Finham Park School

KS3 Design & Technology Assessment Statements – Year 7

Working Towards		Working At		Greater Depth	
Research: Students are able to research existing products and describe them in a sentence	□	**Research:** Students are able to research existing products including the work of others and describe them.	□	**Research:** Students can describe most existing products and work of others and write some information about it using limited technical language	□
Design: Students can design a limited range of 2D/3D design ideas which are coloured. They use limited labels/annotations to identify parts, materials and user needs.	□	**Design:** Students can design a range of 2D/3D design ideas which are rendered. They use labels/annotations to identify parts, materials and user needs.	□	**Design:** Students can design a wider range of 2D/3D design ideas which are fully rendered and well presented. They use labels/ annotation to identify all key areas of the design.	□
Students begin to familiarise and use 2D and 3D CAD packages to model their ideas	□	Students have a basic understanding of using 2D and begin to use 3D CAD packages to model their ideas	□	Students have a good understanding of using 2D and begin to use 3D CAD packages to model their ideas more independently	□
Manufacturing: The correct tools, materials and equipment (including CAM where appropriate) have been used or operated safely with an adequate level of skill.	□	**Manufacturing:** The correct tools, materials and equipment (including CAM where appropriate) have been used or operated safely with a good level of skill.	□	**Manufacturing:** The correct tools, materials and equipment (including CAM where appropriate) have been used or operated safely with a very good level of skill.	□
Prototype shows an adequate level of making skills that are mostly appropriate to the desired outcome.	□	Prototype shows a good level of making skills that are mostly appropriate to the desired outcome.	□	Prototype shows a very good level of making skills that are appropriate to the desired outcome.	□
Evaluation: Evaluate briefly their products against their original specification/design brief and identify ways of improving them	□	**Evaluation:** Evaluate in some detail their products against their original specification/design brief and identify ways of improving them	□	**Evaluation:** Evaluate in detail their products against their original specification/design brief and identify ways of improving them and implementing the suggestions	□

CURRICULUM INTENT: Design and Technology teaches students to use creativity and imagination so as to design and make products that solve real and relevant problems within a variety of contexts; considering client's needs, wants and values. They acquire a broad range of subject knowledge in key specialisms including Product Design, Food and Engineering. These core principles include that of material properties, design history, commodities, manufacturing processes, scientific approach of chemicals and functions of ingredients, understand and apply the principles of nutrition and learn how to cook as well as how to utilise mathematical systems to solve problems in manufacture. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

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KS3 Design & Technology Assessment Statements – Year 8

Working Towards		Working At		Greater Depth	
Research: Students can describe most existing products and work of others and write some information about it using some technical language.	□	**Research:** Students can describe most existing products and work of others and write some information about it using a range of technical language.	□	**Research:** Students are able to analyse existing products including the work of others and write annotations about each point with some detail.	□
Design: Students can design a range of 2D/3D design ideas which are rendered. The quality of presentation work is limited.	□	**Design:** Students can design a range of 2D/3D design ideas which are rendered. The quality of presentation work has improved and designs are conveyed reasonably well.	□	**Design:** Students can design a range of 2D/3D design ideas which are rendered. The quality of presentation work is high and designs are conveyed to a very good standard	□
Building on a basic understanding of using 2D and developing knowledge of using 3D CAD packages to model their ideas and use basic tools	□	Building on a adequate understanding of using 2D and begin to use 3D CAD packages to model their ideas using a greater range of software tools	□	Some and independence when using and understanding 3D CAD software to model, develop and present their ideas	□
Manufacturing: A wider range of tools, materials and equipment have been used or operated safely with an adequate level of skill with support for most stages of manufacture.	□	**Manufacturing:** A wider range of tools, materials and equipment have been used or operated safely with an good level of skill with some support needed within the manufacture	□	**Manufacturing:** A wider range of correct tools, materials and equipment have been used or operated safely with a very good level of skill and independence	□
Prototype shows an adequate level of making/finishing skills. Some quality control is evident through measurement and testing.	□	Prototype shows a good level of making/finishing skills. Most quality control is evident through measurement and testing.	□	Prototype shows a very good level of making/finishing skills. All elements of the prototype show quality control, evident through measurement and testing.	□
Evaluation: Evaluate some areas of their products against their original specification/design brief and identify ways of improving them	□	**Evaluation:** Evaluate briefly their products against their original specification/design brief and identify ways of improving them	□	**Evaluation:** Evaluate in detail their products against their original specification/design brief and identify ways of improving them and implementing the suggestions	□
Get opinions of others about your design idea and final prototypes	□	Get opinions of others about your design idea and final prototypes and act on the feedback	□	Select other appropriate methods to evaluate their products in use and modify them to improve performance	□

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KS3 Design & Technology Assessment Statements – Year 9

Working Towards		Working At		Greater Depth	
Research Students have some confidence when they are able to analysing existing products including the work of others and write annotations about each point with some detail.	□	**Research** Students are mostly confident when analysing existing products including the work of others and write detailed annotations about each point with good use of SPAG	□	**Research** Students have confidence to analyse relevant existing products and write detailed annotations about each point with accurate SPAG	□
Design Present design ideas using a limited range of 2D and 3D techniques to a reasonable standard showing developments	□	**Design** Present design ideas using a range of 2D and 3D techniques to a good standard showing purposeful developments in design work	□	**Design** Very good level of presentation of design using a wide range of 2D and 3D drawing/sketching methods purposeful developments in design work	□
Produce adequate models of their ideas by hand and using CAM to test out their ideas Limited understanding of using 3D CAD to model, develop and present their ideas	□	Produce realistic and proportioned models of their ideas by hand and using CAM to test out their ideas Use 3D CAD to model, develop and present their ideas	□	Produce realistic, proportioned and sophisticated models of their ideas by hand and using CAM to test out their ideas Use CAD with a high degree of tolerance and accuracy.	□
Manufacturing Students are told/guided what materials and manufacturing methods to create prototypes	□	**Manufacturing** Selected some materials and manufacturing methods to create prototypes	□	**Manufacturing** Selects materials and manufacturing methods to create prototypes of very good quality working with independence	□
A prototype of basic quality has been produced with little or no understanding of a client or user for the product	□	A prototype of good quality has been produced with little some understanding of a client or user for the product	□	A prototype of high quality has been produced with full consideration and understanding of a client for the product	□
Evaluation Evaluate some areas against their original specification/design brief in some detail and identify ways of improving them and implementing the suggestions	□	**Evaluation** Evaluate most areas against their original specification/design brief in a good level of detail and identify ways of improving them and implementing the suggestions	□	**Evaluation** Evaluate all areas against their original specification/design brief in a very good level of technical detail and identify ways of improving them and implementing the suggestions	□

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