Teacher guidelines

Business stationery

Year 9	Technology

Students design and create a suite of business stationery for a local business or sporting group.

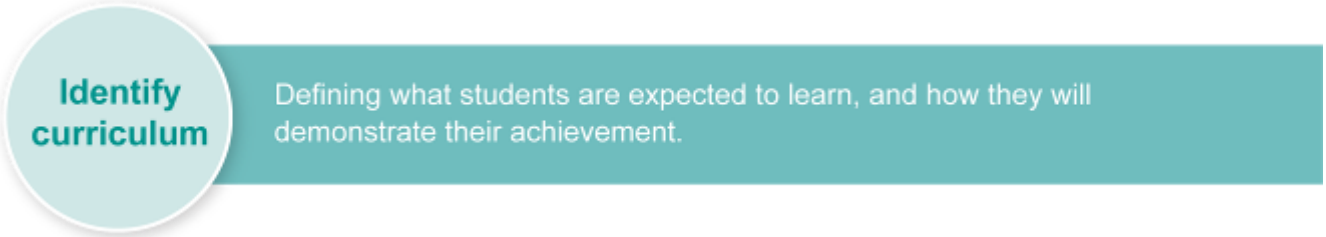
Context for assessment

Stationery is one of the most visual aspects of any organisation. It will be seen and kept by customers and will influence the way they see an organisation. Image is important. This assessment will focus on designing and creating business stationery to meet a client's needs and wants.

In this assessment students have opportunities to demonstrate the identified Literacy Indicators in Speaking and Listening, Reading and Viewing, Writing and Designing.

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This assessment gathers evidence of learning for the following **Essential Learnings**:

Technology	***Essential Learnings by the end of Year 9***
Ways of working **Students are able to:** • investigate and analyse specifications, standards and constraints in the development of design ideas • consult, negotiate and apply ethical principles and cultural protocols to investigate, design and make products • generate and evaluate design ideas and communicate research, design options, budget and timelines in design proposals • select resources, techniques and tools to make products that meet detailed specifications • plan, manage and refine production procedures for efficiency • make products to meet detailed specifications by manipulating or processing resources • evaluate the suitability of products and processes against criteria and recommend improvements • reflect on learning, apply new understandings and justify future applications.	**Knowledge and understanding** ***Technology as a human endeavour*** **Technology influences and impacts on people, their communities and environments in local and global contexts.** • Product design and production decisions are influenced by aspects of appropriateness and by detailed specifications, constraints and standards of production. ***Information, materials and systems (resources)*** **Resources originate from different sources, exist in various forms and are manipulated to meet specifications and standards to make products.** • Characteristics of resources are compared, contrasted and selected to meet detailed specifications and predetermined standards of production to best suit the user. • Techniques and tools are selected, controlled and managed to manipulate or process resources to meet detailed specifications and predetermined standards of production.
Assessable elements • Knowledge and understanding • Investigating and designing • Producing • Evaluating • Reflecting	
Source: Queensland Studies Authority 2007, *Technology Essential Learnings by the end of Year 9,* QSA, Brisbane.	

Information and Communication Technologies (ICTs) Cross-curriculum priority by the end of Year 9

Inquiring with ICTs

Students explore, select and use ICTs in the processes of inquiry across key learning areas. They:

- identify the inquiry focus, data and information requirements and a range of digital information sources
- plan, conduct and refine advanced searches, and select appropriate sources of digital information in response to research questions
- classify, organise, analyse and interpret data and information from a variety of sources to respond to inquiries, or to identify new paths for inquiries.

Creating with ICTs

Students experiment with, select and use ICTs to create a range of responses to suit the purpose and audience. They use ICTs to develop understanding, demonstrate creativity, thinking, learning, collaboration and communication across key learning areas. They:

- analyse and evaluate creative opportunities to apply ICTs
- develop plans for innovative and creative responses, processes and simple systems
- express and creatively represent ideas, information and thinking in innovative ways
- creatively and effectively document and present their planning, thinking and learning, using a combination of media
- reflect on the use of ICTs as creative tools and apply established criteria to evaluate ICT responses.

