

LEVEL OF LEARNING THRESHOLD GRID Year 8



BOURNEMOUTH SCHOOL
FOR GIRLS

DEPARTMENT/SUBJECT: Design and Technology

Assessment area		Developing	Secure	Excellent
Designing:	Research and analysis	<ul style="list-style-type: none"> • Can write a statement explaining what is being designed and for whom. 	<ul style="list-style-type: none"> • Can write a statement which explains the design task to be solved and for who (Design Brief). 	<ul style="list-style-type: none"> • Can formulate her own design brief.
	Specification	<ul style="list-style-type: none"> • Can find information to help with designing from sources which have been identified by the teacher. 	<ul style="list-style-type: none"> • Is able to select information from sources other than those offered by the teacher and use that information when designing. 	<ul style="list-style-type: none"> • Is able to make decisions about what information is needed and the sources that will be used to gather it.
	Generate ideas	<ul style="list-style-type: none"> • Has investigated similar products and used the information when designing. 	<ul style="list-style-type: none"> • Is able to complete a Product Analysis activity of similar products with limited support from the teacher. 	<ul style="list-style-type: none"> • Can use the information collected from various sources including a product analysis to inform designing.
	Develop solution	<ul style="list-style-type: none"> • Can produce a range of statements by which the end product can be evaluated. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Designs show an understanding of function, form, safety and reliability. • Can produce a specification which identifies critical factors to be used in designing the product and also reflects the needs of the user. • Can demonstrate thinking by producing simple models of ideas.

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<p>Making:</p> <p>Planning</p> <p>Complexity</p> <p>Finish</p>	<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) 	<ul style="list-style-type: none"> • Can demonstrate time planning of the overall project (Gantt Chart). • Is able to demonstrate calculation of the type and quantity of materials required to produce the product. (Use of spreadsheets) • Can prioritise the tasks involved in manufacturing the product. • Can produce a manufacturing sequence which checks the product as it develops offering alternatives if the first attempt fails (Flow diagram with Quality Control). • Can use specified hand tools to cut and form specific materials safely. • Can competently use a range of powered tools including CAM to cut and form specified materials observing health and safety and hygiene regulations. • Can use CAM machines to shape and decorate materials (use of Laser cutter, Brother Sewing machine, Stika).
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<p>Evaluating: Analyse</p> <p>Testing</p> <p>Impact</p>	<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, and Product Evaluation). 	<ul style="list-style-type: none"> • Is able to analyse the information gathered from looking at products and apply it when designing and making. • Has sought third party opinions when evaluating the product. • Has justified the selection of materials and methods of making the product.
<p>Communication</p>	<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. 	<ul style="list-style-type: none"> • Is able to communicate ideas in both 2D and 3D. • Can show detail by using cutaway and exploded drawings. • Is able to apply rendering techniques using coloured pencils, markers and fine lines pens to show tone and texture in drawings. • Can use a range of ICT software appropriate to my designing such as Publisher, 2D Design or Sketchup.