

# EXAM MARKING KEY



## Section A: Part 1

### Question 1 (a) (Outcome 1, aspect 2)

7-8	L8	<ul style="list-style-type: none"><li>• Develop detailed designs that justify the use of different options for the information product/s</li><li>• Justify and apply appropriate elements and principles of design for their suggested information product/s</li></ul>
5-6	L7	<ul style="list-style-type: none"><li>• Develop a detailed design/s of a desired information product</li><li>• Justify the use of appropriate elements within their designs and annotations (in terms of aesthetics, environmental and functional choices made)</li></ul>
3-4	L6	<ul style="list-style-type: none"><li>• Suggest alternative solutions for the information product</li><li>• Use an appropriate graphical representation model for the desired information product (e.g. sticker for placement on the equipment or a poster)</li></ul>
2	L5	<ul style="list-style-type: none"><li>• Use an appropriate graphical representation model for their recommended information product</li></ul>
1	L4	<ul style="list-style-type: none"><li>• Use a graphical model (e.g. storyboard or thumbnail) to develop an information product</li></ul>
0	ne	No evidence or incorrect response given

### Question 1 (b) (Outcome 1, aspect 2)

7-8	L8	<ul style="list-style-type: none"><li>• Use extensive symbolic and technical language and graphics appropriate for audiences</li><li>• Justify and apply appropriate elements and principles of design for their suggested information product/s</li></ul>
5-6	L7	<ul style="list-style-type: none"><li>• Use appropriate technical language for the audience (fitness coordinator)</li><li>• Justify the use of appropriate elements within their designs and annotations (in terms of aesthetics, environmental and functional choices made)</li><li>• Consider the use of symbolic metaphors (e.g. red to stop, green to go)</li></ul>
3-4	L6	<ul style="list-style-type: none"><li>• Use relevant graphics and technical language appropriate to their information product</li></ul>
2	L5	<ul style="list-style-type: none"><li>• Use annotations to describe the elements (inputs) that are being used in their information product</li></ul>
1	L4	<ul style="list-style-type: none"><li>• Use simple and basic technical terms appropriate for their information product</li></ul>
0	ne	No evidence or incorrect response given

### Question 2 (Outcome 1, aspect 2)

7-8	L8	<ul style="list-style-type: none"> <li>Develop detailed designs that justify the use of different options (in terms of aesthetics, environmental and functional choices made) considering the specific needs of the intended audience</li> <li>Justify resource implications for chosen solution</li> </ul>
5-6	L7	<ul style="list-style-type: none"> <li>Justify the use of appropriate elements within their designs and annotations (in terms of aesthetics, environmental and functional choices made) considering audience needs</li> <li>Consider the use of symbolic metaphors (e.g. red to stop, green to go)</li> </ul>
3-4	L6	<ul style="list-style-type: none"> <li>Consider and demonstrate how the product will be used (e.g. placement of the solution, durability (e.g. lamination of the product) and the presentation) considering audience needs</li> </ul>
2	L5	<ul style="list-style-type: none"> <li>Consider the reasons for choice of product/s, keeping in mind the audience</li> </ul>
1	L4	<ul style="list-style-type: none"> <li>Consider the environmental effect of the product, such as the placement of the product in relation to the equipment</li> </ul>
0	ne	No evidence or incorrect response given

### Question 3 (Outcome 3, aspect 2)

5-6	L8	<ul style="list-style-type: none"> <li>Develop detailed designs that justify the use of different options for their information solution/s</li> <li>Justify resource implications for chosen information solution/s</li> <li>Use of extensive symbolic and technical language that is appropriate for their audience</li> <li>Justify and apply appropriate elements and principles of design for their suggested solution/s</li> </ul>
3-4	L7	<ul style="list-style-type: none"> <li>Develop a detailed design/s of a desired information solution/s</li> <li>Use appropriate technical language for the audience (fitness coordinator)</li> <li>Justify the use of appropriate elements within their designs and annotations (in terms of aesthetics, environmental and functional choices made)</li> <li>Consider the use of symbolic metaphors (e.g. red to stop, green to go)</li> </ul>
1-2	L6	<ul style="list-style-type: none"> <li>Suggest alternative solutions for the information solution</li> <li>Use an appropriate graphical representation model for the desired information solution (e.g. sticker for placement on the equipment or a poster)</li> <li>Use relevant technical language appropriate to the suggested information solution</li> <li>Consider and demonstrate how the product will be used (e.g. placement of the solution, durability (e.g. lamination of the product) and the presentation)</li> </ul>
0	ne	No evidence or incorrect response given