Communicating with ICTs

Students experiment with, select and use ICTs across key learning areas to collaborate and enhance communication in local and global contexts for an identified purpose and audience. They:

- apply suitable presentation and communication conventions and protocols
- select and apply a variety of ICTs to exchange and interpret messages and meanings
- present an individual or group identity in communication
- reflect on feedback to analyse and improve their use of ICTs and to describe more effective use of ICTs in future communications.

Operating ICTs

Students use a range of advanced ICT functions and applications across key learning areas to inquire, create, collaborate and communicate, and to efficiently manage information and data. They:

- apply formats and conventions when undertaking tasks
- investigate and explain the main input, output, processing and storage devices and functions of ICT systems
- apply agreed processes for accessing and working with personal information and content.

Source: Queensland Studies Authority 2007, *Cross-curriculum priority by the end of Year 9,* QSA, Brisbane.

Sequence learning

Describing learning experiences and resources that will enable students to complete the assessment.

Listed here are suggested **learning experiences** for students before implementing this assessment.

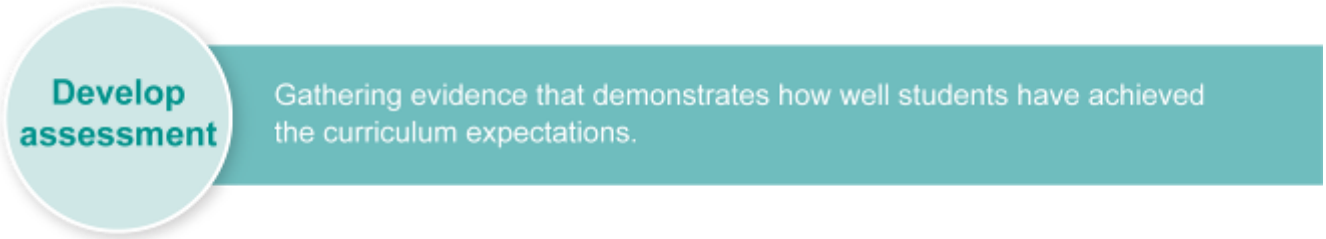
- Develop skills for word processing or publishing program. Basic knowledge may include:
  - opening, saving and closing files
  - formatting paragraphs
  - changing fonts and point size
  - inserting bullets, symbols, text boxes, auto shapes
  - use of a scanner and digital camera
  - inserting pictures or graphics.
- Experience working different contexts, e.g. different types of organisations or community groups.
- Develop skills related to working collaboratively:
  - sharing design ideas
  - evaluating ideas
  - evaluating ideas of others for suitability in specific contexts
  - dividing tasks
  - decision-making
  - sharing equipment.
- Develop an understanding of the reflection processes — what is reflection, how to reflect, why reflect.
- Evaluate the suitability and effectiveness of finished products and processes.
- Logo construction — students will need help to understand what a logo's function is and what factors should be considered when designing one. There are a number of internet resources that can be used that take students through tutorials on how to produce a logo. Web page addresses are included in the *Teacher resources*.

Teacher resources

- Source a variety of business stationery for students to examine. This material should contain various of items of stationery such as business cards, invoices, letterheads, etc. that display features relevant to the assessment. The stationery may also feature company logos or graphics that enhance the overall design of the items. The use of colour may also be an important design feature.
- Source a supply of envelopes and business card-sized card so students can practise producing the business stationery.
- Information on arts and design: <www.tlf.edu.au/verve/_resources/art_and_design.pdf>.
- Digital resources on arts and design: <www.thelearningfederation.edu.au/for_teachers/sample_learning_materials/tm_-_arts_and_design.html>.
- Use interactive resources (video instructions) with students to practise making business cards and stationery:
  - Business cards: <www.vistaprint.com.au/vp/ns/default.aspx?GP=5%2F14%2F2008+11%3A36%3A55+PM>.
  - Business card designs: <www.clickbusinesscards.com.au>.
  - Business stationery designs: <www.diopdesign.com.au/stationery.htm>.
  - Business logos: <http://acidgreen.com.au/logo_design.html>.
  - Small business logo designs: <www.diopdesign.com.au/small-business-logo-design-sydney.htm>.
- Use interactive resources (video instructions) for designing logos:
  - Logo design gallery: <www.logoworks.com/Logo-design-recent-logos.html>.
  - Logo design: <www.youtube.com/watch?v=8-UyzjDOH40>.
  - Create a 3D logo: <www.youtube.com/watch?v=JVmunnv1CH4&NR=1>.
  - Make a Company Logo in Photoshop: <www.youtube.com/watch?v=qhMkPMU0UaM&feature=related>.
  - How to make a Logo: <www.youtube.com/watch?v=JJ2R4cZylrY&feature=related>.
  - Photoshop in Action: Make Sony Ericsson logo: <www.youtube.com/watch?v=DxcIkCuMn4Y&feature=related>.
  - Simple Adobe Photoshop Tutorial Logo using Photoshop Video tutorials: <www.youtube.com/watch?v=BRcJbyH1f3s&feature=related>.
  - How to Use Adobe Photsop: How to Design a Logo in Adobe Photoshop: <www.youtube.com/watch?v=VtbTw_C9Ai0&feature=related>.
  - Logo Design: Choose Font: <www.vistaprint.com.au/vp/ns/logos/choose_font.aspx?logo_id=8258551>.
- Use *Logo Design,* Queensland Studies Authority Assessment Bank: <www.qsa.qld.edu.au/assessment/3162.html>.

