

## 0-9 Scale descriptions for Design and Technology - UWS

Scale	Description
9	Students can communicate their design thinking with confidence, effectively using technical language and select from a range of graphical techniques the most effective method for a particular situation. Their written and oral communication is accurate and provides detailed technical information about their work. They are highly skilled and knowledgeable in a wide range of materials and processes and work to a very high standard, selecting the most appropriate for the needs of the situation. They carefully analyse the situation they are designing for and write a detailed specification that helps them develop a creative and very effective design proposal from a range of equally imaginative possible solutions.
8	Students are confident in their ability to communicate their ideas selecting from a range of appropriate recognised drawing techniques, they add detailed notes to explain their design thinking. They confidently discuss all aspects of their ideas and the design process that lead to their final design. They are competent, skilled and knowledgeable in a wide range of materials and processes including CAD/CAM and work to a very high standard, selecting the most appropriate for the needs of the situation and their own level of skill. They carefully analyse the situation they are designing for and write a fully detailed specification that helps them develop a creative design proposal from a range of imaginative possible solutions.
7	Students are confident in their ability to communicate their ideas selecting an appropriate recognised drawing technique, they add detailed notes to explain the decisions they have made and to explain their thinking. They confidently discuss their ideas, recognise weaknesses as well as strengths and can suggest improvements to their finished product. They are skilled and knowledgeable in a wide range of materials and processes and work to a very high standard, selecting the most appropriate for the needs of the situation and their own level of skill. They carefully analyse the situation they are designing for and write a detailed specification that helps them develop a creative design proposal from a range of imaginative possible solutions.
6	Students are confident in their ability to communicate their imaginative ideas selecting an appropriate recognised technique, they add detailed notes to explain the decisions they have made and to explain their thinking. They are able to discuss their ideas, recognise weaknesses as well as strengths and can suggest improvements to their finished product. Able to work with a range of materials and processes to a good standard selecting the most appropriate for the needs of the situation and their own level of skill. They carefully analyse the situation they are designing for and write a specification that helps them make design decisions and select the most effective design from a range of imaginative possible solutions.
5	They communicate their ideas effectively by selecting a recognised drawing technique, they add notes to explain the decisions they have made and to explain their thinking. They are able to discuss their ideas and recognise weaknesses as well as strengths. They make use of CAD/CAM when it is appropriate. They are able to work with a range of materials and processes choosing the most appropriate from their knowledge of the working properties and the needs of the situation. They make design decisions based on an analysis of the situation they are designing for and select the best solution from a range of interesting ideas.
4	Students select recognised drawing techniques to explain their ideas, they effectively use simple colouring strategies to enhance the visual effect of their images and add notes to help explain simple technical information such as choice of material. They can use Computer Aided Design (CAD) packages to help design products that can be made using Computer Aided Manufacturing (CAM). They are able to use simple workshop tools to cut and shape materials, following a series of stages in order to make a useful object with some guidance. They make design decisions based on their understanding of materials and processes and consider the needs of the situation they are designing for.
3	Students use recognised drawing techniques to explain their ideas, they can use simple colouring strategies to enhance the visual effect of their images and add notes to help explain simple technical information such as choice of material. They are able to use simple workshop tools to cut and shape

	materials, following a series of stages in order to make a useful object with some guidance. They understand that there are groups of materials that have common properties and can identify their use in the products around them.
2	Students are developing an ability to draw their own ideas in order to explain their thinking, they are able to control their use of colour so that their ideas look good. They are able to create recognisable shapes in materials such as play dough and card and will have good control of basic tools as part of the process. They understand that materials have properties such as liquids and solids and that they can choose a material that will work well for their product.
1	Students are able to draw recognisable shapes from memory and can use colour to improve understanding. They are developing their control of simple tools to cut and shape materials such as paper and card and they are able to create shapes in semi-resistant materials such as play dough. They are beginning to understand that materials have properties such as liquids and solids and that some materials may suit a particular situation.
0	Students are able to talk about what they have done and can follow simple instructions when trying to solve simple problems. Their drawings are simple but have some recognisable elements. They are able to create shapes in semi-resistant materials such as play dough and may use basic tools as part of the process. They are beginning to understand that materials have properties such as liquids and solids but may not be able to explain them.