Level	Description
5	The student has provided **clear, consistent and convincing evidence** that they: • **actively** designed and built a prototype of an innovative product • **identified** a need or problem and developed a solution that is a **significant improvement** over previous alternatives or applications • addressed an issue of **social** or **technological significance** • displayed a **deep understanding** of technological concepts used in the prototype • included a **concise** and **comprehensive** summary of **relevant** prior research in the field, exploring the existence of similar products • had been **creative** in the prototype's design, **innovative** in the development of an **original** solution and **enterprising** in commercial awareness and decision making • employed **safe** and **quality** construction and design skills • had **convincing** arguments for the choice of materials and technologies selected • produced a **neat** and **reliable** prototype that's **easy to use** and **performs** as intended • included a **comprehensive** portfolio or logbook, detailing the stages of the design process from brainstorming, through prototyping, to final product and evaluation • used **critical thinking** in the evaluation and testing of the prototype, discussing alternatives and modifications • suggested **worthwhile** directions for future development in a succinct manner • **comprehensively acknowledged** the nature of any assistance given • used **clear**, **concise** and **meaningful** language to communicate the operational details and applications of the prototype to the intended audience
4	The student has provided **substantial evidence** that they: • designed and built a prototype of an innovative product with **considerable planning** • developed an innovative product which is a solution to a need or problem, **different** from previous alternatives or applications • designed the innovative product for the **benefit** of **society** • displayed a **thorough understanding** of technological concepts used in the product • included a **summary** of current **relevant** information • designed an **innovative** prototype and developed an **original** solution • had shown **skill** in the design and construction of the prototype and **safe procedures** were adopted in the prototype's production • included some **justification** for the selection of materials • had constructed a prototype that is **easy to use** and **performs** as intended • included a portfolio or logbook **detailing** the different stages of the design process • exhibited **rational thinking** in the testing and evaluation of the prototype • put forward directions for **future development** • **acknowledged** the nature of all assistance given • **effectively** communicated the prototype's operational details and the language and visuals **take account** of the audience

Level	Description
3	The student has provided **evidence** that they: • designed and built a prototype of an innovative product • developed an innovative product which is a **solution** to a need or problem • had an innovative product which has some **innovative** or **creative** features • demonstrated an **understanding** of technological concepts used in the product • collected background research with **some relevance** to the need or problem • considered a variety of designs with the selected design being chosen with **little justification** • displayed **good** workmanship in the design and construction of the prototype • used materials in the prototype model's construction with **little justification** • had constructed a prototype that **works** • had performed **preliminary testing** of the prototype • provided **supporting** documentation in the accompanying portfolio or logbook • put forward some **good** and **practical** ideas for future improvements • **acknowledged** all assistance given • communicated the prototype's operational details with **good** use of language visuals and sequencing, appropriate to the intended audience
2	The student has provided **evidence** that they: • built a prototype of an innovative product with **little** planning or design • built a product **lacking** any innovative or creative features • demonstrated **some understanding** of technological concepts used in the prototype • performed **limited** or **general** background research • considered **only one** or **two** designs before commencing constructing • displayed **simple** workmanship in the design and construction of the prototype • used some materials in the prototype's construction that were **not suitable** • had tested the prototype with **irregular performances** • provided **limited** documentation in the accompanying portfolio or logbook • put forward **some** ideas for future improvements • **acknowledged** some assistance given • included an **adequate** set of operational instructions to **assist** the audience
1	The student has provided **evidence** that they: • entered a prototype of a product that **does not fully work** • demonstrated **little understanding** of technological concepts used in the product • performed **nominal** or **irrelevant** background research • provided designs and sketches that were **haphazard** • made a prototype with **poor** workmanship • **poorly selected** materials and technologies • had not **sufficiently** tested the prototype and ideas for future improvements are **vague** and **impractical** • provided **limited** or **disorganised** documentation • **neglected** to acknowledge assistance given • provided **poorly expressed** operational instructions for the innovative product