This assessment identifies relevant Literacy and Numeracy Indicators on page 10.

For a resource to support planning for teaching, learning and assessment of literacy and numeracy for students from Year 4 to Year 9, refer to the "Years 4–9 Literacy Indicators" and the "Years 4–9 Numeracy Indicators": <www.qsa.qld.edu.au> under Prep–Year 9 > Literacy & Numeracy Indicators (P–Year 9).



Preparing

Consider these points before implementing the assessment.

- Students will require access to a variety of sample business stationery from a wide range of sources as possible. While students can collect some of these samples, the teacher should provide examples that contain features with good design characteristics.
- The *Student booklet* suggests that students should act as clients for each other. In some schools, there may be others in the school or community that could act as clients. This is a school decision that must consider student safety.
- While computer skills are not assessed, teachers should provide computing experience to enable the students to carry out the production of the stationery.
- Students should be encouraged to share resources, ideas and experiences in arriving at ideas which can be modified to suit individual styles or character.
- This assessment is about students' learning and thinking in Technology, various segments may require some modelling, scaffolding or assistance, depending on individual students and the complexity of their choices. It may be appropriate for students to verbally respond to parts of the assessment before applying the elements in practice.

Risk assessment

Refer to the *Technology (2003) sourcebook guidelines*: <www.qsa.qld.edu.au/p-9/842.html> Appendix B p. 85 for comprehensive safety guidelines.

Websites for further information include:

- Department of Education Manual <www://education.qld.gov.au/corporate/doem>.
- Workplace Health and Safety Act 1995 <www.dtir.qld.gov.au/hs/hs/htm>.

Note: Safety considerations for students if visiting workplaces outside the school.

Implementation

Consider these points when implementing the assessment.

- The following implementation plan is a suggestion only. Teachers must take into account the different creative processes that students will undertake and not be too prescriptive in setting any particular method. Students must be familiarised with the design process (see Appendix C: The design process).
- Students will produce individual products but in the process consult, discuss and work with other students and the teacher in designing and making their proposed product. Through this process, alternative designs, materials and resources may be considered by students. They will also reflect on their concepts and processes and modify them in the light of responses to consultation.

Sample implementation plan

This table shows one way that this assessment can be implemented. It is a guide only — you may choose to use all, part, or none of the table. You may customise the table to suit your students and their school environment.

Suggested time	Student activity	Teacher role	Resources
Setting the scene — Optional activity — Appendix A: Analysing business cards			
Section 1. Analysis and research			
1 lesson	Interpret, analyse and identify the purpose of each item of stationery provided to you by your teacher. Discuss the different design features of the stationery — for example, colour combinations, logos, size of font. Complete the table provided.	Facilitate an investigation of business stationery which you have provided — what it is, why it is in the form it is in, who uses it, why they use specific colours, etc. Brainstorm the items of stationery organisations might need and use.	Teacher provides sample business stationery items. Consider inviting a guest speaker from a printing office to discuss business stationery with students. Use the web resources as stated in the Teacher resource section of this booklet.
Section 2. Pre-design: Finding out what you need to know			
1 lesson	Use the *Client questionnaire* to ascertain the client's needs and wants — for example, the types of stationery the client requires, the details of the text, artwork to be used, type of logo to be used. Interview client to ascertain needs. Investigate other sources for ideas — for example, businesses in the local area that specialise in printing and design, school office staff, samples of stationery from other organisations, catalogues and the internet.	This section is student-centred. The teacher's role is to facilitate and support students. Some students will need a lot of guidance, particularly if they are contacting people in the community and organisations.	Appendix B: Designing stationery Appendix C: The design process: investigate, ideate, produce, evaluate

