

**INDUS INTERNATIONAL SCHOOL-HYDERABAD**  
**RCB Summative Assessment**

<b>Subject:</b> Design	<b>Grade 9</b> <b>Sec:</b> B8	<b>Date:</b> Ongoing	<b>Time:</b> Duration
<b>Name of the Student:</b>			
<b>Assessment Criteria:</b> Criterion A-D			
<b>Project Title:</b>			

**Instructions for Students:**

- **Maximum Achievement Level:** The highest attainable level for this test is 8.
- **Formatting Requirements:**
  - **Page Range:** Your response should span pages 4 to 7.
  - **Font Size:** Use a font size of 12 throughout your test.
  - **Font Style:** Utilize Times New Roman as the font style.
  - **Word Limit:** Maintain a word count between 500 to 600 words.
- **Important Notes:**
  - **Footnote Requirement:** Ensure you include footnotes as necessary.
  - **Bibliography:** Include a bibliography in your work.
  - **Appendix:** Exhibit evidence of your work in the appendix section.
  - **Plagiarism Alert:** Your work will undergo a plagiarism check. If it exceeds 10% similarity with external sources, it will not be graded.
- **High Achievement Levels (7-8) Criteria:**
  - **Punctual Submission:** To achieve levels 7 or 8, your work must be submitted on time.
  - **Aesthetic Quality:** Strive for an aesthetically pleasing presentation.
  - **Proper Citation:** Ensure that you use proper citation techniques.
  - **Plagiarism-Free:** Your work should be completely free from plagiarism.
  - **Command Terms:** Make effective use of and highlight the command terms appropriately.

**Please adhere to these guidelines when completing your test.**

<b>Grade 9 RCB Design Unit</b>
<b>Unit title:</b> How can designers help us achieve the UN's global goals?
<b>Global context and specific exploration:</b> Fairness & Development
<b>Key concept:</b> Development
<b>Related concept:</b> Sustainability
<b>Statement of inquiry:</b> We need to make changes to become more sustainable
<b>**Final Product: Mobile app**</b>

### TASK SPECIFIC CLARIFICATION

#### **Criterion A: Inquiring and analyzing**

Maximum: 8

At the end of year 4, students should be able to:

- i. Explain and justify the need for a solution to a problem
- ii. Construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem
- iii. Analyse a group of similar products that inspire a solution to the problem
- iv. Develop a design brief, which presents the analysis of relevant research.

<b>Achievement Level</b>	<b>Level Descriptors</b>	<b>Task Specific Clarification</b>
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
<b>1-2</b>	The student: i. <b>states</b> the need for a solution to a problem ii. <b>states some of</b> the main findings of relevant research.	Your response shows that you have i. <b>stated</b> the need for a solution to a problem related to sustainability and development within the context of achieving the UN's global goals. ii. <b>stated some of</b> the main findings of relevant research needed to develop a mobile app.
<b>3-4</b>	The student: i. <b>outlines</b> the need for a solution to a problem. ii. <b>states</b> the research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b> . iii. <b>outlines one existing</b> product that inspires a solution to the problem. iv. <b>develops</b> a <b>basic</b> design brief, which <b>outlines some of the findings</b> of relevant research.	Your response shows that you have i. <b>outlined</b> the need for a solution to a problem related to sustainability and development within the context of achieving the UN's global goals. ii. <b>stated</b> a research plan, needed to <b>develop</b> a mobile app as a solution to the problem <b>with some guidance</b> . iii. <b>outlined one</b> existing product that inspire a solution to the problem highlighting relevant strengths, weaknesses, and innovative aspects that inform the development of a design solution. iv. <b>developed</b> a <b>basic</b> design brief, which <b>outlined</b> some of the problem statement, key insights from research, and specific objectives for developing a solution relevant research and also ensure the solution aligns with the goals of sustainability and development outlined in the statement of inquiry.
<b>5-6</b>	The student: i. <b>explains</b> the need for a solution to a problem. ii. <b>constructs</b> a research plan, which <b>states</b> and <b>prioritizes</b> the primary and secondary	Your response shows that you have i. <b>explained</b> the need for a solution to a problem clearly related to sustainability and development within the context of achieving the UN's global goals.

