

KS3 DT: Your grades and next steps explained...

GRADE	RESEARCH	DESIGN	PLANNING	MAKING	EVALUATION	COMMUNICATION & KNOWLEDGE	FLIGHTPATH
MASTERY	<p>Research is detailed and specific and draws conclusions.</p> <p>Writing is reflective and detailed about research undertaken.</p> <p>Explain the impact of research on your own work</p> <p>Be able to explain how methods of research have helped shape your ideas.</p>	<p>Created a variety of ideas which reflect ACCESS FM of specification including the social, moral and cultural concepts.</p> <p>Detailed annotation.</p> <p>Diagrams are 2D/3D/CAD with annotation showing materials & function measurements.</p>	<p>List of clear logical step by step instructions with consideration of time, tools and risk assessment.</p> <p>Strong evidence of using subject specific vocabulary.</p>	<p>A high quality product within the time set.</p> <p>Made a high quality product which meets design brief and specification.</p> <p>Using a range of materials, tools & processes with accuracy and precision</p> <p>Able to solve problems during making, using tools accurately and safely.</p>	<p>Tested the product on your target group.</p> <p>Record feedback and using this information suggest ways to modify and improve the product further.</p> <p>Compared feedback to each specification or brief point.</p>	<p>Beautiful presentation and care shown throughout.</p> <p>Logical, order of work.</p> <p>Excellent use of technical language.</p> <p>Excellent grasp of grammar, spelling and punctuation. (SPAG)</p>	<p>7-9</p> <p>If you continued working at this level you would achieve a level 7-9 for your GCSE.</p>
WORKING BEYOND	<p>Used at least two different research methods and good writing skills shows reflection on the research done.</p> <p>Compared and contrasted different ideas researched and drawn conclusions.</p>	<p>Created design ideas that strongly reflect the design brief and are annotated using ACCESS FM.</p> <p>Model idea to use feedback from peers to make improvements</p>	<p>Listed instructions that consider time and tools and possibly hazards.</p>	<p>Able to make a good quality product independently using a range of tools, equipment, skills & processes with consideration of improvements to making process and product.</p>	<p>Got feedback from others.</p> <p>Suggested WWW and EBI's.</p> <p>Used feedback to suggest improvements to your work.</p>	<p>Work is in the correct order, headings/titles underlined with the date and presentation shows care.</p> <p>Handwriting is easy to read.</p> <p>Good use of much technical language.</p> <p>Good grasp of grammar, spelling and punctuation.</p>	<p>6</p> <p>If you continued working at this level you would achieve a level 6 for your GCSE.</p>
WORKING AT	<p>Used a good range of research with images and words used to describe ideas researched.</p> <p>Described and gave opinion on findings.</p>	<p>Created ideas that are linked to design brief and specification and are annotated though not in detail.</p>	<p>Listed logical instructions including some tool names and processes.</p>	<p>Able to make a product using different tools and equipment.</p> <p>Limited guidance given to overcome problems.</p> <p>Needed more time to complete product to a higher standard.</p>	<p>Able to identify WWW and EBI and write about these logically.</p>	<p>Design folder doesn't show care throughout.</p> <p>Sometimes work is well presented and care is shown.</p> <p>Some use of technical language.</p> <p>A few errors in grammar, punctuation and spelling.</p>	<p>4-5</p> <p>If you continued working at this level you would achieve a level 4-5 for your GCSE.</p>
WORKING TOWARDS	<p>Used limited resources of research with a few written annotations.</p>	<p>Sketched or modelled idea with labels or simple notes, may be a little untidy and needs improvement.</p>	<p>Listed simple step by step instructions.</p>	<p>Made a recognisable product with some support.</p> <p>Worked safely.</p>	<p>Able to identify likes and dislikes of product.</p>	<p>Some untidy work may be seen. Care will not have been demonstrated with handwriting and presentation as standard.</p> <p>Limited use of technical vocabulary.</p> <p>Quite a few errors in grammar, punctuation and spelling.</p>	<p>3</p> <p>If you continued working at this level you would achieve a level 3 for your GCSE.</p>
FOUNDATION	<p>Used basic research like producing a powerpoint with some pictures on it.</p>	<p>Done simple drawings or untidy models that aren't at all accurate or tracing of existing ideas.</p>	<p>Wrote a simple description of making with spelling mistakes and little knowledge of tools or processes.</p>	<p>Attempted to make a product with supervision which may be incomplete.</p> <p>Worked safely, and sometimes has had to be reminded of this.</p>	<p>Able to answer questions about product and get peer feedback.</p>	<p>Design folder shows messy approach to work.</p> <p>Lots of errors in spelling and punctuation.</p> <p>Writing often doesn't make sense.</p> <p>Work is not in correct order.</p>	<p>1-2</p> <p>If you continued working at this level you would achieve a level 1-2 for your GCSE.</p>