

7S_OPT_GRA_Experimental typography

Qualification: Degree in Higher Artistic Education in Design in the specialties of graphic design, interior design, fashion design and product design.

Subject: Monographic graphic design projects

Type: Optional Training

Credits: 6 ECTS

Total hours: 150h

Course: 4

Hours/week: 9.4h

Semester: 7

Face-to-face hours/week: 4h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 5.4h

Prerequisites: It is recommended to have passed typography and composition (1st) and typographic design (2nd)

1. Presentation of the subject

The optional subject Monographic Projects in Experimental Typography Design is aimed at deepening and specializing in specific conceptual and technical aspects of the field of the Graphic Design specialty to which the optional is focused.

It is a subject that allows students to learn about:

- The historical evolution of experimental typography.
- The present reality: observatory of the present panorama.
- Techniques and resources in experimental typography.

Students will put this entire knowledge base into practice in the development of a complex project, seeking experimentation and their own languages. An experimental typography project is proposed based on a theme and/or design area.

2. Course contents

Creation and definition of proposals in depth on a theme and/or area of design. Monographic projects of the specialty.

Analyze, resolve and apply solutions specific to the project process. Research and typographic documentation.

Typographic design for the visualization of concepts linked to the project. Typographic experimentation and application design.

Comprehensive development of typographic design.

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3. Skills worked on in the subject (Real Decret 633/2010)

Transversal skills		Subject	Subject
CT-01	Organize and plan work in an efficient and motivating way.	X	X
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.	X	X
CT-06	Perform self-criticism towards one's own professional and interpersonal performance.	X	X

General skills		Subject	Subject
CG-01	Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions.	X	X
CG-11	Communicate ideas and projects to clients, argue reasonably, know how to evaluate proposals and channel dialogue.	X	X

Specific Graphic Design skills		Subject	Subject
GRA-01	Generate, develop and materialize ideas, concepts and images for complex communication programs.	X	X
GRA-03	Understand and use the capacity for meaning of graphic language.	X	X
GRA-04	Master the procedures for creating communicative codes.	X	X
GRA-05	Establish organizational structures for information.	X	X
GRA-06	Interrelate formal and symbolic languages with specific functionality.	X	X
GRA-10	Apply methods to verify communicative effectiveness.	X	X

4. Learning outcomes

RA	Description of the learning outcome	Skills
RA1	Follow an orderly and logical methodological process towards the end of the project.	CT-01
RA2	Plan, manage and develop ideas to achieve efficient synthesis.	CT-03
RA3	Apply and transfer global and specific knowledge to the project.	GRA-03 RA-06
RA4	Synthesize creative requirements effectively.	GRA-01
RA5	Know and use appropriate materials and technologies.	GRA-04
RA6	Rigorously apply representation techniques in material and digital support in the definition of the project	GRA-04
RA7	Apply presentation techniques with communicative clarity for the explanation, acceptance and promotion of the project.	GRA-10 GRA-05 CG-11
RA8	Carry out feasibility studies and budget forecasts.	CG-01
RA9	Reflect on the problem presented.	CT-06

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5. Teaching methodologies of the subject

Code	Typology	Description	Apply
MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.	AF1
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.	AF1, AF2 and AF3
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.	AF1, AF2 and AF3
MD7	Case study	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.	AF1 and AF2
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.	AF1, AF2 and AF3

6. Training activities of the subject

Code	Description	Duration	Percentage
AF1	Sector analysis and search and synthesis	4 weeks	15%
AF2	First phase: typographic creation and experimentation	7 weeks	45%
AF3	Second phase: project development and communication	5 weeks	40%

7. Evaluation systems

Due to their typology and educational program, all subjects in the ESDAPC undergraduate design studies include continuous assessment as a procedure to regulate and qualify the learning achieved by students during the semester.

In the event of not achieving the level of sufficiency in the evaluation activities within the closing milestones set out in the subject's schedule, the activities not passed may be corrected and/or completed within the recovery procedure defined by the teaching staff in their schedule.

7.1. Continuous evaluation

General evaluation criteria

The ESDAPC sets some **general evaluation criteria** which are common to all teaching guides, without prejudice to the specific evaluation and grading criteria of each subject:

- Subject grading: A weighted average of the grades obtained in each of the training activities will be made in accordance with the percentages described in the teaching guide and classroom schedule.

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The subject will be passed with a grade of 5.0 (Pass). All assessment activities can be corrected and/or completed within the recovery procedure within the continuous assessment that the teaching staff defines in their classroom schedule.