	<p>research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b>.</p> <p>iii. <b>describes</b> a group of similar products that inspire a solution to the problem.</p> <p>iv. <b>develops</b> a design brief, which <b>outlines</b> the <b>findings</b> of relevant research.</p>	<p>ii. <b>constructed</b> a research plan, which <b>stated</b> and <b>prioritized</b> the primary and secondary research needed to <b>develop</b> a mobile app as a solution to the problem <b>with some guidance</b>.</p> <p>iii. <b>described</b> a group of similar products that inspire a solution to the problem highlighting relevant strengths, weaknesses, and innovative aspects that inform the development of a design solution.</p> <p>iv. <b>developed</b> a design brief, which <b>outlined</b> the <b>findings</b> of problem statement, key insights from research, and specific objectives for developing a solution relevant research and also ensure the solution aligns with the goals of sustainability and development outlined in the statement of inquiry.</p>
7-8	<p>The student:</p> <p>i. <b>explains</b> and <b>justifies</b> the need for a solution to a problem</p> <p>ii. <b>constructs</b> a research plan, which <b>states</b> and <b>prioritizes</b> the primary and secondary research needed to <b>develop</b> a solution to the problem <b>independently</b></p> <p>iii. <b>analyses</b> a group of similar products that inspire a solution to the problem</p> <p>iv. <b>develops</b> a design brief, which <b>presents</b> the <b>analysis</b> of relevant research.</p>	<p>Your response shows that you have</p> <p>i. <b>explained</b> and <b>justified</b> the need for a solution to a problem clearly related to sustainability and development within the context of achieving the UN's global goals.</p> <p>ii. <b>constructed</b> a research plan, which <b>stated</b> and <b>prioritized</b> the primary and secondary research needed to <b>develop</b> a mobile app as a solution to the problem <b>independently</b></p> <p>iii. <b>analysed</b> a group of similar products that inspire a solution to the problem highlighting relevant strengths, weaknesses, and innovative aspects that inform the development of a design solution.</p> <p>iv. <b>developed</b> a design brief, which <b>presented</b> the <b>analysis</b> of problem statement, key insights from research, and specific objectives for developing a solution relevant research and also ensure the solution aligns with the goals of sustainability and development outlined in the statement of inquiry.</p>

### Criterion B: Developing Ideas

Maximum: 8

- i. develop a design specification, which outlines the success criteria for the design of a solution based on the data collected.
- ii. present a range of feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design and outline the reasons for its selection
- iv. develop an accurate a planning drawing/diagram and outline requirements for the creation of the chosen solution.

Achievement Level	Level Descriptors	Task Specific Clarification
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
<b>1-2</b>	The student: i. <b>lists</b> a few basic success criteria for the design of a solution ii. <b>presents</b> one design idea, which can be interpreted by others iii. <b>creates</b> incomplete planning drawings/diagrams.	Your response shows that you have i. <b>listed</b> a few basic success criteria for the mobile app that address the issue of sustainability. ii. <b>presented</b> one design idea, which can be interpreted by others iii. <b>created</b> incomplete planning drawings/diagrams of final design
<b>3-4</b>	The student: i. <b>constructs</b> a list of the success criteria for the design of a solution ii. <b>presents a few</b> feasible design ideas, using an appropriate medium(s) <b>or explains</b> key features, which can be interpreted by others iii. <b>outlines</b> the <b>main</b> reasons for choosing the design with reference to the design specification iv. <b>creates</b> planning drawings/diagrams <b>or lists</b> requirements for the chosen solution.	Your response shows that you have i. <b>constructed</b> list of success criteria that the mobile app must meet in order to address the issue of sustainability within the context of fairness and development. ii. <b>Presented</b> a few feasible design ideas using suitable mediums <b>or explained the key features</b> , that can be interpreted by others ensuring that each design idea addresses the issue of sustainability. iii. <b>outlined the main reason</b> for its selection in relation to the design specification iii. <b>Developed</b> accurate planning diagrams and <b>listed</b> the necessary annotations for the creation of the chosen solution.
<b>5-6</b>	The student: i. <b>develops</b> design specifications, which <b>identify</b> the success criteria for the design of a solution	Your response shows that you have i. <b>developed</b> design specification that <b>identified</b> the success criteria that the mobile app must meet in