#### Question 4 (Outcome 2, aspects 1 and 2)

5-6	L6	<ul style="list-style-type: none"><li>Justify the selection of appropriate hardware for the creation of their information solution</li><li>Justify the selection of software for the creation of their information solution</li><li>Justify the selection of hardware and software to create their information solution, based on the desired impact/effect that is intended for their information solution</li></ul>
3-4	L5	<ul style="list-style-type: none"><li>Select an effective hardware configuration to undertake the creation of their information solution</li><li>Select effective software to undertake the creation of their information solution</li><li>Explain (using examples) what hardware and software they would use to create their information solution</li></ul>
1-2	L4	<ul style="list-style-type: none"><li>Identify the hardware required to create their information solution</li><li>Identify the software required to create their information solution</li><li>List the hardware and software that they would use to create their information solution</li></ul>
	ne	No evidence or incorrect response given

#### Question 5 (Outcome 2, aspect 3)

3-4	L5	<ul style="list-style-type: none"><li>Describe the use of management processes in the development of information solution/s (e.g. using version control procedures in the naming of files, using appropriate file formats, backup strategy, consultation with client and discussion with external providers' (e.g. printers') requirements)</li></ul>
1-2	L4	<ul style="list-style-type: none"><li>Describe techniques and procedures required in the development of information solutions (e.g. file management, time management (deadlines) identification of resource needs)</li></ul>
0	ne	No evidence or incorrect response given

## Section A Part 2

### Question 6 (Outcome 4, aspect 1)

3	L6	<ul style="list-style-type: none"> <li>Suggest possible solutions to copyright issues (e.g. have members sign declaration, allowing the use of photograph in promotional material)</li> <li>Provide solutions to minimise the impact on the members and the gym (GCLC)</li> </ul>
2	L5	<ul style="list-style-type: none"> <li>Identify the relevant legislation (e.g. Freedom of Information Act, Copyright Act) that could impact on the GCLC</li> <li>Consider the impact of relevant legislation on the individual and GCLC</li> </ul>
1	L4	<ul style="list-style-type: none"> <li>Advise fitness coordinator to seek permission from gym members to use photograph in promotional material</li> </ul>
0	ne	No evidence or incorrect response given

### Question 7 (Outcome 1, aspect 2 and Outcome 4, aspect 1)

#### Outcome 1

2	L5	<ul style="list-style-type: none"> <li>Use an appropriate graphical representation model for their recommended improvement to the collection form</li> <li>Use annotations to describe the elements (inputs) that are being used</li> <li>Use appropriate terminology in the annotations of graphical models</li> </ul>
1	L4	<ul style="list-style-type: none"> <li>Use a graphical model (e.g. storyboard, form design or thumbnail) to develop an improvement to the collection form</li> <li>Communicate designs using technical terms</li> </ul>
0	ne	No evidence or incorrect response given

#### Outcome 4

3	L6	<ul style="list-style-type: none"> <li>Consider legal implications of the collection of information about clients and implement strategies to ensure that legal requirements are met (e.g. privacy act, spam act and copyright laws)</li> <li>Demonstrate how their collection form complies with legal requirements (e.g. collection of dated signature)</li> </ul>
2	L5	<ul style="list-style-type: none"> <li>Consider legal implications of the collection of information about clients (e.g. privacy act, spam act and copyright laws)</li> <li>Recognise that steps need to be taken to ensure compliance with legal requirements (collection of dated signature)</li> </ul>
1	L4	<ul style="list-style-type: none"> <li>Identify some legal considerations to be considered in the development of a solution</li> </ul>
0	ne	No evidence or incorrect response given