- Class attendance is essential in order to guarantee that learning is progressive, flexible and allows feedback and adjustments in its achievement within the continuous assessment. For this reason, class attendance is mandatory. The teaching staff establishes the mechanisms to control it. The student who does not attend a minimum of 80% of the face-to-face hours of the subject loses the right to continuous assessment and may present for remediation outside of the continuous assessment defined in the teaching guide and classroom schedule for the subject. In cases of serious absenteeism, with attendance of less than 60% of the face-to-face hours of the subject, the student will lose the right to be evaluated and will have a grade of "Not Presented".
- The ability to organize and plan tasks is part of the learning outcomes that the student must achieve within the training process, therefore the deliverables of the evaluation activities must conform to the deadlines, the format and contents defined in the activity statement in order to be qualified. Activities submitted after the deadline, format and/or minimum content will be considered outside the continuous assessment process, will not be evaluated within it and may be resubmitted as a retake.
- In the event of a submission or exam coinciding with a force majeure situation, the student may request to submit an activity after the deadline or repeat an exam, without being considered out of continuous assessment. This submission or exam will be carried out according to the conditions and calendar determined by the teaching staff.
 - Force majeure is understood to mean: serious illness or temporary incapacity (hospitalization) of the student or a first-degree relative, coincidence with an official language level or driving license exam, inexcusable duties before the administration or death of a first- or second-degree relative. It must be requested in an argued and justified manner in the form of [generic application](#), addressed to the campus management, and must necessarily include the original with a stamp of the document proving the major cause alleged.
- The evaluation process is based on the student's personal work and presupposes the authenticity of the authorship and originality of the exercises carried out. Any act of copying and/or plagiarism or irregular use of Artificial Intelligence (AI) will result in the immediate and irrevocable suspension of the assessable activity, without the right to recovery.

However, and without contradicting these general criteria, each teacher may define other specific complementary conditions, which are included in this teaching guide.

These complementary conditions cannot in any case result in a penalty or limitation of the qualification of an activity, nor the loss of the right to recover an activity.

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Specific evaluation criteria within continuous evaluation

Sector analysis and search and synthesis 15% (10%)

- Information quality (1%).
- Relevance of the sources consulted (1%).
- Synthesis of information with your own criteria (2%).
- Structure and depth of analysis with their own criteria (2%).
- Definition of objectives and strategies (2%).
- Graphic and spelling quality of the presentation (2%).

First phase: typographic creation and experimentation 45%

- Conceptual quality: relationship of objectives and strategies with typographic creation and experimentation (5%).
- Degree of evolution of the proposals (10%).
- Quality of proposals (15%).
- Rich use of manual and digital tools and resources (15%).

Second phase: project development and communication (45%)

- Conceptual quality of the solution (10%).
- Quality of representation typographic (10%).
- Quality of typographic applications (10%).
- Quality of the technical report and economic viability of the project (budget) (4%).
- Quality of conclusions (3%).
- Relevance of the sources consulted (2%).
- Expression, communication and argumentation in front of the class group (3%).
- Communicating a project in an attractive way, using the appropriate tools and resources (3%).

Evaluation instruments within continuous evaluation

Rubrics.

Feedback individual and/or group: written or oral.

7.2. Recovery

General recovery criteria

The ESDAPC sets general recovery criteria that are common to all teaching guides, without prejudice to the specific evaluation and grading criteria of each subject:

- The ESDAPC provides for a single recovery per activity. The recovery of suspended activities will be done within the deadlines defined by the teachers in their classroom schedule within the same

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semester. In the event that the teachers have not established a recovery calendar, students may submit the recovery activities during the last school week of the semester.

Specific recovery criteria within continuous assessment

The submissions are cumulative, to recover the work it must be resubmitted together with the following activity with the necessary improvements, following exactly the same initial requirements and evaluation criteria.

Specific recovery criteria outside of continuous assessment

The specific criteria for recovery are the same as those for continuous assessment. To recover an activity outside of continuous assessment (students who do not meet minimum attendance, do not meet the format and submission deadline conditions), the pending activity or activities must be submitted within the recovery period established by the teacher and, if none is established, recovery can be done during the recovery week.

In addition to the submission of course activities to recover the subject, the teacher may request a complementary test and/or exercise to demonstrate that the subject's content and skills have been achieved. This complementary test and/or exercise will have a weight of 30% in all course activities. The written test is to accredit a minimum overall level of knowledge. That is, if the test is passed, the average of the subject maintains the weighting of the 3 activities submitted. In case of failure of the test, the average of the subject will be: 30% the test and 70% the average of the 3 ordinary activities.