	<p>ii. <b>presents a range of</b> feasible design ideas, using an appropriate medium(s) <b>and explains</b> key features, which can be interpreted by others</p> <p>iii. <b>presents</b> the chosen design and <b>outlines</b> the <b>main</b> reasons for its selection with reference to the design specification</p> <p>iv. <b>develops</b> accurate planning drawings/diagrams and <b>lists</b> requirements for the creation of the chosen solution.</p>	<p>order to address the issue of sustainability within the context of fairness and development.</p> <p>ii. <b>Presented</b> two viable design concepts using suitable mediums <b>and explained the key features</b>, that can be interpreted by others ensuring that each design idea addresses the issue of sustainability.</p> <p>iii. <b>Presented</b> the chosen design and <b>outlined the main reason</b> for its selection in relation to the design specification and explain how they contribute to the overall goals of the project.</p> <p>iv. <b>Developed</b> accurate planning diagrams and <b>listed</b> the necessary annotations for the creation of the chosen solution.</p>
<b>7-8</b>	<p>The student:</p> <p>i. <b>develops</b> a design specification which <b>outlines</b> the success criteria for the design of a solution based on the data collected</p> <p>ii. <b>presents</b> a range of feasible design ideas, using an appropriate medium(s) <b>and annotation</b>, which can be correctly interpreted by others</p> <p>iii. <b>presents</b> the chosen design and <b>outlines</b> the reasons for its selection with reference to the design specification</p> <p>iv. <b>develops</b> accurate planning drawings/diagrams and <b>outlines</b> requirements for the creation of the chosen solution.</p>	<p>Your response shows that you have</p> <p>i.<b>developed</b> a detailed design specification that <b>outlined</b> the success criteria that the mobile app must meet in order to address the issue of sustainability within the context of fairness and development.</p> <p>ii. <b>Presented</b> three viable design concepts using suitable mediums <b>and</b> annotations, ensuring that each design idea addresses the issue of sustainability within the context of fairness and development clarity that can be interpreted by others.</p> <p>iii. <b>Presented</b> the chosen design and <b>outlined</b> its choice in relation to the design specification and explained how they contribute to the overall goals of the project.</p> <p>iv. <b>Developed</b> accurate planning diagrams and <b>outlined</b> the necessary annotations or descriptions alongside each design idea to clarify its features, functionality, and potential impact for the creation of the chosen solution.</p>

### Criterion C: Creating a solution

Maximum: 8

At the end of year 2, students should be able to:

- outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution
- demonstrate excellent technical skills when making the solution
- follow the plan to create the solution, which functions as intended
- list the changes made to the chosen design and plan when making the solution.