**Question 8 (Outcome 4, aspect 2)**

7-8	L8	<ul style="list-style-type: none"> <li>• Students will consider a wide range of factors and all stakeholders and describe in detail the impact on all stakeholders, giving an accurate response.</li> <li>• ALL of the points below should be covered.</li> </ul> <p><i>Developer—this could include the following points:</i></p> <ul style="list-style-type: none"> <li>• <i>Privacy of information (e.g. ensuring that data collected will be secure and only accessible to authorised users)</i></li> <li>• <i>Cultural implication for the design and collection of collection forms</i></li> <li>• <i>Consideration of special needs of users and clients (e.g. visual/hearing impaired)</i></li> <li>• <i>Development of collection forms in a variety of languages</i></li> <li>• <i>Inclusive of all users/clients (comprehension of the form and clear tick boxes)</i></li> </ul> <p><i>Greydale Community Leisure Centre—this could include the following points:</i></p> <ul style="list-style-type: none"> <li>• <i>Staff training to use the new software</i></li> <li>• <i>Costs of development (e.g. consideration of platform of use)</i></li> <li>• <i>Outsourcing the printing of the form (e.g. duplicate documents for record management)</i></li> <li>• <i>Security of data (e.g. existing and new data)</i></li> <li>• <i>Data transfer (e.g. existing and new data)</i></li> </ul> <p><i>Gym Members—this could include the following points:</i></p> <ul style="list-style-type: none"> <li>• <i>Ease of completion of the form</i></li> <li>• <i>Inclusive of special needs (structure of form layout and meaning)</i></li> <li>• <i>Security (e.g. ensuring that data supplied is kept secure)</i></li> </ul>
5-6	L7	<ul style="list-style-type: none"> <li>• Students will consider all stakeholders and describe in detail the impact on all stakeholders, giving an accurate response.</li> <li>• Students may not consider a wide range of factors but would cover most of each of the stakeholder impacts given below</li> </ul> <p><i>Developer—this could include the following points:</i></p> <ul style="list-style-type: none"> <li>• <i>Privacy of information (e.g. ensuring that data collected will be secure and only accessible to authorised users)</i></li> <li>• <i>Cultural implication for the design and collection of collection forms</i></li> <li>• <i>Consideration of special needs of users and clients (e.g. visual/hearing impaired)</i></li> <li>• <i>Development of collection forms in a variety of languages</i></li> <li>• <i>Inclusive of all users/clients (comprehension of the form and clear tick boxes)</i></li> </ul> <p><i>Greydale Community Leisure Centre—this could include the following points:</i></p> <ul style="list-style-type: none"> <li>• <i>Staff training to use the new software</i></li> <li>• <i>Costs of development (e.g. consideration of platform of use)</i></li> <li>• <i>Outsourcing the printing of the form (e.g. duplicate documents for record management)</i></li> <li>• <i>Security of data (e.g. existing and new data)</i></li> <li>• <i>Data transfer (e.g. existing and new data)</i></li> </ul> <p><i>Gym Members—this could include the following points:</i></p> <ul style="list-style-type: none"> <li>• <i>Ease of completion of the form</i></li> <li>• <i>Inclusive of special needs (structure of form layout and meaning)</i></li> <li>• <i>Security (e.g. ensuring that data supplied is kept secure)</i></li> </ul>