Subject recovery instruments outside of continuous assessment

Rubrics.

8. Educational care within the framework of an inclusive education system

This Teaching Guide takes into account educational care within the framework of an inclusive educational system that includes two reference frames that support it:

- MISU: Universal Measures and Supports to promote personal and social development in equity and equality.
- DUA: Universal Learning Design, which allows flexible learning situations to be created based on a design that detects and minimizes the barriers of the context, from the beginning, and that considers variability.

However, to ensure freedom of thought and opportunities in relation to the gender perspective, a co-educational dynamic is carried out that avoids the predisposition of differential treatment, role attributions or assumptions of abilities determined by gender.

The MISU and DUA will be applied to all ESDAPC students. Those students in need of additional measures and support will be included through an Individualized Support Plan.

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9. Copying, plagiarism, and academic honesty

From a legal point of view, plagiarism is an infringement of copyright.

The ESDAPC NOFC describes in section 5.4 irregular conduct in the evaluation procedure, which includes copying or plagiarism in any academic activity.

10. Use of Artificial Intelligence (AI)

The ESDAPC recognizes the value of Artificial Intelligence (AI) in the educational field, while highlighting the risks it entails if it is not used ethically, critically and responsibly. The use of AI in the teaching and evaluation context is governed by the principles, criteria and recommendations established in the ESDAPC Guide to the Ethical and Responsible Use of Artificial Intelligence, which constitutes the institutional reference document in this matter.

In this sense, in each assessment activity, students will be informed about the AI tools and resources that can be used and under what conditions, recommending their use as an assistance tool during the research, analysis or conceptual exploration process, but not as a replacement for their own work or professional judgment.

For their part, students undertake to follow the instructions of the ESDAPC when carrying out the assessment activities, as well as the criteria included in the Guide for the Ethical and Responsible Use of AI. Within this framework, students must transparently cite the AI tools used and explicitly identify texts, images or other content generated with AI systems, which may not be presented as their own production.

Misuse of Artificial Intelligence can seriously affect the evaluation of assessment activities. In case of doubt, it is recommended that students consult the teacher responsible for the subject before submitting.

The specifics of the use of Artificial Intelligence in each subject—including the authorized tools, conditions of use and associated evaluation criteria— will be defined in the classroom schedule, where teachers will contextualize the Teaching Guide and the Guide for the Ethical and Responsible Use of AI based on the objectives, skills and methodologies of the subject.

In all cases, students are responsible for any possible errors, omissions or biases that may be generated by the Artificial Intelligence used in the work process.

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11. Sources of information and teaching resources

Basic bibliography

Reference bibliography and other resources

BAINES, P., i HASLAM, A. (2005). *Typography: Form, function and design*. Barcelona: Gustavo Gili.

BLACKWELL, L. (2004). *20th Century Typography: Remix*. Barcelona: Gustavo Gili.

BRINGHURST, R. (2013). *The elements of typographic style*. Vancouver: Hartley & Marks Publishers.

DE BUEN, J. (2000). *Editorial design manual*. Mexico City: Santillana Publishing House.

CHENG, K. (2006). *Design Typography*. Barcelona: Gustavo Gili.

FRIEDL, F., OTT, N., STEIN, B., LUIDL, P. (1998). *Typography, when, who, how; Typography, when, who, how*. Cologne: Könemann.

FRUTIGER, A. (2002). *Regarding typography*. Barcelona: Gustavo Gili.

JARDÍ, E. (2021). *Fifty-something tips on typography*. Barcelona: Gustavo Gili.

KANE, J. (2012). *Typography Manual*. Barcelona: Gustavo Gili.

LUPTON, E. (2016). *Press. Thinking with Type: An Essential Guide for Students, Designers, Editors, and Writers*. Barcelona: Gustavo Gili.

MARTÍN, J.L., MAS, M. (2015). *Typography Manual*. Valencia: Campgràfic Editores.

MEDIAVILLA, C. (2005). *Calligraphy. From the calligraphic sign to abstract painting*. Valencia: Campgràfic Editores.

SPIEKERMANN, E., and GINGER, E. M. (2002). *Stop stealing sheep & find out how type works*. San Jose: Adobe Press.

Audiovisuals

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12. Content blocks

ACTIVITY 1	Duration: 3 weeks	Weighting: 15%
Description of the activity		

Sector analysis and search and synthesis

The knowledge acquired will be put into practice in the development of a complex project, seeking experimentation and their own languages. An experimental typography project is proposed based on a theme and/or design area.

