Criterion A: Inquiring and analysing

Maximum: 8

At the end of year 3, students should be able to:

i. explain and justify the need for a solution to a problem

ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem

iii. analyse a group of similar products that inspire a solution to the problem

iv. develop a design brief, which presents the analysis of relevant research.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **states** the need for a solution to a problem ii. **states some of** the main findings of relevant research.
3–4	The student: i. **outlines** the need for a solution to a problem ii. **states** the research needed to **develop** a solution to the problem, **with some guidance** iii. **outlines one existing** product that inspires a solution to the problem iv. **develops** a **basic** design brief, which **outlines some of** relevant research.
5–6	The student: i. **explains** the need for a solution to a problem ii. **constructs** a research plan, which **states** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem, **with some guidance** iii. **describes** a group of similar products that inspire a solution to the problem iv. **develops** a design brief, which **outlines** the **findings** of relevant research.
7–8	The student: i. **explains** and **justifies** the need for a solution to a problem ii. **constructs** a research plan, which **states** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem **independently** iii. **analyses** a group of similar products that inspire a solution to the problem iv. **develops** a design brief, which **presents** the **analysis** of relevant research.

Feedback: _____

Criterion A: Inquiring and analysing

Maximum: 8

At the end of year 3, students should be able to:

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iv. develop a design brief, which presents the analysis of relevant research.

Achievement level	Level descriptor
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1–2	The student: i. **states** the need for a solution to a problem ii. **states some of** the main findings of relevant research.
3–4	The student: i. **outlines** the need for a solution to a problem ii. **states** the research needed to **develop** a solution to the problem, **with some guidance** iii. **outlines one existing** product that inspires a solution to the problem iv. **develops** a **basic** design brief, which **outlines some of** relevant research.
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Feedback: _____

Criterion A: Inquiring and analysing

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At the end of year 3, students should be able to:

i. explain and justify the need for a solution to a problem

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Achievement level	Level descriptor
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1–2	The student: i. **states** the need for a solution to a problem ii. **states some of** the main findings of relevant research.
3–4	The student: i. **outlines** the need for a solution to a problem ii. **states** the research needed to **develop** a solution to the problem, **with some guidance** iii. **outlines one existing** product that inspires a solution to the problem iv. **develops** a **basic** design brief, which **outlines some of** relevant research.
5–6	The student: i. **explains** the need for a solution to a problem ii. **constructs** a research plan, which **states** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem, **with some guidance** iii. **describes** a group of similar products that inspire a solution to the problem iv. **develops** a design brief, which **outlines** the **findings** of relevant research.
7–8	The student: i. **explains** and **justifies** the need for a solution to a problem ii. **constructs** a research plan, which **states** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem **independently** iii. **analyses** a group of similar products that inspire a solution to the problem iv. **develops** a design brief, which **presents** the **analysis** of relevant research.

Feedback: _____

Criterion A: Inquiring and analysing

Maximum: 8

At the end of year 3, students should be able to:

i. explain and justify the need for a solution to a problem

ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem

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Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **states** the need for a solution to a problem ii. **states some of** the main findings of relevant research.
3–4	The student: i. **outlines** the need for a solution to a problem ii. **states** the research needed to **develop** a solution to the problem, **with some guidance** iii. **outlines one existing** product that inspires a solution to the problem iv. **develops** a **basic** design brief, which **outlines some of** relevant research.
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Feedback: _____