Section 3. Developing and presenting the design proposal			
3 lessons	Design your suite of business stationery. Create your logo which must be able to be used on all stationery. Create design ideas on paper, developing a few suitable alternatives that meet the requirements of the client. Create a mock-up of all of the stationery using the software available.	Supportive role including suggesting resources and discussing the positive and negative aspects of students' ideas. Facilitate activities by providing equipment, and giving helpful advice and feedback. Give guidance and advice in regard to aesthetic, functional, design, and economic and ethical appropriateness.	drafting paper, coloured pencils, lead pencils, rulers, computers, suitable software and printer (preferably a colour printer)
1 lesson	Present mock-up and costs to client. Include all parts — logo, letterhead, business card and envelope. Record feedback from client in the Client feedback table in the *Student booklet*. Client to fill in Client evaluation sheet in the *Student booklet*.	Facilitate and give feedback to students.	Space to conference
1 lesson	Students modify their designs to meet the design requirements of the client.	Facilitate and give feedback to students.	Computer access
Section 4. Producing the stationery			
2 lessons	Students produce their final suite of business stationery. Show their clients and then submit to teacher with completed *Student booklet*, preliminary designs, etc.	Facilitate and assist as required.	Computers and suitable software
Section 5. Reflecting			
	Complete the Peer and self-assessment sheet. Respond to reflection questions in the *Student booklet*.	Assist as required.	Appendix D: Criteria sheet for student self-assessment (optional)

Resources for the assessment

Appendix A: Analysing business cards

Appendix B: Designing stationery

Appendix C: The design process: investigate, ideate, produce, evaluate

Appendix D: Criteria sheet for student self-assessment (optional)

Sourcebook Module — Designing a suite of business stationery, The State of Queensland (The Office of the Queensland Studies Authority) 2003.

Also available online: QSA Sourcebook Module 1: *Designing a set of business stationery*: <www.qsa.qld.edu.au/downloads/p-9/kla_tech_sbm_501.pdf>.

Make judgments

Making standards-referenced, consistent judgments.

During the learning process, you and your students should have developed a shared understanding of the curriculum expectations identified as part of the planning process.

After students have completed the assessment, identify, gather and interpret the information provided in student responses. Use only the evidence in student responses to make your judgment about the quality of the student learning. Refer to the following documents to assist you in making standards-referenced judgments:

- *Guide to making judgments*
- *Indicative A response*
- *Sample responses* (where available).

Making judgments about this assessment

Evidence of students' demonstrations of this assessment could include:

- identifying needs, wants or opportunities
- interpreting information from different sources
- devising a range of options and selecting viable designs
- recording consultation with clients
- providing mock-ups of proposed designs
- identifying standards of quality
- establishing and following production procedures
- responding to changes requested by clients
- describing how particular criteria were met or can be met

- relating design decisions to results of investigation and consultation
- presenting designs to others and using feedback to inform evaluation
- designing using text and images targeted at specific audiences.

Where to find the evidence

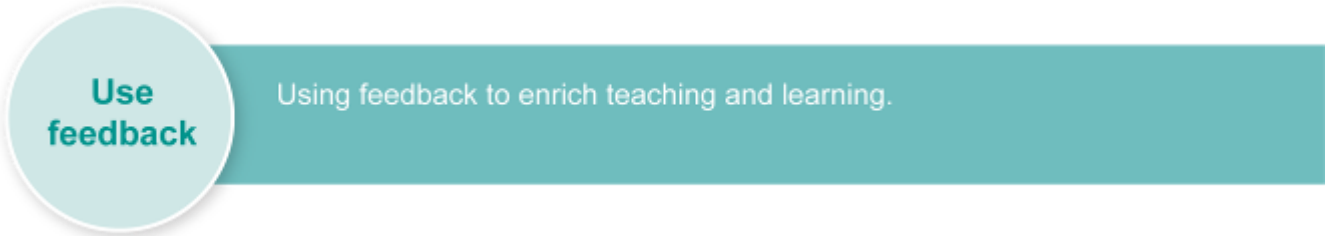
This assessment provides opportunities for students to demonstrate the following Literacy Indicators.

