



Year 9 Design Technology

Learning Focus	Emerging	Developing	Securing	Mastering	Beyond
Investigating and researching	I can carry-out a basic analysis of a design context, carry-out basic research to support their design-work and can generate a basic set of criteria to inform their designing.	Student can analyse a design context and identify a range of simple, but relevant factors, ideas and concepts. I can find and record a range of simple research to support their design-work and can generate criteria to inform their designing.	Student can analyse a design context and identify a wide range of relevant factors, ideas and concepts. I can find and record a range of research to support their design-work and can generate some detailed and justified criteria to inform their designing.	Student can analyse a design context and identify a wide range of relevant factors, ideas and concepts which demonstrate insight and original thought. I can find and record a wide range of research to support their design-work and can generate detailed and justified criteria to inform their designing.	Student can analyse a design context and identify a very wide range of relevant factors, ideas and concepts which demonstrate in-sight and original thought. I can independently identify, carry-out, record and present research to support their design-work. I can generate precise and justified criteria to inform their designing.
Designing	I can produce 3D isometric design drawings which include some simple, correctly drawn 3D elements, such as cuboids. I can generate simple ideas of their own. I can produce iterations of a	I can produce 3D isometric design drawings which include a range of correctly drawn rectilinear forms and make some use of crating to draw irregular or curved 3D forms. I can generate	I can produce 3D isometric design drawings which include a range of correctly drawn rectilinear forms and use crating to correctly draw some irregular or curved 3D forms. I can generate ideas which	I can produce 3D isometric design drawings of irregular or curved 3D forms and use crating with a high level of skill. I can generate ideas which are creative, innovative and which avoid design fixation. I	I can produce 3D isometric design drawings of complex irregular curved 3D forms and use crating with a very high level of skill. I can create ideas which are highly innovative and which do not show any





design which show some evidence of basic development.

ideas of their own. I make some use of a strategy to help them generate their ideas. I can produce iterations of a design which show clear evidence of development.

show evidence of creativity and original thought. I make use of a strategy to help them generate their ideas. I can produce iterations of a design which show clear developmental improvements.

make effective use of a strategy to help them generate their ideas. I can produce iterations of a design which show necessary and appropriate developmental improvements in response new information learnt.

evidence of design fixation. I use a range of strategies (both those taught to them and of their own) to help them generate ideas. I make effective use of iterative design to refine and develop their ideas in response to new information learnt as well as ongoing creative thought and self-directed investigation

Manufacturing: independence and accuracy using a range processes and equipment (including CAD)

I can correctly select from a range of tools, equipment, and commands (when using CAD) and use them safely and with a basic level of skill. I have a basic level of making skills which has enabled them to manufacture a product, although it may not function as intended.

I can choose from and correctly select from a wide range of tools, equipment, and commands (when using CAD) and use them safely and with some skill. I work with sufficient skill and accuracy to ensure that their finished prototype functions. Their work shows evidence of some quality control to ensure most of the product is accurately made.

I can choose from and correctly select from a wide range of tools, equipment, and commands (when using CAD) and use them safely and with a good level of confidence and skill. I can produce a prototype which shows a good level of making and finishing skills. Their finished prototype functions as intended. Their work shows evidence of quality control to ensure that

I can choose from and correctly select from a wide range of tools, equipment, and commands (when using CAD) and use them safely and with a high level of confidence and skill. I can produce a prototype which shows a high level of making and finishing skills. Their finished prototype functions as intended. Their work shows evidence of a high level of quality control

I can choose from and correctly select from a wide range of tools, equipment, and commands (when using CAD) and use them safely and with a very high level of confidence and skill. I can produce a prototype which shows a very high level of making and finishing skills. Their finished prototype functions as intended. Their work shows evidence of a very high level of





			the product is accurately made.	which ensures that all elements of the product are precisely made.	quality control which ensures that all elements of the product are precisely made.
Evaluating	I can describe what I have done well and suggest things I could do better in the future.	I can reflect on their design or prototype and identify success and some improvements	I can test and evaluate their products, showing that I understand the situations in which the products will function. I can compare their design or prototype against a set of design criteria identifying successes and potential improvements.	I can select appropriate techniques to evaluate how their products would perform. I can compare their design or prototype against a detailed set of criteria and explain how their design or prototype could be enhanced.	I can select appropriate techniques to evaluate how their products would perform. I carry-out tests and present the results of their tests. I can compare their design or prototype against a detailed set of criteria and explain in detail how their design or prototype could be enhanced.
Factual recall	I can correctly recall and apply factual information in a test, correctly answering between 1% and 24% of questions set.	I can correctly recall and apply factual information in a test, correctly answering between 25% and 49% of questions set.	I can correctly recall and apply factual information in a test, correctly answering between 50% and 74% of questions set.	I can correctly recall and apply factual information in a test, correctly answering between 75% and 99% of questions set	I can correctly recall and apply factual information in a test, correctly answering 100% of questions set