Criterion B: Developing ideas

Maximum: 8

At the end of year 3, students should be able to:

i. develop a design specification which outlines the success criteria for the design of a solution based on the data collected

ii. present a range of feasible design ideas, which can be correctly interpreted by others

iii. present the chosen design and outline the reasons for its selection

iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **lists** a few basic success criteria for the design of a solution ii. **presents** one design idea, which can be interpreted by others iii. **creates** incomplete planning drawings/diagrams.
3–4	The student: i. **constructs** a list of the success criteria for the design of a solution ii. **presents a few** feasible design ideas, using an appropriate medium(s) **or explains** key features, which can be interpreted by others iii. **outlines** the **main** reasons for choosing the design with reference to the design specification iv. **creates** planning drawings/diagrams or **lists** requirements for the chosen solution.
5–6	The student: i. **develops** design specifications, which **identify** the success criteria for the design of a solution ii. **presents a range of** feasible design ideas, using an appropriate medium(s) **and explains** key features, which can be interpreted by others iii. **presents** the chosen design and **outlines** the **main** reasons for its selection with reference to the design specification iv. **develops** accurate planning drawings/diagrams and **lists** requirements for the creation of the chosen solution.
7–8	The student: i. **develops** a design specification which **outlines** the success criteria for the design of a solution based on the data collected ii. **presents** a range of feasible design ideas, using an appropriate medium(s) **and annotation**, which can be correctly interpreted by others iii. **presents** the chosen design and **outlines** the reasons for its selection with reference to the design specification iv. **develops** accurate planning drawings/diagrams and **outlines** requirements for the creation of the chosen solution.

Feedback: _____

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Criterion B: Developing ideas

Maximum: 8

At the end of year 3, students should be able to:

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Feedback: _____

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Feedback: _____

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Feedback: _____

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Criterion C: Creating the solution

Maximum: 8

At the end of year 3, students should be able to:

i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution

ii. demonstrate excellent technical skills when making the solution

iii. follow the plan to create the solution, which functions as intended explain changes made to the chosen design and the plan when making the solution.

iv. present the solution as a whole

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **demonstrates minimal** technical skills when making the solution ii. **creates** the solution, which functions **poorly** and is presented **in an incomplete form**.
3–4	The student: i. **outlines** each step in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution ii. **demonstrates satisfactory** technical skills when making the solution iii. **creates** the solution, which **partially** functions and is **adequately** presented iv. **outlines** changes made to the chosen design **or** plan when making the solution.
5–6	The student: i. **constructs** a plan, which **considers** time and resources, sufficient for peers to be able to follow to create the solution ii. **demonstrates competent** technical skills when making the solution iii. **creates** the solution, which functions **as intended** and is presented **appropriately** iv. **outlines** changes made to the chosen design **and** plan when making the solution.
7–8	The student: i. **constructs** a **logical** plan, which **outlines** the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. **demonstrates excellent** technical skills when making the solution iii. follows the plan to **create** the solution, which functions **as intended** and is presented **appropriately** iv. **explains** changes made to the chosen design and plan when making the solution.

Feedback: _____

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Criterion C: Creating the solution

Maximum: 8

At the end of year 3, students should be able to:

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Feedback: _____

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Criterion C: Creating the solution

Maximum: 8

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Feedback: _____

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Criterion C: Creating the solution

Maximum: 8

At the end of year 3, students should be able to:

i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution

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iii. follow the plan to create the solution, which functions as intended explain changes made to the chosen design and the plan when making the solution.

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Feedback: _____

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Criterion D: Evaluating

Maximum: 8

At the end of year 3, students should be able to:

i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution

ii. explain the success of the solution against the design specification

iii. describe how the solution could be improved

iv. describe the impact of the solution on the client/target audience.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **describes a** testing **method**, which is used to measure the success of the solution ii. **states** the success of the solution.
3–4	The student: i. **describes a relevant** testing **method**, which generates data, to measure the success of the solution ii. **outlines** the success of the solution against the design specification based on relevant product testing iii. **lists** the ways in which the solution could be improved iv. **outlines** the impact of the solution on the client/target audience.
5–6	The student: i. **describes relevant** testing **methods**, which generate data, to measure the success of the solution ii. **describes** the success of the solution against the design specification based on **relevant** product testing iii. **outlines** how the solution could be improved iv. **describes** the impact of the solution on the client/target audience, **with guidance**.
7–8	The student: i. **describes detailed and relevant** testing **methods**, which generate **accurate** data, to measure the success of the solution ii. **explains** the success of the solution against the design specification based on **authentic** product testing iii. **describes** how the solution could be improved iv. **describes** the impact of the solution on the client/target audience.

