is fit for purpose by addressing the issue and satisfying the concerns of key stakeholders.</p> <p>5c The viability is described/justified by each of:            i) meeting all the specifications of the brief.            ii) addressing the possible social and environmental impacts.            iii) meeting the likely demand.            iv) addressing the availability of resources for its maintenance.</p>		<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

**5 Overall comment** (assessor to complete)