3-4	L6	<ul style="list-style-type: none"> <li>• Students will only consider the developer (software creator) and one user (GCLC or members).</li> <li>• Students would explain the impact on stakeholders, giving a response which may be vague and have some inaccuracies.</li> <li>• Students will consider a narrow range of factors.</li> <li>• Students may only consider a couple of points from each given below:</li> </ul> <p><i>Developer—this could include the following points:</i></p> <ul style="list-style-type: none"> <li>• <i>Privacy of information (e.g. ensuring that data collected will be secure and only accessible to authorised users)</i></li> <li>• <i>Cultural implication for the design and collection of collection forms</i></li> <li>• <i>Consideration of special needs of users and clients (e.g. visual/hearing impaired)</i></li> <li>• <i>Development of collection forms in a variety of languages</i></li> <li>• <i>Inclusive of all users/clients (comprehension of the form and clear tick boxes)</i></li> </ul> <p><i>Greydale Community Leisure Centre—this could include the following points:</i></p> <ul style="list-style-type: none"> <li>• <i>Staff training to use the new software</i></li> <li>• <i>Costs of development (e.g. consideration of platform of use)</i></li> <li>• <i>Outsourcing the printing of the form (e.g. duplicate documents for record management)</i></li> <li>• <i>Security of data (e.g. existing and new data)</i></li> <li>• <i>Data transfer (e.g. existing and new data)</i></li> </ul> <p><i>Gym Members—this could include the following points.</i></p> <ul style="list-style-type: none"> <li>• <i>Ease of completion of the form</i></li> <li>• <i>Inclusive of special needs (structure of form layout and meaning)</i></li> <li>• <i>Security (e.g. ensuring that data supplied is kept secure)</i></li> </ul>
1-2	L5	<ul style="list-style-type: none"> <li>• Students will only consider the developer (software creator) and one user (GCLC or members).</li> <li>• Students would briefly explain the impact on stakeholders, giving a response which may be vague and have some inaccuracies.</li> <li>• Students will consider a very limited range of factors.</li> <li>• Students may only consider one point for each given below:</li> </ul> <p><i>Developer—this could include the following points:</i></p> <ul style="list-style-type: none"> <li>• <i>Privacy of information (e.g. ensuring that data collected will be secure and only accessible to authorised users)</i></li> <li>• <i>Cultural implication for the design and collection of collection forms</i></li> <li>• <i>Consideration of special needs of users and clients (e.g. visual/hearing impaired)</i></li> <li>• <i>Development of collection forms in a variety of languages</i></li> <li>• <i>Inclusive of all users/clients (comprehension of the form and clear tick boxes)</i></li> </ul> <p><i>Greydale Community Leisure Centre—this could include the following points:</i></p> <ul style="list-style-type: none"> <li>• <i>Staff training to use the new software</i></li> <li>• <i>Costs of development (e.g. consideration of platform of use)</i></li> <li>• <i>Outsourcing the printing of the form (e.g. duplicate documents for record management)</i></li> <li>• <i>Security of data (e.g. existing and new data)</i></li> <li>• <i>Data transfer (e.g. existing and new data)</i></li> </ul> <p><i>Gym Members—this could include the following points:</i></p> <ul style="list-style-type: none"> <li>• <i>Ease of completion of the form</i></li> <li>• <i>Inclusive of special needs (structure of form layout and meaning)</i></li> <li>• <i>Security (e.g. ensuring that data supplied is kept secure)</i></li> </ul>
ne		No evidence or incorrect response given