Feedback: _____

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Criterion D: Evaluating

Maximum: 8

At the end of year 3, students should be able to:

i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution

ii. explain the success of the solution against the design specification

iii. describe how the solution could be improved

iv. describe the impact of the solution on the client/target audience.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **describes a** testing **method**, which is used to measure the success of the solution ii. **states** the success of the solution.
3–4	The student: i. **describes a relevant** testing **method**, which generates data, to measure the success of the solution ii. **outlines** the success of the solution against the design specification based on relevant product testing iii. **lists** the ways in which the solution could be improved iv. **outlines** the impact of the solution on the client/target audience.
5–6	The student: i. **describes relevant** testing **methods**, which generate data, to measure the success of the solution ii. **describes** the success of the solution against the design specification based on **relevant** product testing iii. **outlines** how the solution could be improved iv. **describes** the impact of the solution on the client/target audience, **with guidance**.
7–8	The student: i. **describes detailed and relevant** testing **methods**, which generate **accurate** data, to measure the success of the solution ii. **explains** the success of the solution against the design specification based on **authentic** product testing iii. **describes** how the solution could be improved iv. **describes** the impact of the solution on the client/target audience.

Feedback: _____

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Criterion D: Evaluating

Maximum: 8

At the end of year 3, students should be able to:

i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution

ii. explain the success of the solution against the design specification

iii. describe how the solution could be improved

iv. describe the impact of the solution on the client/target audience.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **describes a** testing **method**, which is used to measure the success of the solution ii. **states** the success of the solution.
3–4	The student: i. **describes a relevant** testing **method**, which generates data, to measure the success of the solution ii. **outlines** the success of the solution against the design specification based on relevant product testing iii. **lists** the ways in which the solution could be improved iv. **outlines** the impact of the solution on the client/target audience.
5–6	The student: i. **describes relevant** testing **methods**, which generate data, to measure the success of the solution ii. **describes** the success of the solution against the design specification based on **relevant** product testing iii. **outlines** how the solution could be improved iv. **describes** the impact of the solution on the client/target audience, **with guidance**.
7–8	The student: i. **describes detailed and relevant** testing **methods**, which generate **accurate** data, to measure the success of the solution ii. **explains** the success of the solution against the design specification based on **authentic** product testing iii. **describes** how the solution could be improved iv. **describes** the impact of the solution on the client/target audience.

Feedback: _____

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Criterion D: Evaluating

Maximum: 8

At the end of year 3, students should be able to:

i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution

ii. explain the success of the solution against the design specification

iii. describe how the solution could be improved

iv. describe the impact of the solution on the client/target audience.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **describes a** testing **method**, which is used to measure the success of the solution ii. **states** the success of the solution.
3–4	The student: i. **describes a relevant** testing **method**, which generates data, to measure the success of the solution ii. **outlines** the success of the solution against the design specification based on relevant product testing iii. **lists** the ways in which the solution could be improved iv. **outlines** the impact of the solution on the client/target audience.
5–6	The student: i. **describes relevant** testing **methods**, which generate data, to measure the success of the solution ii. **describes** the success of the solution against the design specification based on **relevant** product testing iii. **outlines** how the solution could be improved iv. **describes** the impact of the solution on the client/target audience, **with guidance**.
7–8	The student: i. **describes detailed and relevant** testing **methods**, which generate **accurate** data, to measure the success of the solution ii. **explains** the success of the solution against the design specification based on **authentic** product testing iii. **describes** how the solution could be improved iv. **describes** the impact of the solution on the client/target audience.

Feedback: _____

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