Hope



Endurance



Forgiveness



Trust



Year 9 Food

Learning Focus	Emerging	Developing	Securing	Mastering	Beyond
Health and safety	With support I can complete some of the basic routine hygiene tasks needed to prepare for a practical lesson and clean-up and tidy-up afterward.	With some support, I can complete most of the basic routine hygiene tasks needed to prepare for a practical lesson and to clean-up and tidy-up afterward.	I can complete all of the routine hygiene tasks needed to prepare for a practical lesson and to clean-up and tidy-up afterward.	Without support, I can complete all of the routine hygiene tasks needed to prepare for a practical lesson and to clean-up and tidy-up afterward.	Without support, I can complete all of the routine hygiene tasks needed to prepare for a practical lesson and to clean-up and tidy-up afterward.
	With support I work in a safe and hygienic manner.	With some support I work in a safe and hygienic manner.	I work in a safe and hygienic manner.	I always work in a safe and hygienic manner, taking measures to ensure that all equipment is used correctly.	I follow best practice at all times and able to alert others to the dangers in the food room.
	I show some understanding of why hygiene routines are important.	I use some technical vocabulary when explaining why hygiene routines are important.	I use technical vocabulary when explaining why hygiene routines are important.	I use a wide range of technical vocabulary when explaining why hygiene routines are important.	I use a very wide range of technical vocabulary when explaining why hygiene routines are important.





Year 9 Textiles

Learning Focus	Emerging	Developing	Securing	Mastering	Beyond
Investigation and Research	I can carry-out a basic analysis of a design context; a basic analysis of the work of others; and find and present some simple source materials, although I may have had a limited influence upon their design-work.	I can analyse a design context and identify some simple but relevant factors, ideas and concepts. I can analyse the work of others and find and present source materials to support their design-work	I can analyse a design context and identify a range of relevant factors, ideas and concepts. Their analysis of the work of others demonstrates an understanding of the decisions other designers make. The source materials I find and present influence their design-work.	I can analyse a design context and identify a wide range of relevant factors, ideas and concepts which demonstrate in-sight and original thought. Their analysis of the work of others demonstrates a high level of understanding of the decisions other designers make. The source materials I find, and skilfully present, have a clear influence upon their design-work.	Student can analyse a design context and identify a very wide range of relevant factors, ideas and concepts which demonstrate in-sight and original thought. Their analysis of the work of others demonstrates a very high level of understanding of the decisions other designers make. The source materials I find, curate and skilfully present, have a clear and strong influence upon their design-work.
Designing	I can produce freehand drawings of their ideas which can be understood by others. I can generate	I can produce freehand drawings of their ideas with some evidence of skill and care, combining forms	I can produce freehand drawings which show clear evidence of skill and care, combining both	I can produce skilful freehand drawings, combining both form and surface pattern together with a high	I can produce very skilful freehand drawings, combining both form and surface pattern together with



Hope



Endurance



Forgiveness



Trust



	simple ideas of their own.	and surface patterns, together with some success. I can generate ideas of their own.	form and surface pattern together with success. I can generate ideas which show evidence of creativity and original thought.	level of success. I can generate ideas which are creative and innovative.	a very high level of success. I can generate ideas which are highly innovative.
Manufacturing: independence and accuracy using a range of processes and equipment (including CAD)	I can correctly select from a range of tools, equipment, and commands (when using CAD) and use them safely and with a basic level of skill. I have a basic level of making skills which has enabled them to manufacture a product, although it may not function as intended.	I can choose from and correctly select from a wide range of tools, equipment, and commands (when using CAD) and use them safely and with a good level of skill. I can produce a prototype which shows a good level of making and finishing skills to ensure that the finished prototype functions as intended. Work shows evidence of some quality control to ensure most of the product is accurate.	I can choose from and correctly select from a wide range of tools, equipment, and commands (when using CAD) and use them safely and with a high level of confidence and skill. I can produce a prototype which shows a high level of making and finishing skills to ensure that the finished prototype functions as intended. Work shows evidence of quality control to ensure that the product is accurate.	I can choose from and correctly select from a wide range of tools, equipment, and commands (when using CAD) and use them safely and with a very high level of confidence and skill. I can produce a prototype which shows a very high level of making and finishing skills to ensure that the finished prototype functions as intended. Work shows evidence of a high level of quality control to ensure that all elements of the product are precise.	I can choose from and correctly select from a wide range of tools, equipment, and commands (when using CAD) and use them safely and with a very high level of confidence and skill. I can produce a prototype which shows a very high level of making and finishing skills. Their finished prototype functions as intended. Their work shows evidence of a very high level of quality control which ensures that all elements of the product are precisely made.





Evaluating	I can describe what I have done well and suggest things I could do better in the future.	I can reflect on their design or prototype and identify success and some improvements	I can test and evaluate their products, showing that I understand the situations in which the products will function. I can compare their design or prototype against a set of design criteria identifying successes and potential improvements.	I can select appropriate techniques to evaluate how their products would perform. I can compare their design or prototype against a detailed set of criteria and explain in detail how their design or prototype could be enhanced.	I can select appropriate techniques to evaluate how their products would perform. I carry-out tests and present the results of their tests. I can compare their design or prototype against a detailed set of criteria and explain in detail how their design or prototype could be enhanced.
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