Literacy Indicators		***By the end of Year 9***
Indicators		**Source of evidence**
Speaking and Listening		
SL 9 i	Identify own and others' purposes for speaking and listening, and select and manipulate texts and language features specific to context, purpose and audience to position and persuade	• Section 1 and 2
SL 9 iii	Compose and contribute in different settings by selecting and manipulating speaking techniques and non-verbal expressions to enhance meaning and purpose, including: • intonation, stress patterns, e.g. pitch, volume and pace; vocabulary selection and figurative language to reinforce a viewpoint or a particular stance • register; e.g. formal, neutral, informal, casual; tone; volume; pause and pace for varying purposes and contexts • body language and gestures	• Section 1 and 2
SL 9 iv	Contribute to conversations and discussions by: • using agreed protocols • responding to appropriate interruptions • negotiating with others • justifying and evaluating opinions and developing arguments	• Section 1and 2
SL 9 vi	Specify subject matter through increasingly technical, specialised or nuanced figurative vocabulary to provide specific meaning	• Throughout
SL 9 vii	Plan and organise spoken presentations for an increasingly complex range of settings and purposes, applying the structure and features that best suit the context	• Section 3
Reading and Viewing		
RV 9 iii	Read and view a range of literary and non-literary text types, encompassing: • content that requires increasing breadth of knowledge to understand • ideas that require more inference and interpretation to identify relationships between them • sophisticated themes, e.g. sustainable practices in urban environments, courage in time of war, genetic testing and ethics	• Section 1

RV 9 iv	Make meaning from literary and non-literary texts by controlling and adjusting a range of active comprehension strategies, including: • using prior knowledge about text type, subject matter, author, cultural context and related texts • building integrated mental pictures of texts and text types • questioning texts about context, subject matter, purpose, representations, readings, beliefs, attitudes and assumptions • seeking clarification when meaning is not clear • self-correcting to repair comprehension breakdowns • drawing conclusions using stated and inferred information about significant concepts, hypotheses, positions or descriptions from the text	• Section 1
RV 9 ix	Make and support meaning within and across texts by knowing and understanding textual features that: • structure texts including hybrid texts • represent ideas and relationships including statements; questions and commands of different lengths to create particular effects; a range of clauses; extended noun and verb groups; modal nouns; verbs and adverbs to intensify, appreciate, evaluate and make judgments; theme and rhyme; and active and passive voice • represent ideas visually through diagrams, maps, graphs, photographs, cross-sections, perspective and gaze • signal relationships between ideas, including a range of connectives and conjunctions that compare, contrast, sequence, extend ideas and show relationships such as problem and solution	• Section 1
Writing and Designing		
WD 9 ii	Write about a range of subject matter using knowledge of traditional and hybrid texts and incorporate: • literary devices that add complexity to character and plot • juxtaposition to show contrasting ideas • textual features that support and reinforce their chosen stance	• Section 2, 3, 4, 5
WD 9 vi	Write cohesive, well-structured paragraphs that have clearly defined purposes and that support a stance or strengthen a particular position	• Section 5
WD 9 vii	Maintain cohesion to support a particular stance or position across a whole text by: • using structures related to specific subject areas to order and sequence information in logical, engaging ways • selecting literary devices, technical language and features related to specific text types to identify important ideas and link them across texts • choosing or omitting vocabulary that is relevant to the subject matter and selecting a range of features to link ideas across texts • selecting tense to suit the specific subject area or to emphasise a shift in time or setting	• Section 5
WD 9 x	Select technical and literary language that portrays subject matter from particular positions, intensifies meaning and relationships in the text and maintains these using subject-specific terms and related words	• Throughout
Source: Queensland Studies Authority 2009, *Years 4–9 Literacy Indicators*, QSA, Brisbane.		



For further information, refer to the resource *Using a Guide to making judgments*, available in the Resources section of the Assessment Bank website.



