

Hong Kong Examinations and Assessment Authority

Hong Kong Diploma of Secondary Examination

Technology and Living (Fashion, Clothing and Textiles)

School – based Assessment

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1. Assessment rubrics

The SBA of Technology and Living comprises one task: a project / design folio. Table 1 below lists the number of assessments to be conducted and the percentage weightings of the assessments. Table 2 shows the requirements of the assessment including the types of student work to be submitted.

Table 1

Task	No. of Assessment	Weighting in subject
Project / Design Folio <ul style="list-style-type: none">• Proposal• Realisation and evaluation	1	30%

Table 2

Task	Assessment Areas	Assessment Criteria	Mark	Total Mark
Project / Design Folio	Proposal	• development of the project outline / design brief and study item / design specification	10	20
		• development of study items / design ideas	10	
	Realisation and evaluation	• realisation of the study item / design idea	15	20
		• communication and presentation	5	

2. Framework of Design Folio

ABC Secondary School
Hong Kong Diploma of Secondary Examination
Technology and Living (Fashion, Clothing and Textiles)
SBA – Framework of Design Folio

Title of design folio:

1. Proposal (20 marks)

Assessment Area and mark weighting	Framework of Design Folio
Development of design brief and design specification (10 marks)	1. Design task
	2. Design brief
	3. Research
	4. Design specification
Development of design ideas (10 marks)	5. Idea generation for design ideas
	6. Developing own ideas

2. Realisation and Revaluation (20 marks)

Assessment Area and mark weighting	Framework of Design Folio
Realisation and evaluation (15 marks)	7. Realisation of design ideas and record
	8. Overall revaluation
Communication and presentation (5 marks)	

(This document does not need to be submitted to the HKEAA. It is at the discretion of each participating school on whether it is used in classroom teaching.)

3. Guidelines on Design Folio

Assessment criteria (marking weightings)	Suggested framework for writing	No. of pages	Teaching suggestions (40 minutes per session)	Assessment rubrics (Typical performance of candidates who do well)
(A) Proposal— Development of design brief and design specification (10 marks)	<p>1. Design task</p> <p>The design task must involve designing and making a product.</p> <ul style="list-style-type: none"> ● Design task title (can be an issue or a situation); ● Set design objectives. 	max. 1	<ul style="list-style-type: none"> ● 2 sessions. ● The teacher should assign the same broad design task to the whole class; but the student can also decide a task on his/her own. ● The teacher should provide task samples, themes or questions to contribute to critical thinking and problem solving. ● 	<ul style="list-style-type: none"> ● Develop the design brief with details showing relation to the aim of the scope of study design task.
	<p>2. Design brief</p> <p>Once the design task is decided, the student needs to write a clear and concise design brief with <u>6 Ws</u>:</p> <ul style="list-style-type: none"> ● <u>Whom</u> to be made for? (e.g. age, gender, etc.) ● <u>What</u> to use it for? ● <u>Where</u> to use it? ● <u>How</u> to produce it? ● <u>When</u> to use it? ● <u>Why</u> to have this design? 	max. 1	<ul style="list-style-type: none"> ● 2 sessions. ● Each student develops a design brief on his / her own according to the requirements of design folio. ● The teacher should provide guidance. 	
	<p>3. Research</p> <p>Select first-hand and second-hand design information extensively (quantity) and appropriately (quality), for example:</p> <ul style="list-style-type: none"> ● Experiment (materials, method of production, etc.); ● Inspirations from fabrics, ready-made garments; ● Internet search; ● Books, newspaper, magazines, literature exploration, etc. ● Market survey (shop survey, customer questionnaire, etc.); 	max. 8	<ul style="list-style-type: none"> ● 2 sessions. ● The teacher should provide guidance on the level of difficulty of the task / the knowledge in need. 	<ul style="list-style-type: none"> ● Provide substantial evidence of background reading in formulating the design brief.

