

| Assessment area | Developing | Secure | Excellent |
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| <p>DESIGNING</p> <p>Research and analysis</p> <p>Specification</p> <p>Generate ideas</p> <p>Develop solution</p> | <ul style="list-style-type: none"> • Understands the task and what has to be done. • Can find out things which relate to the task. • Can use what is already known to help with designing. | <ul style="list-style-type: none"> • Can write a statement explaining what is being designed and for whom. • Can find information to help with designing from sources which have been identified by the teacher. • Has investigated similar products and used the information when designing. • Can produce a range of statements by which the end product can be evaluated. | <ul style="list-style-type: none"> • Can write a statement which explains the design task to be solved and for who (Design Brief). • Is able to select information from sources other than those offered by the teacher and use that information when designing. • Is able to complete a Product Analysis activity of similar products with limited support from the teacher. • Is able to specify a range of criteria by which to judge the product (ACCESS FM). • Can write a specification to aid designing and making the product. • Can suggest a variety of ways in which one idea might be made with modifications and improvements. |

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| <p><u>MAKING</u></p> <p>Planning</p> <p>Complexity</p> <p>Finish</p> | <ul style="list-style-type: none"> • Can describe what needs to be done next • Can select materials from the range provided. • Can select tools the tools needed to work with using their correct names. • Can select the correct techniques and processes from those shown by the teacher. • Can measure/mark out/weigh materials and/or ingredients. • Can cut/shape/mould materials to make the product. • Can combine/join materials in either a temporary or permanent way. | <ul style="list-style-type: none"> • Has thought ahead about what is intended to be done and how to do it. • Has made decisions about the tools and equipment that will be needed. • Has planned the sequence of making either in a group or as a class to avoid problems. • Has kept a record of planning either as text or as labelled sketches (Retrospective) • Can measure/mark out/weigh materials and/or ingredients to an approximate measurement. • Can cut and shape materials with some precision. • Can use machinery which has been demonstrated by the teacher to alter materials. | <ul style="list-style-type: none"> • Can list the tools and equipment needed before starting an activity (Short Task). • Is able to plan the process as a combination of both text and images (Storyboard). • Can show evidence that the overall ‘time’ to be spent on each task has been considered. • Is able to suggest alternative ways of proceeding if problems arise. • Can make templates to aid marking out. • Can work with increased accuracy (e.g. cutting to within 1mm of a line or weighing to within a few grams). • Has shown evidence that work is checked as it develops (Quality Control). |
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| <p><u>EVALUATING</u></p> <p>Analyse</p> <p>Testing</p> <p>Impact</p> | <ul style="list-style-type: none"> • Can talk about designs explaining both good and bad points • Can record changes made whilst making as notes. • Can discuss with the teacher how well the finished design meets the design criteria. | <ul style="list-style-type: none"> • Has made decisions about which design to make by looking at its strengths and weaknesses. • Is able to identify what worked well and what could be improved on design • Has judged the product against the design criteria. | <ul style="list-style-type: none"> • Has evaluated the product against the criteria and specification identifying what parts of the product work well and what needs to be improved. • Is able to justify reasons for selecting materials and ingredients for the making of the product. • Has planned an evaluation activity for a small group (e.g. Product Analysis, Sensory Analysis, Product Evaluation). |
| <p><u>COMMUNICATION</u></p> | <ul style="list-style-type: none"> • Can use labelled drawings to describe/record ideas. • Can produce simple models to show how the design has developed. • Can use the correct technical names of materials and equipment that have been used. | <ul style="list-style-type: none"> • Can describe a technical process either verbally or in writing so that someone else can follow it. • Can use more than one drawing to graphically describe the same idea (e.g. front view, side view, bird's eye view). • Has demonstrated the ability to work from simple plans and sequenced drawings. | <ul style="list-style-type: none"> • Can draw plans using a standard format that can be followed by others. • Can make a prototype of the design using materials to communicate the idea to someone else. • Can sketch and model alternatives to the original ideas. • Has used a computer to help model ideas. |