

Design Technology (Year 8)

	Initial – a student whose understanding of the Y8 D&T skills is at an initial stage and will be able to:	Emerging – a student whose understanding of the Y8 D&T skills is still emerging and will be able to:	Developing – a student who is developing their Y8 D&T skills will be able to:	Secure – a student who is secure in the skills in the Y8 D&T curriculum will be able to:	Advanced – a student who is at an advanced hasmastered the skills in the Y8 D&T curriculum will be able to:	Mastered – a student who has mastered the skills in the Y8 D&T curriculum will be able to:
Design	With some support/help Is able to label design ideas to show different parts of products. With help/direction, colour-in and attempt sketching a range of design ideas. When directed, can label a range of design ideas to show different parts of a design/designs.	Can label design ideas to show different parts of product. Can sketch a range of design ideas. Can label a range of design ideas to show different parts of the design(s).	Can explain the reason for choosing a design idea. Can refer to the specification when explaining design ideas. Use of annotation to explain design decisions	Can review idea/s against a written specification. Can use feedback given to support the development of creative, imaginative and workable design ideas.	Can take into consideration how the design(s) might be made. Can take into consideration how a design might change with different levels of production, materials or techniques.	Can take into consideration how the design might be made both within the school context with possible adaptations and use of adaptive technology. Can take into consideration how a design might change with different levels of Production, materials or techniques.
Make	With some support/help is able can use tools with some accuracy and guidance. Can begin to name and identify tool and equipment parts and learn how to appropriately hold and use them. Can start to present work with some support and guidance.	Can use tools with some accuracy with guidance. Can use tools appropriately. Can present work accurately with little support.	Can plan and use tools accurately. Can work appropriately with a range of tools and equipment and can make suitable changes to work independently.	Can select and use appropriate tools, equipment and materials. Can use the correct processes to make a successful product, working independently.	Can explain, with reasons, why changes were made to processes or materials used. Can select and use a range of processes accurately to achieve the desired outcome. Can select and use tools.	appropriately, explaining with reasons why particular tools have been used and where this has resulted in changes made to processes or materials used, this has been thoroughly explained. Can select and use a range of processes accurately to achieve desired outcome.

Evaluate	With some support/help can suggest a way in which a product can be improved. Can initiate some discussion about what has gone wrong during a lesson.	Can suggest a way in which a product can be improved. Can discuss what has gone well during a lesson. Can discuss how to improve a product.	Can make suggestions for improvements to what has been made. Able to evaluate outcome against the specification.	Can evaluate how research has been useful in the design and making of the work completed. Can evaluate how the research undertaken has helped to inform the making process.	Can explain reasons for adapting and changing design to create a unique outcome. Can use the test results against the specification to drive design changes and agree modification (as appropriate).	Can explain reasons for changing and or adapting the design. Can use the test results against the specification to drive design changes made on the modifications suggested to drive innovation.
Technical Knowledge	With some support/help, can identify and use given information to complete set tasks	Can identify and effectively use information to complete set tasks	Can demonstrate understanding of information gathered as part of on-going learning. Can transfer information to different situations.	Can analyse the effect that knowledge has on design and can transfer and apply this knowledge to alter/adapt design ideas.	Can effectively transfer knowledge to drive design ideas forward and can critically assess how information will lead design changes.	Can effectively transfer knowledge to drive design ideas forward. Can critically assess how information will lead design changes and can effect these changes with justification for it.