### Question 9 (Outcome 4, aspect 3)

9-10	L8	<ul style="list-style-type: none"> <li>• Students will identify a wide range of consequences</li> <li>• Students will explain all impacts</li> </ul> <p><i>Possible consequences include the following but is not limited to this list:</i></p> <ul style="list-style-type: none"> <li>• Downtime</li> <li>• Costs</li> <li>• Training</li> <li>• Licensing</li> </ul> <p><i>Current and future impact on GCLC: Dependent on the consequence explained</i></p> <p><i>Social impacts—e.g. time for professional learning</i></p> <p><i>Personal impacts—e.g. time to learn new software, stress and other health-related issues</i></p> <p><i>Cultural impacts— e.g. multiple versions of software to cater for individual languages</i></p> <p><i>Physical impacts—software needs to be inclusive of all users (e.g. voice commands for employees with eyesight difficulties, touch screens and larger font)</i></p> <p><i>Economic impacts—e.g. costs of software, opportunity, training staff to use the software and downtime in the software installation</i></p>
7-8	L7	<ul style="list-style-type: none"> <li>• Students will identify a range of consequences</li> <li>• Students will explain most impacts in detail</li> </ul> <p><i>Possible consequences include the following but is not limited to this list:</i></p> <ul style="list-style-type: none"> <li>• Downtime</li> <li>• Costs</li> <li>• Training</li> <li>• Licensing</li> </ul> <p><i>Current impact on GCLC: Dependent on the consequence explained</i></p> <p><i>Social impacts—e.g. time for professional learning</i></p> <p><i>Personal impacts—e.g. time to learn new software, stress and other health-related issues</i></p> <p><i>Cultural impacts—e.g. multiple versions of software to cater for individual language</i></p> <p><i>Physical impacts—software needs to be inclusive of all users (e.g. voice commands for employees with eye sight difficulties, touch screens, larger font)</i></p> <p><i>Economic impacts—e.g. costs of software, opportunity, training staff to use the software and downtime in the software installation</i></p>
5-6	L6	<ul style="list-style-type: none"> <li>• Students will identify some of the consequences</li> <li>• Students may not consider cultural consequences</li> <li>• Students provide a <i>general explanation</i></li> </ul> <p><i>Possible consequences include the following but is not limited to this list:</i></p> <ul style="list-style-type: none"> <li>• Downtime</li> <li>• Costs</li> <li>• Training</li> <li>• Licensing</li> </ul> <p><i>Current impact on GCLC: Dependent on the consequence explained</i></p> <p><i>Social impacts—e.g. time for professional learning</i></p> <p><i>Personal impacts—e.g. time to learn new software, stress and other health-related issues,</i></p> <p><i>Physical impacts—software needs to be inclusive of all users (e.g. voice commands for</i></p> <p><i>Economic impacts—e.g. costs of software, opportunity, training staff to use the software and downtime in the software installation employees with eyesight difficulties, touch screens and larger font)</i></p>

3-4	L5	<ul style="list-style-type: none"> <li>• Students will be able to consider some of the possible consequences below</li> <li>• Students will consider the given range of impacts</li> </ul> <p><i>Possible consequences include the following but is not limited to this list:</i></p> <ul style="list-style-type: none"> <li>• Downtime</li> <li>• Costs</li> <li>• Training</li> <li>• Licensing</li> </ul> <p><i>Current impact on GCLC: Dependent on the consequence explained</i>  <i>Social impacts—e.g. time for professional learning</i>  <i>Personal impacts—e.g. time to learn new software, stress and other health-related issues,</i>  <i>Physical impacts—software needs to be inclusive of all users (e.g. voice commands for employees with eyesight difficulties, touch screens and larger font)</i></p>
1-2	L4	<ul style="list-style-type: none"> <li>• Students will identify one of the consequences and its impact</li> </ul> <p>Possible consequences includes the following but is not limited to this list:</p> <ul style="list-style-type: none"> <li>• Downtime</li> <li>• Costs</li> <li>• Training</li> <li>• Licensing</li> </ul> <p>Current impact on GCLC: Dependent on the consequence explained  Social impacts—e.g. time for professional learning  Personal impacts—e.g. time to learn new software, stress and other health-related issues</p>
0	ne	No evidence or incorrect response given

