



In Design and Technology, students are assessed in 4 key areas:

- Design skills
- Making Skills
- Evaluation skills
- Subject knowledge

These 4 areas will be assessed across all DT disciplines in the form of projects.

Generic **design** marking grid

When design is being assessed within the DT curriculum, the following is the breakdown on how the assessment bands are awarded.

Emerging	<ul style="list-style-type: none"> • 2 ideas will have been drawn with some ACCEESFM labels.
Developing	<ul style="list-style-type: none"> • 2 unique ideas will have been created and drawn in detail. • All of the ACCEESFM framework has been annotated.
Secure	<ul style="list-style-type: none"> • 2 or more complex ideas will have been created and drawn in detail. • All of the ACCEESFM framework has been annotated in detail. • Feedback from others has been obtained.
Extending	<ul style="list-style-type: none"> • 4 complex ideas will have been created and drawn in detail. • All of the ACCEESFM framework has been annotated in detail and an explanation of which design will be the one to go on to develop has been detailed. • Feedback from others has been obtained and used to improve the design before making.

Generic **making** marking grid

When making is being assessed within the DT curriculum, the following is the breakdown on how the assessment bands are awarded.

Emerging	<ul style="list-style-type: none"> • The product/dish is incomplete and I have needed some support from my teacher. • You can use tools and equipment with support. • You have basic quality control with support. • The product/dish will meet some of the needs of the user with some improvements. • The product/dish meets the need of 1 specification point.
Developing	<ul style="list-style-type: none"> • The product/dish is complete and fits together well. A finish has been used and applied fairly well. • I can skilfully select & work with a range of tools and equipment, mostly independently . • Some quality control is evident through measurement as testing. • The product/dish meets several needs of the user. • The product/ dish meets several specification point requirements.
Secure	<ul style="list-style-type: none"> • The Product/ dish is complete and fits together well. The design has a a degree of complexity. A finish has been used and applied well. • I can skilfully select & work with a range of tools and equipment, independently. • I have good quality control used throughout making, which is evident with a good quality product. • The product/dish mostly meets the needs of the user. • The product/ dish meets most of the specification point requirements.
Extending	<ul style="list-style-type: none"> • The product/ dish is complete with a complex design to fit more than just one function. Other processes and materials have been used. A finish has been used and applied to achieve a high quality finish. • I can skilfully select & work with a range of tools and equipment, independently and can support others with how to use the equipment. • I have excellent quality control used throughout making, which is evident with a high quality product. I am able to explain the control measures I used at each stage of making to check accuracy. • The product/ dish completely meets the needs of the user and I can explain why. • The product/ dish meets all of the specification point requirements and I can explain where improvements are needed to improve the product.



Generic **Evaluation** marking grid

When evaluation is being assessed within the DT curriculum, the following is the breakdown on how the assessment bands are awarded.

Emerging	<ul style="list-style-type: none"> • I have evaluated my product against some of the specification points. • I have tested my product
Developing	<ul style="list-style-type: none"> • I have evaluated my product against most of the specification points. • I have tested my product and briefly written down the findings. • I have gathered feedback from others at the end of the project and written down the findings.
Secure	<ul style="list-style-type: none"> • I have evaluated my product against all of the specification points. • I have tested the product and written down the findings in some detail. • I have gathered feedback from others at the end of the project and written down the findings in detail. • I have asked for feedback from others through out the project.
Extending	<ul style="list-style-type: none"> • I have evaluated my product against all of the specification points and suggested some improvements. • I have tested the product and written down the findings in detail. • I have gathered feedback from others at the end of the project and written down the findings in detail. I have suggested where improvements could be made in response to feedback. • I have asked for feedback from others through out the project, and developed my product as a result.

Generic **Knowledge** marking grid

When Knowledge is being assessed within the DT curriculum, this will be as a 20 questions test based on all the key learning undertaken within that project.
the following is the breakdown on how the assessment bands are awarded.

Emerging	<ul style="list-style-type: none"> • Students answer between 1 and 5 questions correctly
Developing	<ul style="list-style-type: none"> • Students answer between 6 and 10 questions correctly
Secure	<ul style="list-style-type: none"> • Students answer between 11 and 15 questions correctly
Extending	<ul style="list-style-type: none"> • Students answer between 16 and 20 questions correctly