Evaluate the information gathered from the assessment to inform teaching and learning strategies.

Involve students in the feedback process. Give students opportunities to ask follow-up questions and share their learning observations or experiences.

Focus feedback on the student's personal progress. Emphasise continuous progress relative to their previous achievement and to the learning expectations — avoid comparing a student with their classmates.

Giving feedback about this assessment

It is expected that in the design process students will react to feedback from the client, the teacher and peers. This cyclical Technology practice of investigation, ideation, production and evaluation provides a process to design and modify designs in response to feedback, resulting in a more refined and appropriate product to suit the needs of the client and fulfil the design brief.



For further information, refer to the resource *About feedback*, available in the Resources section of the Assessment Bank website.

Appendix A

Analysing business cards

You have decided that you need to raise the image of a business in the community. One way of doing this is to create attractive business stationery that gives the impression that the business is thriving and is the place people need to visit to make purchases or obtain services. Image is important.

You have decided to look at the business stationery of other businesses before you get started to make some judgments about what works and what doesn't.

Look at the samples of business cards below. They are two samples of business stationery.

You are to analyse both of these cards.





Topic	*3 Beats Street wear*	*Classic Threads*
What type of business does each card represent? What do you think this shop looks like, smells like and sounds like? Inside? Outside?		

Topic	***3 Beats Streetwear***	***Classic Threads***
Do you like the colours used? Are they suitable? Could they be better? Explain.		
What about the graphics and images? Do they work or do they need changing?		
Is the card effective? If you were the business owner, would you use this card? Why/why not?		
These cards do not have a logo on them. Do you think they should? What should the logo look like?		
How could each card be improved?		

Designing stationery

Designing a letterhead, business card or any other business stationery should be fun. One would think it is simple and straightforward, but there are many factors you need to consider before you start to design. After all, you want your designs to look good, serve the purpose it was designed for, and you certainly don't want to print off a whole lot of stationery that isn't right. Think of the trees!

Here are some handy hints that you can apply to all of your business stationery:

- What do you want it to look like?
- Colour of print — black, coloured, metallic?
- Colour of contrast — pastels, bright primaries, metallic, etc.
- Colour and texture of paper and card — white, woven, glossy — there are many possibilities.
- Use of logo/photo/insert — depends on the type of business the stationery is for.



How will you make a decision?

Sometimes people choose particular colours just because they like them.

Sometimes people base their colour choice on where they are and what they do. For instance, a restaurant in a tropical setting may have stationery that reflects the colour of the ocean and use a palm tree or some tropical fruit as the logo with a sandy-coloured background. A solicitor may prefer a black card with gold print and a corporate logo because it looks more professional. A hairdresser may use pastel colours and gold writing with a logo including scissors and combs. The combinations are endless!

What about the logo and slogan?

What will it look like? For example what colours, shape, size should it be?

Does the client already have a logo they want to keep? If so, how will this affect the final design of the stationery? Ask your teacher about using internet sites that show you how to design a logo.

What about a slogan — does the business have one? Think about how a slogan should sound.

Layout

Generally, all business stationery contains the same information. The layout, colours and designs you use will be what makes the difference. How will you make your business stationery stand out?