## SECTION B

### Question 10 (Outcome 4)

17-20	L8	<ul style="list-style-type: none"> <li>For two areas of concern (social, personal, cultural, physical, legal and economic) take into account each key stakeholder's beliefs, values, abilities and ethical positions when referring to benefits and consequences and analyse how these beliefs, values, abilities and ethical positions impact on individuals, families, communities, economies and environments</li> <li>Details very specific impacts and considers this from the viewpoint of all stakeholders</li> <li>Identify the three most important stakeholders for chosen industry or workplace context</li> <li>Argue a position by critically evaluating the benefits and consequences (impact) for each of the three stakeholders</li> </ul>
13-16	L7	<ul style="list-style-type: none"> <li>For two areas of concern (social, personal, cultural, physical, legal and economic) consider each key stakeholder's beliefs, values, abilities and ethical positions when referring to benefits and consequences and explain in detail the relationship between beliefs, values, abilities and ethical positions and their impact on associated environments</li> <li>General impact of stakeholders covered</li> <li>Identify the three most important stakeholders for chosen industry or workplace context</li> <li>Argue a position by evaluating the benefits and consequences (impact) for each of the three stakeholders</li> </ul>
9-12	L6	<ul style="list-style-type: none"> <li>For two areas of concern (social, personal, cultural, physical, legal and economic) recognise each key stakeholder's beliefs, values, abilities and ethical positions when referring to benefits and consequences and how these beliefs, values, abilities and ethical positions impact on individuals, communities and environments</li> <li>Recognise that stakeholders are influenced</li> <li>Identify three important stakeholders for chosen industry or workplace context</li> <li>Evaluate the benefits and consequences (impact) for each of the three stakeholders</li> </ul>
5-8	L5	<ul style="list-style-type: none"> <li>Identify three stakeholders for chosen industry or workplace context (may not necessarily be the key stakeholders)</li> <li>Recognise briefly the benefits and consequences (impact) for each of the three stakeholders</li> <li>For two areas of concern (social, personal, cultural, physical, legal and economic) recognise each key stakeholder's beliefs and values, when referring to benefits and consequences and how these beliefs, values, abilities and ethical positions impact on individuals and communities</li> </ul>
1-4	L4	<ul style="list-style-type: none"> <li>Identify stakeholders for chosen industry or workplace context (may not identify the three stakeholders)</li> <li>Identify the benefits and consequences (impact) for the mentioned stakeholders</li> <li>For two areas of concern (social, personal, cultural, physical, legal and economic) recognise each key stakeholder's beliefs and values, when referring to use of technology and how these beliefs, values, abilities and ethical positions impact on individuals and communities</li> </ul>
0	ne	No evidence or incorrect response given

## SECTION C

### Question 11 (Outcome 2, aspects 1 and 2.)

13-15	L8	<ul style="list-style-type: none"> <li>• Use a highly developed understanding of concepts and standards in the description of their project/production work and the software used</li> <li>• Justify in detail the use of appropriate techniques, procedures, rules and methods in the creation of their project/production work and the software used</li> <li>• Discuss how they have negotiated with end users/clients in their project/production work and the software used</li> </ul>
10-12	L7	<ul style="list-style-type: none"> <li>• Use appropriate and relevant terminology, concepts and standards in the description of their project/production work and the software used</li> <li>• Justify the use of appropriate techniques, procedures, rules and methods in the creation of their project/production work and the software used</li> <li>• Discuss how they have selected the software to be used and have managed the storage of information relating to the development of their project/production work and communicated information regarding their project/production work</li> <li>• Discuss how the needs of the audience influence their choice of standards and conventions in the creation or modification of project/production work</li> </ul>
7-9	L6	<ul style="list-style-type: none"> <li>• Use suitable and relevant terminology, concepts and standards in the description of their project/production work and the software used</li> <li>• Justify the use of suitable processes in the creation of their project/production work and the software used</li> <li>• Discuss how specific standards and conventions affect the use of software and impact on the creation or modification of project/production work</li> </ul>
4-6	L5	<ul style="list-style-type: none"> <li>• Use suitable terminology, concepts and standards in the description of their project/production work and the software used</li> <li>• Identify selected software to be used within their project/production work</li> <li>• Discuss how specific standards and conventions are applied to the creation or modification of project/production work</li> </ul>
1-3	L4 4	<ul style="list-style-type: none"> <li>• Use basic technical terminology, concepts and standards to explain their project/production work</li> <li>• Identify the capabilities of software in the creation of project/production work</li> <li>• Identify standards and conventions that are applied to the creation or modification of project/production work for particular audiences and users</li> </ul>
0	ne	No evidence or incorrect response given

### Question 12 (Outcome 1, aspect 3)

7-8	L8	<ul style="list-style-type: none"> <li>• Explain how they have used qualitative and quantitative methods (e.g. surveys, questionnaires and statistical analysis etc.) to evaluate and adjust production processes that make optimum use of time and resources</li> <li>• Discuss in detail how they have negotiated with others to overcome difficulties in production processes that have ensured that product/s maintain specified standards of quality and safety</li> </ul>
5-6	L7	<ul style="list-style-type: none"> <li>• Explain how the use of similar commercial products were used to develop criteria to evaluate the effectiveness and modify the production processes</li> <li>• Explain how the sequencing of production process was used to ensure that product/s were developed to achieve specified standards of quality and safety</li> </ul>
3-4	L6	<ul style="list-style-type: none"> <li>• Using technical language and conventions, describe the criteria used to modify and evaluate the effectiveness of the production processes.</li> <li>• Explain how production processes meet defined standards of quality and safety in relation to time and resources</li> </ul>
1-2	L5	<ul style="list-style-type: none"> <li>• Evaluate the production processes used and comment on the effectiveness of the criteria used to evaluate the production processes to create project/production work.</li> <li>• Identify the safe work practices that were used within the development of their project/production work.</li> </ul>
0	ne	No evidence or incorrect response given