Assessment criteria (marking weightings)	Suggested framework for writing	No. of pages	Teaching suggestions (40 minutes per session)	Assessment rubrics (Typical performance of candidates who do well)
(A) Proposal—— Development of design brief and design specification (10 marks)	<ul style="list-style-type: none"> ● Product analysis; ● Product test report; ● Visits (garment manufacturers, clothing shops of different classes, garment stalls, etc.); ● Others. <p><u>(No less than 4 methods of information gathering.)</u></p>			
	<p>4. Design specification</p> <p>A design specification should include the following details that enable you to form design ideas and induce related details about design objectives, for example:</p> <ul style="list-style-type: none"> ● Type of product; ● Function and use of product; ● Requirements from customers; ● The look (e.g. shape, measurement, colour, style, etc.); ● Materials and their properties; ● Safety concerns (impact on health, customers' rights, potential risk in use, etc.); ● Environment factors (extent of continuous sustainability); ● Cost / price (apparel products) of product; ● Product display / packaging; ● Others. <p><u>(No less than 5 design specification items.)</u></p> <p>References (all shown on the last page of the design folio.)</p>	max. 2	<ul style="list-style-type: none"> ● 2 sessions. ● The items listed under design specification are meant to provide some thoughts only. The student should use their own imagination and creativity as far as they make sense. ● Design specification must go well with the design task. 	<ul style="list-style-type: none"> ● Provide a thorough and systematic specification for design specification, in which the various proposed ways of collecting and selecting relevant information are appropriate.

Assessment criteria (marking weightings)	Suggested framework for writing	No. of pages	Teaching suggestions (40 minutes per session)	Assessment rubrics (Typical performance of candidates who do well)
(A) Proposal—— Development of design brief and design specification (10 marks)	5. Idea generation for design ideas <ul style="list-style-type: none"> ● Use mind map / mood board to show preliminary design ideas; ● Use styling board to explore design elements such as colour, shape, pattern, quality, fabric, ornament and to display having deep understanding on the subject. (Words, fabric, trimming sample, picture, photograph, collage, and any task-related objects and information.); ● Others. 	max. 4	<ul style="list-style-type: none"> ● 2 sessions. ● The student can generate a design idea, or a design series and give modification and embellishment. 	<ul style="list-style-type: none"> ● Develop a range of creative and feasible design ideas to demonstrate a deep understanding of relevant subject-specific theories.
	6. Developing own ideas <ul style="list-style-type: none"> ● Develop a design series (at least 2 styles): coloured illustrations with front and back views; descriptions of design details; observational analysis; ● Decide the final design and review on its design ideas; ● Design a work sequence. 	max. 6	<ul style="list-style-type: none"> ● 3-5 sessions. ● The student can select the final design out of 2 designs. ● The teacher should give step-by-step explanations in an appropriate way. ● The teacher may record marks and provide comment of Part A by using 'Mark sheet for Design Folio'. 	<ul style="list-style-type: none"> ● Make decisions that are supported with sound justifications. ● Suggest a feasible, logical and sensible work sequence for each of the shortlisted design ideas.