Information on the business stationery

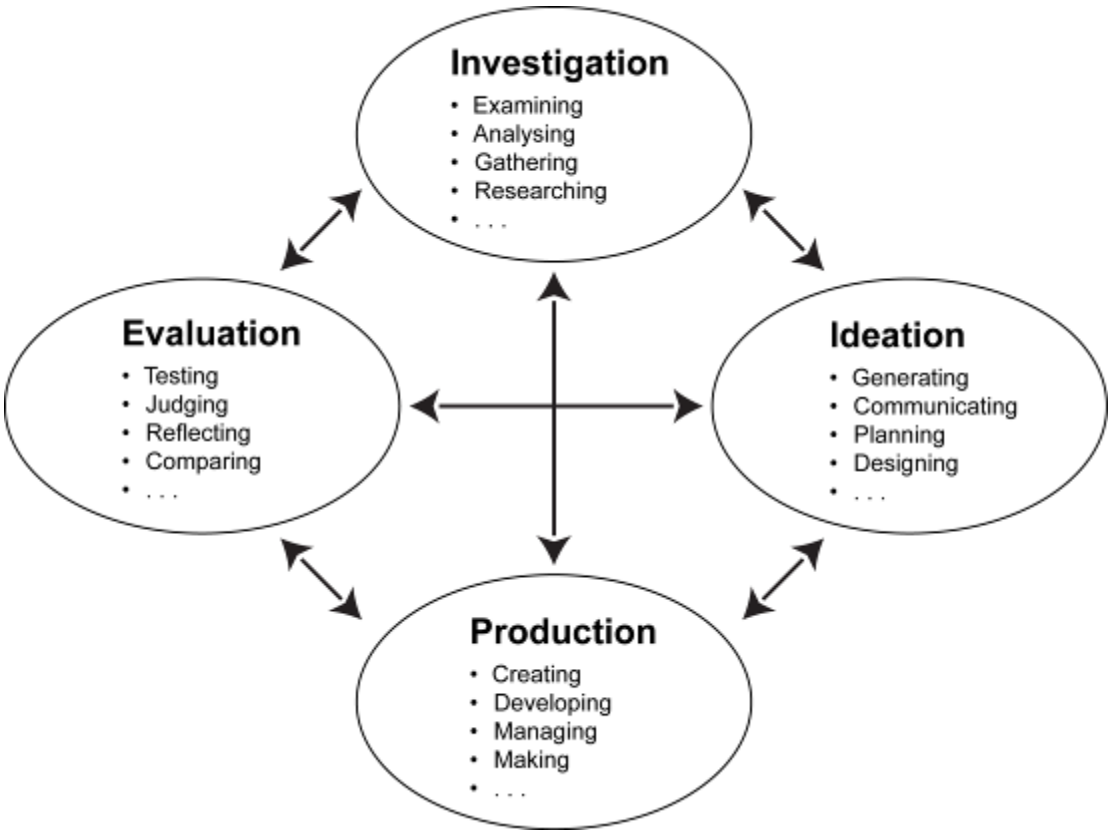
- Address — business and email
- Membership of professional bodies
- Phone numbers: business, mobile
- Fax number
- After hours phone number

Factors to consider

- Aesthetic appropriateness could include colour compatibility and layout.
- Functional appropriateness may involve awareness of space and size of graphics.
- Economic appropriateness may involve costs in purchasing materials for stationery.
- Ethical appropriateness is concerned with the use or adaptation of others' designs that are observed while investigating possible solutions to the design challenge.

Appendix C

The design process: investigate, ideate, produce, evaluate



1. **Investigate**: Have some designs, symbols or a sample logo available for students to examine. Allow access to the internet or involve research time in the resource centre or library.
2. **Ideate**: Students could brainstorm various elements of the task in developing their own logo. The teacher can help students with consultation on ideas. Some students will be more comfortable or able to communicate their ideas through verbal expression rather than sketches before they arrive at final solution. This can be achieved through verbal exchanges with fellow students or the teacher about the properties they want to use in their design, or what ideas their images should portray.
3. **Produce**: Students use all this information to produce a logo.
4. **Evaluate**: Students will be able to determine the level of success of their production by examining and comparing their initial sketches and using feedback to determine the design of their final product. Through discussion and comparison of logos of other students they will be able to reflect on whether they have achieved what they had set out to produce. The teacher may also find it effective to question students during the course of their production, to ensure that they have not strayed from their original intent. Further comparisons and judgments can be made upon completion of their project.

Appendix D

Criteria sheet for student self-assessment

	Evidence	*No Evidence*
Technology practice (investigation) • Identifies needs, wants or opportunities and investigates ways these could be developed. • Interprets information from different sources.		
Technology practice (ideation) • Devises a range of options and selects viable design ideas. • Records consultation with clients to confirm that design ideas reflect needs and wants. • Considers issues related to appropriateness, context and management and how these affect the design and realisation of a product. • Includes annotations on mock-ups and drawings and specifications related to materials and costs.		
Technology practice (production) • Identifies product standards. • Follows production procedures to meet standards of quality. • Manages resources within constraints. • Responds to changes that occur during production.		
Technology practice (evaluation) • Uses criteria provided to evaluate products and processes. • Makes recommendations about ways to improve a product for clients. • Describes how particular criteria were met or were intended to be met.		

Comments: