

		KS3 Area	Design				Make	Evaluation				
		GCSE Area	Research & analysis		Design Development			Making	Evaluation			
Expected Flight Paths	GCSE	Revised Blooms Taxonomy (RBT)	Task Titles	Research	Specification (Analysis)	User	Generating Ideas & Evaluation of	Developing Designs	Planning	Making	Testing & Evaluation	
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #90EE90; padding: 5px; margin-bottom: 5px;">Year 8</div> <div style="background-color: #00B0F0; padding: 5px; margin-bottom: 5px;">Year 9</div> <div style="background-color: #FFFF00; padding: 5px;">Year 7</div> </div>	Band 9 <small>continued through the student's heading for an A* grade</small>	Creativity		I have done additional research that is directly related to my project. I can write a design specification which fully reflects the findings of my research	I can write a justified and detailed specification that covers all appropriate areas from my research summary and from which I am able to design from. I can write a detailed list of criteria that is fully justified and directly reflects the research done.	I have created a target user profile and I have clearly identified what my target user needs of the product and how this will affect the design of the product.	My decision-making is based on sound knowledge gained from my research- in particular physical properties and working characteristics. All primary, secondary and tertiary users are fully catered for in my design. Imaginative and innovative ideas demonstrating creativity, flair and originality in thought.	I can resolve any problems using drawings or modelling. My final development shows all final details including dimensions, materials, components, quantities and processes, and meets all of my specification points. My ideas are fully developed through experimenting using a wide variety of techniques and modelling in order to produce a final design.	I can create a flow chart/ step by step that shows a correct sequence for making my product and shows different ways of moving forward. It also shows quality control checks, timings and health and safety awareness. I use correct terminology for tools, machines and processes throughout. Other people can make my idea using my plan.	I can work very independently throughout the practical work. I can produce a product which has a very high level of accuracy in its making and finishing.	I can identify a broad range of criteria for evaluating my product. I can clearly relate my evaluation findings to current environmental, ethical, social and cultural issues. I am capable of producing a broad overview of the entire project. I can evaluate all of my work thoroughly. In my final evaluation I justify all the decisions made and explain how my product could be made better.	
			Band 8 <small>continued through the student's heading for an A grade</small>		I can re-interpret others' design ideas/design movements in new contexts, adapting and developing them so they become my own.	I can write a justified and detailed specification that covers all appropriate areas and from which I am able to design from.	I have created a target user profile and I have started to identify what my target user needs of the product and how this will affect the design of the product.	My research and analysis identifies areas that conflict, and I resolve the problems in a creative way. My ideas show imagination and show creativity with some flair and originality.	I understand the form and function of several familiar products whilst developing and modelling my ideas so that they are realistic and suitable for a range of users. I can use a range of strategies to fully develop and model appropriate ideas, responding to information I have found.	I can create a flow chart/ step by step that shows a correct sequence for making my product but that also shows quality control checks, timings and health and safety awareness. I use correct terminology for tools, machines and processes throughout.	I can select and use a range of tools and equipment accurately, skilfully and safely. I can produce a product which has a high level of making and finishing. I have produced a product which is rigorous and demanding in its range of skills. I can apply quality checks throughout the making process to ensure that a quality product is produced.	I can select appropriate techniques to evaluate how my product performs e.g. customer survey, peer feedback, expert opinion. I can explain fully in writing how I solved technical problems whilst making my product.
				Band 7 <small>continued through the student's heading for an A grade</small>	Anything		My research shows evidence of analysis of form and function of similar/familiar products (other designers' work). I can apply my understanding of form and function to my own design work. I can apply the conclusions from my research and analysis to show how my ideas better fit the target market. I can write a design specification which identifies key aspects needed to develop design ideas.	I can write a justified specification that covers all appropriate areas and from which I am able to design from. Most of the points made are specific and reflect the analysis done.	I have created a target user profile	I can produce a variety of 2D and 3D creative ideas/models influenced by my research into other designers. My ideas are imaginative and show elements of creativity.	I can use a wide range of research and information to help design, improve and develop my chosen idea. I have explained how my developed design meets my specification.	I can create a flow chart/ step by step that shows a correct sequence for making my product but that also shows quality control checks, timings and health and safety awareness.
		I can complete primary and secondary research, which I can analyse in relation to aesthetics and economic issues. I can complete surveys which will then guide my designing.	I can state what my product must do and must be and justify each point that I write covering areas of ACCESSFMM			I have identified the target market for my product and started to discuss in more detail the impact this could have on my design	I can produce a variety of creative ideas linked to my research and analysis. My ideas are clear, concise and imaginative, and directly relate to the brief. I have considered the 'fitness for purpose' of my ideas when deciding which idea(s) to take forward for development. My research and analysis includes specific work on form and function, and is clearly evident in my design work. I have a clear understanding of how my work will be made. My ideas show evidence of allowing for cultural differences where appropriate. I have trialled other products and taken ideas from them. My design work directly connects to my specification.	I can draw on and use many sources of information to creatively develop my ideas. I understand the form and function of familiar products whilst developing and modelling my ideas with full annotation. My ideas and developments are fully discussed against the specification to help decide on an idea to develop.	I can create a step by step plan for the making of my product that has a correct sequence and shows the use of timings.	I can work with some independence during my practical work. I can produce a product which has a good level of making. I have produced a product which has some demand in its range of skills. I can apply quality checks during the making of my product. I can work mainly independently during practical work.	I can identify and document what is working well and what could be improved. I can compare the final product with the main points of the specification. I can test my product in situation and document appropriate comments.	
	Band 5 <small>continued through the student's heading for a D grade</small>	Apprentice		I can research designers and relevant information. I can produce an A4 page of analysis that is descriptive, my research is linked to my brief and informs my specification.	I can write a long list of points down that my product must do or must be based on ACCESSFM. My specification reflects most of my research. I can use ACCESSFMM	I have identified the target market for my product and started to discuss the impact this could have on my design	I can show a variety of different ideas that suit my clients' needs, with some reference to my research. My ideas show some technical understanding of materials, components etc. which is drawn from my research and analysis.	I can present my development work neatly using 2D/3D drawings. I am aware of possible problems with my designs. I can design and develop ideas by using a variety of information sources. I can make ideas/developments clear using drawings, discussion and modelling, showing an understanding of costs and peoples' tastes. My annotation refers to the specification. I can produce an appropriate model to show some of my design ideas. I get draw inspiration for creativity from my existing product's research	I can create a step by step plan for the making of my product that has some correct stages.	I can use tools correctly and safely. I can produce a product which has a basic level of making. I have produced a product which has a good level of demand in some parts. I can identify quality checks in my work.	I can say/document where my product does/does not fit my specification and why. I can reflect upon my design work and show some evidence of evaluation in my writing. I have evaluated some of my work.	
				I can find images of existing products and simple information. I can explain how to use them to support my designing and I use simple data such as materials, sizes etc.	I can write a short list of points down that my product must do or must be using ACCESSFM. My specification uses ACCESSFMM but only reflects some of my research.	I have named the user of my product and identified in more detail the needs they have of the product	I can come up with a number of ideas with basic reference to my research/specification. I can use simple information found to add detail to my idea e.g. sample sizes, materials etc. I can use simple modelling to show my ideas. My ideas are different to each other.	I can develop different ideas using some information and research that I have found. My development work uses a mixture of sketches and labels to show information about materials, sizes, how it works and who it is for.	I can write and draw down a basic plan that has some correct stages for making my product.	I can produce a product which has a basic level of making. I can mostly finish a product using two or more skills. I can identify at least two quality checks for practical work and at times can work independently.	I can identify a way of making my work look and work better. I can identify what is working well and what could be improved. I can think about and reflect upon my specification, and say where my product is successful and not so successful. I have described what I have done and started to justify my decisions.	
				I can find relevant simple images, write good and bad points about them and use them to create designs. I have done some research and have analysed the obvious features.	I can write a short list of points down that my product must do or must be. I can write a specific list of criteria using full sentences. My points reflect some of my research.	I have named the user of my product and identified the basic needs they have of the product	I can draw ideas which relate to the design brief. I can use colour/texture to make my ideas look realistic. I can draw ideas with basic labels which relate to the brief. I can identify and write down good or bad points of a design.	I can develop some ideas using colour. My development work uses a mixture of sketches and labels to tell the teacher about the materials and sizes. I can make a simple model of my idea.	I can explain how to make my product in different stages and show understanding of health and safety.	I can identify one quality check for my practical work. I can use tools and equipment correctly and safely some of the time.	I can say if I was successful or unsuccessful. I can identify good or bad points about my work. I haven't really evaluated my work. I have labelled and started to describe my work.	
	Band 2 <small>beginning or early stage</small>	Understanding		When doing my research I can write more than one good and bad point about it and use the information in my project.	I can write more than one point down that my product must do or must be. I can write a simple bullet point list about what my product must have or could do, but I don't use full sentences.	I have named the user of my product	With help, I can identify a good or bad point about my design. I can use colour to show my ideas. My ideas are quite simple and lack creativity. My ideas are related to the design brief.	I can develop one or two ideas using colour to make them look realistic. I can tell the teacher something good or bad about my development.	I can explain how to make a part of my product and show understanding of health and safety.	I can, with help, make a product which has limited accuracy and works. I have a product which uses one skill with some accuracy. I can use tools and equipment with supervision. I can produce a product which has some accuracy in parts. I have a product which is mostly finished and uses one or more skills.	I can explain the look of my design, and with some help explain why this is the case. With help I can say what needs to be better next time. With some help I can say what was hard when making my product. I have added simple labels to my ideas.	
				I have done little or no research.	I can write one point down that my product must do or must be. I can write a simple bullet point list about what my product must have or could do, but I don't use full sentences.	I haven't identified the user of my product.	I can draw and colour my design ideas.	I can develop one idea using colour, I can say how I developed it and I can suggest what my idea would be made from.	I can, with help, explain how I think I can make my product.	I can, with help, make a product which has limited accuracy and works. I can, with help, choose and use tools and equipment	I can say one good and one bad point about my design. I can talk about how my design works. I can answer questions about how to improve my design. I can answer a question about what was hard when making my product. I have only drawn my ideas.	
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