



<b>Year 7</b>	<b>Grade Descriptors for Product Design</b> Falls roughly on week 7-8 of a 12-week rotation so not all criteria is relevant at the time of the Data Drop
<b>Progress Grade</b>	<b>Data Drop 1 - Autumn Term</b>
<b>Working Towards</b>	A student can: <ul style="list-style-type: none"><li>• Produce a limited mood board with similar images that will be difficult to use to influence their design.</li><li>• Complete an existing product analysis which is basic and lacks opinion and use of key words.</li><li>• Create initial designs which are very similar to each other.</li><li>• Create designs which are unclear, with limited consideration given to how it could be made from the intended materials.</li><li>• Produce little or no development work but have a basic final design.</li><li>• Has not used key equipment such as a ruler or compass.</li><li>• Create designs where use of colour is limited.</li><li>• Work with support to make a simple outcome.</li><li>• Use tools and specialist equipment safely and effectively.</li><li>• Produce an outcome which is disjointed and not aesthetically pleasing.</li><li>• Produce an outcome which may not function correctly showing little or no quality control.</li><li>• Produce an outcome which may not look like their final design and prototype.</li><li>• Produce an outcome which demonstrates little skill with regards to marking, cutting, filing and gluing.</li><li>• Include minimal annotation explaining their designs.</li><li>• Evaluate briefly using some key points from ACCESSFM following the completion of their outcome.</li><li>• Is unable to give any suggestions for improvement or change to their outcome.</li></ul>
<b>Expected</b>	A student can: <ul style="list-style-type: none"><li>• Produce a mood board with at least 10 different images and many are suitable to use to influence their design.</li><li>• Complete an existing product analysis which has some detail including some use of key words, expresses their opinions and shows their ability to identify positive and negatives in existing designs.</li><li>• Create ideas which are different and have been presented demonstrating some degree of originality.</li><li>• Show some consideration of intended materials with basic regard to their working properties.</li><li>• Produce developed design showing how the design has progressed following feedback to become possible to make.</li><li>• Model the final design using appropriate materials to create a basic visual representation.</li><li>• Use key equipment such as a ruler and compass where appropriate.</li><li>• Create designs where use of colour is clear</li><li>• Work with some support to make an outcome with some evidence of accuracy.</li><li>• Consistently used appropriate tools and specialist equipment safely and effectively.</li><li>• Produce an outcome either has a clear design and structure or may be random in places but the composition is still pleasing.</li></ul>

	<ul style="list-style-type: none"> <li>• Produce an outcome which does function correctly showing consideration of quality control.</li> <li>• Produce an outcome does look like the final design and prototype.</li> <li>• Produce an outcome with a good finish which demonstrates skill with regards to marking, cutting, filing and gluing.</li> <li>• Include annotations explaining their designs throughout the design stage.</li> <li>• Evaluate in full sentences using all key points from ACCESSFM following the completion of their outcome.</li> <li>• Offer one or two suggestions for improvement or changes to their outcome.</li> </ul>
<b>Above</b>	<p>A student can:</p> <ul style="list-style-type: none"> <li>• Produce a mood board with at least 15 different images and most are suitable to use to influence their design.</li> <li>• Complete product analysis, which is detailed including regular use of key words, expresses their opinions and shows their ability to identify positive and negatives in existing designs.</li> <li>• Create ideas which have been clearly presented with some degree of creativity and flair.</li> <li>• Show consideration of intended materials with regard to their working properties as well as ethical issues associated with this.</li> <li>• Produce designs with clear development showing how the design has progressed in multiple ways following feedback to become complex but still possible to make.</li> <li>• Model the final design using appropriate materials with a degree of skill.</li> <li>• Use key equipment such as a ruler, compass and flexi curves at all times.</li> <li>• Create designs where use of colour is clear.</li> <li>• Work independently to make an outcome with good evidence of accuracy.</li> <li>• Consistently use appropriate tools and specialist equipment safely and effectively.</li> <li>• Produce an outcome which is structured and has a clear themed design where pieces fit together to form a 'bigger picture' rather than it being a collection of items.</li> <li>• Produce an outcome which does function correctly showing consideration of quality control.</li> <li>• Produce an outcome which clearly resembles their final and prototype.</li> <li>• Produce an outcome which demonstrates a good level of skill with regards to marking, cutting, filing and gluing.</li> <li>• Include detailed annotations making full use of key words explaining their designs throughout the design stage.</li> <li>• Evaluate in detailed full sentences using all key points from ACCESSFM following the completion of their final outcome.</li> <li>• Give one or two suggestions for improvement or changes to their final outcome which have been justified and sketched to enable further understanding of the points being suggested.</li> </ul>
<b>Exceptional</b>	<p>A student can:</p> <ul style="list-style-type: none"> <li>• Produce a mood board with at least 15 different images and most are suitable to use to influence their design. They have added justification for the inclusions of each image.</li> <li>• Complete product analysis which is very detailed including excellent use of key words. They can express their opinions and show their ability to critically analyse positive and negatives in existing designs giving detailed reasons to explain their thoughts.</li> <li>• Create ideas which are imaginative and innovative showing both creativity and flair.</li> <li>• Consider use of intended materials with regard to their working properties as well as ethical issues associated with this.</li> <li>• Produce a range of designs with clear development showing how the design has progressed in multiple ways following feedback to become complex and detailed but still possible to make.</li> <li>• Model the final design using appropriate materials with a high degree of skill and accuracy.</li> <li>• Use key equipment such as a ruler, compass and flexi curves at all times.</li> </ul>

- Create designs where use of colour is clear.
- Work independently to make an outcome with some exceptional evidence of accuracy.
- Consistently use appropriate tools and specialist equipment safely and effectively.
- Produce an outcome which shows creativity, is structured and has a clear themed design where pieces fit together to form a 'bigger picture' rather than it being a collection of items.
- Produce an outcome which does function correctly showing consideration of quality control.
- Produce an outcome clearly resembles the final design and prototype.
- Produce an outcome which demonstrates a high level of skill with regards to marking, cutting, filing and gluing.
- Include detailed annotations making full use of key words explaining the designs throughout the design stage.
- Evaluate in detailed full sentences using all key points from ACCESSFM following the completion of their outcome.
- Suggest a good range of suggestions for improvement or changes to their outcome which have been justified and sketched to enable further understanding of the points being suggested.
- Seek the opinions of others for improvement, re-designed and prototyped an improved design.