Assessment criteria (marking weightings)	Suggested framework for writing	No. of pages	Teaching suggestions (40 minutes per session)	Assessment rubrics (Typical performance of candidates who do well)
(B) Realisation and evaluation (15 marks)	<p>7. Realisation of design ideas and record</p> <ul style="list-style-type: none"> ● Show production flowchart / production timeline / work schedule; ● Demonstrate preparation skills (e.g. use of methods and equipment / difficulty / complexity / multi-skills, etc.); ● Product review (e.g. accuracy / usability / safety, etc.); ● Product display; ● Others. <p>(10 marks)</p>	max. 3 + 1 Page (photos of the product realised)	<ul style="list-style-type: none"> ● 6-8 sessions. ● The student should make each design idea specific, and develop the best production plan tailor-made to the design specification. ● The student should keep photos of the production process and the product. ● The student should show the result by garments, items, design sketches, or experiment reports, etc. ● The teacher should advocate good time management. 	<ul style="list-style-type: none"> ● Use methods and equipment proficiently in the realisation of the aim of the scope of design task, producing high quality product(s). ● Demonstrate a range of sophisticated preparation skills in the production process, with high regard for safe working practices.
	<p>8. Overall evaluation</p> <ul style="list-style-type: none"> ● Self-evaluate whether the design objectives are achieved (a must). <p><u>Plus any three of the following:</u></p> <ul style="list-style-type: none"> ● Production plan evaluation and suggestions for improvement; ● Process evaluation and suggestions for improvement; ● Final product evaluation and suggestions for improvement; ● Difficulties and solutions; ● Benefits and experience gained; ● Others. <p>(5 marks)</p>	max. 2	<ul style="list-style-type: none"> ● 2 sessions. ● The student can evaluate important points, directions, questions, plans, methods, the study done, results, etc. ● The student may use 'Checklist for Design Folio' to review the content of the design folio. ● The teacher may record marks and provide comment by using 'Mark sheet for Design Folio'. 	<ul style="list-style-type: none"> ● Present a solution with sound justifications. ● Demonstrate comprehensive knowledge and proficient skills in analysing and solving / evaluating problems / situations.

Assessment criteria (marking weightings)	Suggested framework for writing	No. of pages	Teaching suggestions (40 minutes per session)	Assessment rubrics (Typical performance of candidates who do well)
Communication and Presentation (5 marks)			<ul style="list-style-type: none"> The teacher may use 'Mark sheet for Design Folio' to record marks and provide comment so as to evaluate on the performance of 'Communication and Presentation' for the whole Design Folio. 	<ul style="list-style-type: none"> Present the contents in a logical and well-organised manner. Make accurate use of scientific and technological terms throughout the project / design folio.
Design Folio total: 40 marks. (Weighting in subject:30%)	Max. 28-30 pages for Design Folio <ul style="list-style-type: none"> 1 cover page. Page number must be added. 1 reference page. 		21-25 sessions for Design Folio (Each session is assumed as 40 minutes.)	

- The student can keep his/her own design folio.
- The teacher is strongly advised to scan every design folio into soft copies in A4 size right after marking for the ease of mark entries and uploading selected marking samples into the SBAS of the HKEAA in future. (Advice: to colour-scan a written copy into a **pdf file**)
- The teacher must ensure that students' personal particulars (e.g. school name, student name, etc.) will not be made known to any HKEAA-related person. In this connection, the teacher is asked to remind his/her students of keeping a cover with personal particulars for the convenience of handling scores by the teacher and the school. By the time the teacher submits marks of student work to the HKEAA via the SBAS, **all the work of each student** must be handled in the following ways:
 - (1) To replace the cover with the first page of exemplars. On the "Remark" column of the first page, the school code and students' class and class number must be added. **In no circumstance should the student name be shown.**
 - (2) To upload **ONE ZIP FILE for all the work of each student** in the order of the first page, Proposal and Realisation and Evaluation.
- Scanned copies of design folios are to be stored in the school for the HKEAA's inspection when there is a need.

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 SBA – Design Folio
 Mark sheet (Teacher)

Name: _____ Date: _____
 Class: _____ (No.: _____) Teacher: _____
 Title of Design Folio: _____ Marks: _____ / **40**

There are two parts in the design folio: proposal, and realisation and evaluation. The assessment rubrics for these two parts are listed in Table 4 (Proposal) and Table 5 (Realisation and Evaluation) in the 2024 SBA handbook.

Table 4 Assessment rubrics for the Proposal

Assessment criteria	Typical performance	Marks
(a) Development of the project outline / design brief and specification for study items / design specification (10-point scale) [Framework 1-4]	<ul style="list-style-type: none"> Develop the project outline / design brief with details showing relation to the aim of the scope of study / design task Provide substantial evidence of background reading in formulating the project outline / design brief Provide a thorough and systematic specification for study items / design specification, in which the various proposed ways of collecting and selecting relevant information are appropriate 	9-10
	<ul style="list-style-type: none"> Develop the project outline / design brief, which bears some relation to the aim of the scope of study / design task Provide some evidence of background reading in formulating the project outline / design brief Provide a systematic specification for study items / design specification, in which most of the proposed ways of collecting and selecting relevant information are appropriate 	6-8
	<ul style="list-style-type: none"> Develop the project outline / design brief, which bears little relation to the aim of the scope of study / design task Provide little evidence of background reading in formulating the project outline / design brief Provide a crude and general specification for study items / design specification, in which some proposed ways of collecting and selecting information are appropriate 	3-5
	<ul style="list-style-type: none"> Develop the project outline / design brief, which is not relevant to the aim of the scope of study / design task Provide no evidence of background reading in formulating the project outline / design brief Provide a specification for study items / design specification, in which few proposed ways of collecting and selecting information are appropriate 	1-2
Teacher's comment		Marks to be awarded

Assessment criteria	Typical performance	Marks
(b) Development of study items / design ideas (10-point scale) [Framework 5-6]	<ul style="list-style-type: none"> • Develop a range of creative and feasible study items / design ideas, demonstrating a deep understanding of relevant subject-specific theories • Make decisions that are supported with sound justifications • Suggest a feasible, logical and sensible work sequence for each of the shortlisted study items / design ideas 	9-10
	<ul style="list-style-type: none"> • Develop some creative and feasible study items / design ideas, demonstrating a general understanding of relevant subject-specific theories • Make decisions that are supported with some reasoned judgements • Suggest a feasible and sensible work sequence for each of the shortlisted study items / design ideas 	6-8
	<ul style="list-style-type: none"> • Develop very few study items / design ideas, demonstrating little or limited understanding of relevant subject-specific theories • Make decisions that have few supporting reasons • Suggest a feasible work sequence for each of the shortlisted study items / design ideas, but modification is needed 	3-5
	<ul style="list-style-type: none"> • Develop infeasible study items / design ideas, demonstrating very little / incorrect understanding of relevant subject-specific theories • Make decisions that have no supporting reasons • Suggest a work sequence that is not sensible / feasible 	1-2
Teacher's comment		Marks to be awarded

Table 5 Assessment rubrics for Realisation and Evaluation

Assessment criteria	Typical performance	Marks
(c) Realisation of the study item / design idea (10+5-point scale) [Framework 7-8]	<ul style="list-style-type: none"> • Present a solution with sound justifications • Demonstrate comprehensive knowledge and proficient skills in analysing and solving / evaluating problems / situations • Use methods and equipment proficiently in the realisation of the aim of the scope of study / design task, producing high quality product(s) • Demonstrate a range of sophisticated preparation skills in the production process, with high regard for safe working practices 	12-15
	<ul style="list-style-type: none"> • Present a solution with appropriate justifications • Demonstrate substantial knowledge and competent skills in analysing and solving / evaluating problems / situations • Use methods and equipment properly in realisation of the aim of the scope of study / design task, producing quality product(s) • Demonstrate some sophisticated preparation skills in the production process, with some regard for safe working practices 	8-11
	<ul style="list-style-type: none"> • Present a solution with limited justifications • Demonstrate some knowledge in analysing and solving / evaluating problems / situations • Use some methods and equipment properly, producing product(s) which demonstrate partial realisation of the aim of the scope of study / design task • Demonstrate few simple preparation skill(s) in the production process, with limited regard for safe working practices 	4-7
	<ul style="list-style-type: none"> • Present a solution with no justifications • Demonstrate limited knowledge in analysing and solving / evaluating problems / situations • Use methods and equipment improperly most of the time, producing low quality product(s) which demonstrate little / no realisation of the aim of scope of study / the design task • Demonstrate poor preparation skills in the production process, with very little / no regard for safe working practices 	1-3
Teacher's comment (Realisation of the design idea – Realisation)		Marks to be awarded
Teacher's comment (Realisation of the design idea – Evaluation)		Marks to be awarded