### Question 13 (Outcome 1, aspect 3 and Outcome 2, aspect 1)

#### Outcome 1

6-7	L8	<ul style="list-style-type: none"> <li>Explain how they have used qualitative and quantitative methods (e.g. surveys, questionnaires and statistical analysis etc.) to evaluate and adjust production processes that make optimum use of time and resources</li> <li>Discuss in detail how they have negotiated with others to overcome difficulties in production processes that have ensured that product/s maintain specified standards of quality and safety</li> </ul>
4-5	L7	<ul style="list-style-type: none"> <li>Explain how the use of similar commercial products were used to develop criteria to modify and evaluate the effectiveness of the production processes</li> <li>Explain how the sequencing of production process was used to ensure that product/s were developed to achieve specified standards of quality and safety</li> </ul>
2-3	L6	<ul style="list-style-type: none"> <li>Using technical language and conventions, describe the criteria used to modify and evaluate the effectiveness of the production processes</li> <li>Explain how production processes meet defined standards of quality and safety in relation to time and resources</li> </ul>
1	L5	<ul style="list-style-type: none"> <li>Evaluate the production processes used and comment on the effectiveness of the criteria used to evaluate the production processes to create project/production work</li> <li>Identify the safe work practices that were used within the development of their project/production work</li> </ul>
0	ne	No evidence or incorrect response given

#### Outcome 2

7-8	L8	<ul style="list-style-type: none"> <li>Use a highly developed understanding concepts and standards in the description of their project/production work and outline the skills used to complete the project/production work, complex functions, techniques and/or procedures, hardware, software and other resources used</li> <li>Justify in detail the use of appropriate techniques, procedures, rules and methods in the creation of their project/production work and the skills used to complete the project/production work, complex functions, techniques and/or procedures, hardware, software and other resources used</li> <li>Discuss how they have negotiated with end users/clients in their project/production work and the skills used to complete the project/production work, complex functions, techniques and/or procedures, hardware, software and other resources used</li> </ul>
5-6	L7	<ul style="list-style-type: none"> <li>Use detailed and appropriate terminology, concepts and standards in the description of their project/production work and outline the skills used to complete the project/production work, complex functions, techniques and/or procedures, hardware, software and other resources used</li> <li>Justify the use of appropriate techniques, procedures, rules and methods in the creation of their project/production work and the skills used to complete the project/production work, complex functions, techniques and/or procedures, hardware, software and other resources used.</li> <li>Discuss how they have selected the software to be used and have managed the storage of information, relating to the development of their project/production work and communicated information regarding their project/production work</li> </ul>
3-4	L6	<ul style="list-style-type: none"> <li>Use suitable and relevant terminology, concepts and standards in the description of their project/production work and outline the skills used to complete the project/production work, complex functions, techniques and/or procedures, hardware, software and other resources used</li> <li>Justify the use of suitable processes and skills in the creation of their project/production work and the software, hardware and other resources used</li> </ul>

2	L5	<ul style="list-style-type: none"> <li>• Use suitable terminology, concepts and standards to describe their project/production work, explaining the skills used, their choice of hardware, software and other resources</li> <li>• Outline the skills to be used as well as the software, hardware and other resources used within their project/production work</li> </ul>
1	L4	<ul style="list-style-type: none"> <li>• Use basic technical terminology, concepts and standards to explain the project/production work</li> <li>• Identify the skills used to create the project/production work along with the capabilities of hardware, software and other resources in the creation of project/production work</li> </ul>
0	ne	No evidence or incorrect response given