

FINAL INTERVENTION + POSITION PAPER

SET W06

PAPER DUE W13 · DOCS DUE W14

PRESENTED IN THE ASSESSMENT PERIOD

35% OF FINAL GRADE

TWO CRITERIA

One sheet, two criteria, marked in two passes. The Position Paper block is marked in the week after W13 and returned at W14, so anything worth interrogating can be raised in the closing session; the intervention block is completed after the presentation. The intervention is the work plus a five-minute pecha-kucha — 15 slides × 20 seconds, auto-advance, hard stop. Everything except the presentation is due W14; the presentation runs on a booked date in the assessment period, rehearsed in full at W14. The defence happened at the W13 pair review. Probes, not products still applies: documentation fidelity high, artifact fidelity honest.

STUDENT	SECTION	GRADE

LEVELS **5 OUTSTANDING** **4 STRONG** **3 GOOD** **2 DEVELOPING** **1 INSUFFICIENT**

THE INTERVENTION		PRESENTATION + PRODUCTION · 25% OF FINAL GRADE					
CRITERION (WEIGHT) + INDICATORS		LEVEL					NOTES
THE INTERVENTION35%		1	2	3	4	5	
• Answers the problem you proposed at W06, or says plainly why it changed • Your domain is legible in the work, not bolted on to it • Where you could not fabricate, the service around it is designed — onboarding, consent, error states, who you call • Fidelity is honest: nothing is dressed up as more finished than it is		☐	☐	☐	☐	☐	
JUDGMENT ON THE RECORD25%		1	2	3	4	5	
• What you rejected and why is visible in decisions.md, written at the time • The forty-and-four rationale, or its equivalent for your project • The work changed after the W09 panel — iteration is real, not claimed		☐	☐	☐	☐	☐	
THE FIVE MINUTES25%		1	2	3	4	5	
• Fifteen slides carry it — the auto-advance was designed for, not fought • Cut to the core: you can say what survived and what you let die • Opens with the problem, not the technology or the process • Holds up without narration, because there is no time to narrate		☐	☐	☐	☐	☐	
CONSEQUENCES15%		1	2	3	4	5	
• Who bears the cost, named specifically rather than gestured at • What you would refuse, and why • What would have to be true for this to be responsible to build		☐	☐	☐	☐	☐	

POSITION PAPER — 1,200 WORDS		CRITICALITY + AGENCY · 10% OF FINAL GRADE					
CRITERION (WEIGHT) + INDICATORS		LEVEL					NOTES
THE POSITION	35%	1	2	3	4	5	
		☐	☐	☐	☐	☐	
• States what you think should or should not happen, and commits to it • Arguable — an informed reader could disagree with you • Specific about for whom, at whose cost, and under what conditions • Refusal, argued well, scores as highly as advocacy							

		1	2	3	4	5	
THE ARGUMENT	30%						
• Reasons are ordered and each one does work • Engages the strongest opposing case, not a convenient weak one • Concedes what should be conceded							
EVIDENCE	25%						
• Draws on your own term — research, probe, the W12 refusal exercise • Primary sources, traced, not think-pieces about primary sources • Claims you cannot support are marked as claims							
WRITTEN	10%						
• 1,200 words, treated as a constraint you designed for • Says things once							

REQUIRED TO PASS — NOT SCORED

A missed presentation is rescheduled as a one-on-one defence in the assessment period. The late-work percentage penalty does not apply to live events.

- ☐ Proposal presented at the W06 gate
- ☐ Adjacent-Design checkpoint completed at W11
- ☐ Position Paper submitted at W13, within the word count
- ☐ AI Use Statement attached to both
- ☐ Rehearsed in format at W14, with peer forms completed for every presenter

SUMMARY FEEDBACK

The last thing they read from this course. Say what the work proves they can do.