Assessment criteria	Typical performance	Marks
(d) Communication and presentation (5-point scale)	<ul style="list-style-type: none"> Present the contents in a logical and well-organised manner Make accurate use of scientific and technological terms throughout the project / design folio 	4-5
	<ul style="list-style-type: none"> Present the contents in a fairly organised manner Make accurate use of scientific and technological terms in most parts of project / design folio 	3
	<ul style="list-style-type: none"> Present the contents in a barely organised manner Make accurate use of scientific and technological terms in some parts of the project / design folio 	2
	<ul style="list-style-type: none"> Present the contents in a poorly organised manner Limited or incorrect use of scientific and technological terms in the project / design folio 	1
Teacher's comment		Marks to be awarded

Marks of Tables 4 and 5				Total marks [40] (a)+(b)+(c)+(d)
Table 4 (a) [10-point scale]	Table 4 (b) [10-point scale]	Table 5 (c) [10+5-point scale]	Table 5 (d) [5-point scale]	
+	+	+	+	=

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Note:

- Students should be assessed in accordance with the above criteria. The SBA marks awarded by schools should reflect the rank order of its students as well as the relative difference between students' achievements.
- Zero marks will be given if the work submitted by a student fails to meet the minimum requirement of the assessment standard.

Title of Design Folio:

Assessment areas	Content framework	Are the following items listed included in the Design Folio? (If yes, please put a tick '√' in the boxes provided.)	No. of pages
Part A- Proposal	1. Design task	<input type="checkbox"/> Task title <input type="checkbox"/> Design objectives	
	2. Design brief	<input type="checkbox"/> Whom to be made for? <input type="checkbox"/> What to use it for? <input type="checkbox"/> Where to use it? <input type="checkbox"/> How to produce it? <input type="checkbox"/> When to use it? <input type="checkbox"/> Why to have this design?	
	3. Research (No less than 4 methods of information gathering.)	<input type="checkbox"/> Experiment <input type="checkbox"/> Inspirations from fabrics, ready-made garments <input type="checkbox"/> Books, newspaper, magazines, literature exploration, etc. <input type="checkbox"/> Product test report <input type="checkbox"/> Internet search <input type="checkbox"/> Market survey <input type="checkbox"/> Visits <input type="checkbox"/> Product analysis <input type="checkbox"/> Others	
	4. Design specification (No less than 5 design specification items.)	<input type="checkbox"/> Type of product <input type="checkbox"/> Function and use of product <input type="checkbox"/> Requirements from customers <input type="checkbox"/> The look <input type="checkbox"/> Environment factors <input type="checkbox"/> Materials and their properties <input type="checkbox"/> Safety concerns <input type="checkbox"/> Others <input type="checkbox"/> Cost / price <input type="checkbox"/> Product display / packaging <input type="checkbox"/> References	
	5. Idea generation for design ideas	<input type="checkbox"/> Mind map <input type="checkbox"/> Mood board <input type="checkbox"/> Styling board <input type="checkbox"/> Others	
	6. Developing own ideas	<input type="checkbox"/> Design series (1) <input type="checkbox"/> Design series (2) <input type="checkbox"/> Final design <input type="checkbox"/> Work sequence	
Part B- Realisation and evaluation	7. Realisation of design ideas and record	<input type="checkbox"/> Production flow chart <input type="checkbox"/> Production timeline <input type="checkbox"/> Work schedule <input type="checkbox"/> Preparation skills <input type="checkbox"/> Product review <input type="checkbox"/> Product display <input type="checkbox"/> Others	

Assessment areas	Content framework	Are the following items listed included in the Design Folio? (If yes, please put a tick '√' in the boxes provided.)	No. of pages
	8. Overall evaluation	<input type="checkbox"/> The design objectives set are achieved <input type="checkbox"/> Production plan evaluation and suggestions for improvement <input type="checkbox"/> Process evaluation and suggestions for improvement <input type="checkbox"/> Final product evaluation and suggestions for improvement <input type="checkbox"/> Difficulties and solutions <input type="checkbox"/> Benefits and experience gained <input type="checkbox"/> Others	

Signed: _____

Date: _____

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