You can experiment technically on:

- Typographic origins: movable type, traditional composition, printing systems, types of inks, formats, etc.
- Digital proposals that include specialization and in-depth study of digital typography, or also more experimental ones, such as moving and kinetic, generative, 3D or artificial intelligence typography, etc.

Documentation of the topic. Conclusions and diagnosis of strategies.

Contents

Creation and definition of proposals in depth on a theme and/or area of design. Monographic projects of the specialty.

Analyze, resolve and apply solutions specific to the project process.

Research and typographic documentation.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-06	Perform self-criticism towards one's own professional and interpersonal performance.
CG-01	Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions.
GRA-01	Generate, develop and materialize ideas, concepts and images for complex communication programs.
GRA-03	Understand and use the capacity for meaning of graphic language.
GRA-06	Interrelate formal and symbolic languages with specific functionality.

Applied teaching methodologies

MD1	Conference and/or master class
MD2	Debate and/or discussion
MD6	Presentations and/or defenses

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MD7 Case study

MD8 Project work

Learning outcomes

RA1	Follow an orderly and logical methodological process towards the end of the project.
RA2	Plan, manage and develop ideas to achieve efficient synthesis.
RA3	Apply and transfer global and specific knowledge to the project.
RA4	Synthesize creative requirements effectively.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Sector analysis and search and synthesis 15% (10%)

- Information quality(1%) (RA1)
- Relevance of the sources consulted (1%). (RA3)
- Synthesis of information with your own criteria(2%)(RA3)
- Structure and depth of analysis with own criteria(2%)(RA2)
- Definition of objectives and strategies(2%). (RA4)
- Graphic and spelling quality of the presentation (2%). (RA3)

Evaluation instruments within continuous evaluation

Rubrics.

Feedback individual and/or group: written or oral.

Specific recovery criteria within continuous assessment

The submissions are cumulative, to recover the work it must be resubmitted together with the following activity with the necessary improvements, following exactly the same initial requirements and evaluation criteria.

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Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The specific criteria for recovery are the same as those for continuous assessment. To recover an activity outside of continuous assessment (students who do not meet minimum attendance, do not meet the format and submission deadline conditions), the pending activity or activities must be submitted within the recovery period established by the teacher and, if none is established, recovery can be done during the recovery week.

In addition to the submission of course activities to recover the subject, the teacher may request a complementary test and/or exercise to demonstrate that the contents and skills of the subject have been achieved. This complementary test and/or exercise will have a weight of 30% on all course activities. The test is to accredit a minimum overall level of knowledge. That is, if the test is passed, the average of the subject maintains the weighting of the 3 activities submitted. In case of failure of the test, the average of the subject will be: 30% the test and 70% the average of the 3 ordinary activities.

Recovery instruments outside of continuous assessment

Rubrics.

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ACTIVITY 2	Duration: 7 weeks	Weighting: 45%
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Description of the activity

The first phase of typographic creation and experimentation will begin within the chosen theme and/or area.

Contents

Creation and definition of proposals in depth on a theme and/or area of design. Monographic projects of the specialty.

Analyze, resolve and apply solutions specific to the project process. Research and typographic documentation.

Typographic design for the visualization of concepts linked to the project. Typographic experimentation and application design.

Comprehensive development of typographic design.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-06	Perform self-criticism towards one's own professional and interpersonal performance.
CG-01	Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions.
GRA-01	Generate, develop and materialize ideas, concepts and images for complex communication programs.
GRA-03	Understand and use the capacity for meaning of graphic language.
GRA-04	Master the procedures for creating communicative codes.
GRA-06	Interrelate formal and symbolic languages with specific functionality.

Applied teaching methodologies

MD2	Debate and/or discussion
MD6	Presentations and/or defenses
MD7	Case study
MD8	Project work

Learning outcomes

RA1	Follow an orderly and logical methodological process towards the end of the project.
RA2	Plan, manage and develop ideas to achieve efficient synthesis.

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RA3	Apply and transfer global and specific knowledge to the project.
RA4	Synthesize creative requirements effectively.
RA5	Know and use appropriate materials and technologies.
RA6	Rigorously apply representation techniques in material and digital support in the definition of the project

Continuous evaluation

Specific evaluation criteria within continuous evaluation

First phase: Creation 45%

First phase: typographic creation and experimentation 45%

- Conceptual quality: relationship of objectives and strategies with typographic creation and experimentation (5%) (RA6)
- Degree of evolution of the proposals (10%). (RA1)
- Quality of proposals (15%).(RA2) (RA3)
- Rich use of manual and digital tools and resources(15%) (RA4) (RA5)

Evaluation instruments within continuous evaluation

Rubrics.