Achievement Level	Level Descriptors	Task Specific Clarification
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1-2</b>	The student: <ol style="list-style-type: none"> <li><b>demonstrates minimal</b> technical skills when making the solution</li> <li><b>creates</b> the solution, which functions <b>poorly</b> and is presented <b>in an incomplete form</b>.</li> </ol>	Your response shows that you have <ol style="list-style-type: none"> <li><b>Demonstrated minimal</b> technical skills through the documentation of your work in progress.</li> <li><b>created</b> the solution, which lacks clear and comprehensive documentation and is presented <b>in an incomplete form</b>.</li> </ol>
<b>3-4</b>	The student: <ol style="list-style-type: none"> <li><b>lists</b> the main steps in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution</li> <li><b>demonstrates satisfactory</b> technical skills when making the solution</li> <li><b>creates</b> the solution, which <b>partially</b> functions and is <b>adequately</b> presented</li> <li><b>states one change</b> made to the chosen design <b>or</b> plan when making the solution.</li> </ol>	Your response shows that you have <ol style="list-style-type: none"> <li>You have <b>listed</b> a plan that <b>partially</b> includes the necessary resources, materials, and time frames for each step, resulting in peers having difficulty following the plan to create the solution</li> <li><b>demonstrated satisfactory</b> technical skills through the documentation of your work in progress.</li> <li><b>Created</b> the solution, which <b>partially</b> functions and presented <b>adequate</b> visual evidence such as photos or videos captured at each stage of development.</li> <li><b>Stated one</b> modification made from the initial design <b>or</b> plan during the solution creation process while also offering well-founded justifications for these changes.</li> </ol>
<b>5-6</b>	The student: <ol style="list-style-type: none"> <li><b>lists</b> the steps in a plan, which <b>considers</b> time and resources, resulting in peers being</li> </ol>	Your response shows that you have <ol style="list-style-type: none"> <li><b>Listed</b> a plan that <b>includes</b> the necessary resources, materials, and</li> </ol>

	<p>able to follow the plan to create the solution</p> <p>ii. <b>demonstrates competent</b> technical skills when making the solution</p> <p>iii. <b>creates</b> the solution, which functions as <b>intended</b> and is presented <b>appropriately</b></p> <p>iv. <b>states one change</b> made to the chosen design <b>and</b> plan when making the solution.</p>	<p>time frames for each step, resulting in peers being able to follow the plan to create the solution</p> <p>ii. <b>demonstrated competent</b> technical skills through the documentation of your work in progress.</p> <p>iii. <b>Created</b> the solution, which <b>functions as intended</b> and presented <b>appropriate</b> visual evidence such as photos or videos captured at each stage of development.</p> <p>iv. <b>Stated one</b> modification made from the initial design <b>and</b> plan during the solution creation process while also offering well-founded justifications for these changes.</p>
<b>7-8</b>	<p>The student:</p> <p>i. <b>outlines</b> a plan, which <b>considers</b> the use of resources and time, sufficient for peers to be able to follow to create the solution</p> <p>ii. <b>demonstrates excellent</b> technical skills when making the solution</p> <p>iii. follows the plan to <b>create</b> the solution, which functions as <b>intended</b> and is presented <b>appropriately</b></p> <p>iv. <b>lists the changes</b> made to the chosen design and plan when making the solution.</p>	<p>Your response shows that you have</p> <p>i. <b>Outlined</b> a plan that <b>includes a detailed</b> breakdown of the necessary resources, materials, and time frames for each step, providing clear and comprehensive instructions for peers to follow in order to create the final solution.</p> <p>ii. <b>demonstrated your excellent</b> technical skills through the documentation of your work in progress, including photographs showcasing equipment usage that underscore your technical expertise.</p> <p>iii. <b>demonstrated your capacity to adhere to the provided plan</b> and successfully produce a solution that <b>operates as intended</b> and presented <b>appropriate</b> visual evidence such as photos captured at each stage of development.</p> <p>iv. <b>Listed all significant alterations</b> made from the initial design <b>and</b> plan during the solution creation process while also offering well-founded justifications for these changes.</p>



#### Criterion D: Evaluation

Maximum: 8

At the end of year 4, students should be able to:

- describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution
- explain the success of the solution against the design specification
- describe how the solution could be improved
- describe the impact of the solution on the client/target audience.