Feedback individual and/or group: written or oral.

Specific recovery criteria within continuous assessment

The submissions are cumulative, to recover the work it must be resubmitted together with the following activity with the necessary improvements, following exactly the same initial requirements and evaluation criteria.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The specific criteria for recovery are the same as those for continuous assessment. To recover an activity outside of continuous assessment (students who do not meet minimum attendance, do not meet the format and submission deadline conditions), the pending activity or activities must be submitted within the recovery period established by the teacher and, if none is established, recovery can be done during the recovery week.

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been achieved. This complementary test and/or exercise will have a weight of 30% in all course activities. The test is to accredit a minimum overall level of knowledge. That is, if the test is passed, the average of the subject maintains the weighting of the 3 activities submitted. In case of failure of the test, the average of the subject will be: 30% the test and 70% the average of the 3 ordinary activities.

Recovery instruments outside of continuous assessment

Rubrics.

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ACTIVITY 3	Duration: 6 weeks	Weighting: 40%
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Description of the activity

Second phase of typographic design with the realization of the project, development and communication:

- Application design
- Technical sheet
- Budget
- Exhibition and communication.

Contents

Creation and definition of proposals in depth on a theme and/or area of design. Monographic projects of the specialty.

Analyze, resolve and apply solutions specific to the project process. Research and typographic documentation.

Typographic design for the visualization of concepts linked to the project. Typographic experimentation and application design.

Comprehensive development of typographic design.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-06	Perform self-criticism towards one's own professional and interpersonal performance.
CG-01	Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions.
CG-11	Communicate ideas and projects to clients, argue reasonably, know how to evaluate proposals and channel dialogue.
GRA-01	Generate, develop and materialize ideas, concepts and images for complex communication programs.
GRA-03	Understand and use the capacity for meaning of graphic language.
GRA-04	Master the procedures for creating communicative codes.
GRA-05	Establish organizational structures for information.
GRA-06	Interrelate formal and symbolic languages with specific functionality.
GRA-10	Apply methods to verify communicative effectiveness.

Applied teaching methodologies

MD2	Debate and/or discussion
MD6	Presentations and/or defenses
MD8	Project work

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Learning outcomes

RA1	Follow an orderly and logical methodological process towards the end of the project.
RA2	Plan, manage and develop ideas to achieve efficient synthesis.
RA3	Apply and transfer global and specific knowledge to the project.
RA4	Synthesize creative requirements effectively.
RA5	Know and use appropriate materials and technologies.
RA6	Rigorously apply representation techniques in material and digital support in the definition of the project
RA7	Apply presentation techniques with communicative clarity for the explanation, acceptance and promotion of the project.
RA8	Carry out feasibility studies and budget forecasts.
RA9	Reflect on the problem presented.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Second phase: project development and communication(45%)

- Conceptual quality of the solution (10%). (RA1) (RA2)
- Quality of representation typographic (10%). (RA3)(RA4)(RA6)
- Quality of typographic applications (10%) (RA3)(RA4)(RA5)(RA6)
- Quality of the technical report and economic viability of the project (budget) (4%).(RA5) (RA8)
- Quality of findings (3%). (RA3)
- Relevance of the sources consulted (2%).(RA3)
- Expression, communication and argumentation in front of the class group (3%). (RA7) (RA9)
- Communicating a project in an attractive way, using the appropriate tools and resources (3%). (RA7)

Evaluation instruments within continuous evaluation

Rubrics.

Feedback individual and/or group: written or oral.

Specific recovery criteria within continuous assessment

The submissions are cumulative, to recover the work it must be resubmitted together with the following activity with the necessary improvements, following exactly the same initial requirements and evaluation criteria.

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Recovery outside of continuous assessment

Specific criteria for recovery outside of continuous assessment

The specific criteria for recovery are the same as those for continuous assessment. To recover an activity outside of continuous assessment (students who do not meet minimum attendance, do not meet the format and submission deadline conditions), the pending activity or activities must be submitted within the recovery period established by the teacher and, if none is established, recovery can be done during the recovery week.

In addition to the submission of course activities to recover the subject, the teacher may request a complementary test and/or exercise to demonstrate that the contents and skills of the subject have been achieved. This complementary test and/or exercise will have a weight of 30% in all course activities. The test is to accredit a minimum overall level of knowledge. That is, if the test is passed, the average of the subject maintains the weighting of the 3 activities submitted. In case of failure of the test, the average of the subject will be: 30% the test and 70% the average of the 3 ordinary activities.

Recovery instruments outside of continuous assessment

Rubrics.