Achievement Level	Level Descriptors	Task Specific Clarification
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1-2</b>	The student: i. <b>describes a testing method</b> , which is used to measure the success of the solution ii. <b>states</b> the success of the solution.	Your response shows that you have i. <b>described a testing method</b> , which is used to measure the success of creating a mobile app. ii. <b>stated</b> the success of creating a mobile app.
<b>3-4</b>	The student: i. <b>describes a relevant testing method</b> , which generates data, to measure the success of the solution ii. <b>outlines</b> the success of the solution against the design specification based on relevant product testing iii. <b>lists</b> the ways in which the solution could be improved iv. <b>outlines</b> the impact of the solution on the client/target audience.	Your response shows that you have i. <b>described a relevant testing methodology</b> that generates data for evaluating the app success. ii. provided an <b>outline</b> of how the app performance aligns with the design specifications, drawing from relevant product testing. iii. <b>listed</b> potential enhancements for the app features. iv. <b>outlined</b> the app influence on the client or target audience.
<b>5-6</b>	The student: i. <b>describes relevant testing methods</b> , which generate data, to measure the success of the solution ii. <b>describes</b> the success of the solution against the design specification based on <b>relevant</b> product testing iii. <b>outlines</b> how the solution could be improved iv. <b>describes</b> the impact of the solution on the client/target audience, <b>with guidance</b> .	Your response shows that you have i. <b>described a relevant testing methodology</b> that generates data for evaluating the app success. ii. <b>described</b> how the app performance aligns with the design specifications, drawing from <b>relevant</b> product testing. iii. <b>outlined</b> potential enhancements for the app features. iv. <b>describes</b> the app influence on the client or target audience.
<b>7-8</b>	The student: i. <b>describes detailed and relevant testing methods</b> , which generate <b>accurate</b> data,	Your response shows that you have i. <b>described detailed and relevant testing methodology</b> that generates



	<p>to measure the success of the solution</p> <p>ii. <b>explains</b> the success of the solution against the design specification based on <b>authentic</b> product testing</p> <p>iii. <b>describes</b> how the solution could be improved</p> <p>iv. <b>describes</b> the impact of the solution on the client/target audience.</p>	<p><b>accurate</b> data for evaluating the app success.</p> <p>ii. <b>explained</b> how the app performance aligns with the design specifications, drawing from <b>authentic</b> product testing.</p> <p>iii. <b>described</b> potential enhancements for the app features.</p> <p>iv. <b>describes</b> the app influence on the client or target audience.</p>
--	---	---

## COMMAND TERMS

Command term	Definition
<b>Analyse</b>	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and to interpret information to reach conclusions.)
<b>Construct</b>	Display information in a diagrammatic or logical form.
<b>Create</b>	To evolve from one's own thought or imagination, as a work or an invention.
<b>Define</b>	Give the precise meaning of a word, phrase, concept or physical quantity.
<b>Demonstrate</b>	Make clear by reasoning or evidence, illustrating with examples or practical application.
<b>Describe</b>	Give a detailed account or picture of a situation, event, pattern or process.
<b>Design</b>	Produce a plan, simulation or model.
<b>Develop</b>	To improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.
<b>Evaluate</b>	Make an appraisal by weighing up the strengths and limitations.
<b>Explain</b>	Give a detailed account including reasons or causes. (See also "Justify".)
<b>Identify</b>	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
<b>Justify</b>	Give valid reasons or evidence to support an answer or conclusion. (See also "Explain".)
<b>List</b>	Give a sequence of brief answers with no explanation.
<b>Outline</b>	Give a brief account or summary.
<b>Present</b>	Offer for display, observation, examination or consideration.
<b>Prioritize</b>	Give relative importance to, or put in an order of preference.
<b>State</b>	Give a specific name, value or other brief answer without explanation or calculation.
<b>Summarize</b>	Abstract a general theme or major point(s).

**Criterion A- Inquiring and analyzing**

**Strand (i)** Explain and justify the need for a solution to a problem

1	Context of the problem	
2	Client/Target Audience	
3	What is the problem of the client?	
4	Where is the problem occurring?	
5	What is the cause of the problem?	
6	Why do I need to design something?	
7	Connection with KC, RC, GC & SOI	
8	<b>Justifies</b> the need for a solution to a problem for a client/target audience. (What are the problems that I see arise that could be helped with solution design?)	

**Strand (ii) State and prioritize the main points of research needed to develop a solution to the problem**

The Research Plan: The research plan is a process in which I formulated a few important questions which will help me in my investigation.

S.No	Research Question	Why is it important?	Sources (Primary/Secondary)
1			
2			

**Strand (iii) Describe the main features of one existing product that inspires a solution to the problem**

<b>Name of the existing product:</b>	
Main feature of the existing product/solution	
Picture/Images of the existing product/solution	
Analysis	<p>Strength:</p> <p>Weakness:</p> <p>Opportunities:</p> <p>Threat:</p> <p>Content and Communication:</p> <p>Functionality, Structure and navigation:</p>

**Strand (iv) Present the main findings of relevant research.**

- Formulate a detailed design brief, clearly articulating what is to be made and why?
  - collect quantitative and qualitative data through surveys, interviews and/or discussion groups using a variety of open and closed questions.
  - summarize the analysis of relevant data in a clear, concise way, explaining why and how the information is relevant and useful to the development of design ideas.
  - evaluate the validity of information collected through primary and secondary sources.
  - cite all primary and secondary sources of information correctly and fully.
  - formulate a detailed design brief, clearly articulating what is to be made and why
- When you have fully analysed a problem you will be ready to write a meaningful Design Brief with a Mind map.

**ASPECT**

1. Always start the design brief with “I am going to design and make .....”  
Who, why and What
2. Do not be too specific. The brief should be a general description.
3. Hardware requirements
4. Software requirements
5. Mention points such as; safety, general size, what it will do (its functions), general properties and other points you feel are important.
6. List of client requirements

### Criterion B - Developing Idea

**Strand (i) develop a design specification, which outlines the success criteria for the design of a solution based on the data collected.**

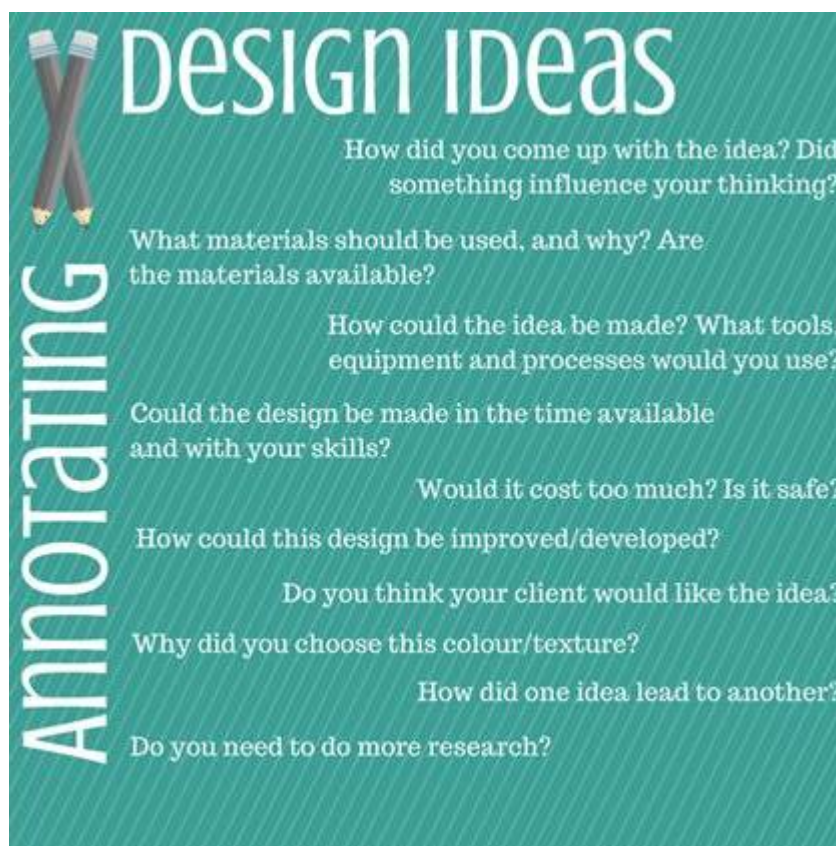
Aspect	Constraints	Requirements	Consideration
Aesthetics (Consider appearance, style, color, shape/form, texture, pattern, finish, layout)			
Cost/Tool (Is there a maximum cost? Is this a material cost/time cost/selling cost?)			
Customer (Who it is for? What is the target user's age, gender, socio-economic background?)			
Function (What it must do? What is its purpose? Where will the product be stored? How easily can it be used/maintained?)			
Content(Writing the content - Deciding on the design and images - Proof reading and checking)			
Safety (What safety factors need to be incorporated into the design?)			
Accessibility(where it will be available- Online, in the form of poster, website etc)			
Format(suggest how the Database will be designed )			
Software (What resources are available? Are there limitations as to how this can be created? How much time is needed to create the design?)			



### Criterion B - Developing Ideas

**Strand (ii) Present a range of feasible design ideas, which can be correctly interpreted by others**

- Pick two design ideas to create in more detail. For each design idea you must explain its concept in a paragraph, and annotate the design with comments about the points in the image below.
- Work reference & Cited:





**Criterion B – Developing Ideas**

**Strand (iii) present the chosen design and outline the reasons for its selection**

**Criterion B – Developing Ideas**

**Strand (iv) develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.**

### Criterion C - Creating a solution

**Strand (i) Construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution.**

- Create steps with directions for how you will create your final product.
- Include resources/materials for all the steps.

Steps#	At this stage I will (do what) and I will do this (how)	Time frame (This will ideally take how long)	Tools/Materials/Resources needed
#1			
#2			
#3			
#4			
#5			
#6			
#7			

<add more rows as needed>

**Criterion C - Creating a solution**

**Strand (ii) demonstrate excellent technical skills when making the solution**

**Table 1:**

Pages	Important techniques	Main widgets used

<add more rows as needed>

**Table 2:**

Page name	Code Snippets

<add more rows as needed>

---

**Criterion C – Creating a solution**

**Strand (iii) follow the plan to create the solution, which functions as intended**

Task	Evidence	Estimated time	Exact time	Comments

### Criterion C – Creating a solution

**Strand (iv) explain changes made to the chosen design and the plan when making the solution.**

Explain all **significant improvements** and **changes** you made to your designs (task B3 & B4) when creating your final product. Illustrate your list with photographs and/or screenshots wherever helpful.

- List what changed from your design
- List what changed from your plan
- Explain why you made that change.

Changes made to the plan/design	Initial Design	Final Design	Justification for the changes

<add more rows as needed>



**Criterion D - Evaluating**

**Strand (i) Describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution.**

**Criterion D - Evaluating**

**Strand (ii) Explain the success of the solution against the design specification**

Specifications	Marks	Justification
Aesthetics		
Simplicity		
Customer (Target audience)		
Functionality		
Content		
Navigation		
Accessibility		
Format		
Data privacy		

### Criterion D - Evaluating

#### **Strand (iii) Explain how solutions can be improved.**

- Conduct a thorough self-assessment, identifying areas of improvement and acknowledging any limitations.

Aspect	Limitations	Improvement Area
Aesthetics		
Simplicity		
Customer (Target audience)		
Functionality		
Content		
Navigation		
Accessibility		
Format		
Data Privacy		



**Criterion D – Evaluating**

**Strand (iv) Explain the impact of the solution on the client/target audience.**



## Appendix of Evidence



### **Bibliography (Reference)**