Design & Technology - KS3 Level Descriptors

Level	
3	Students generate ideas from a different range of products. These products may be made with ingredients in food, fabrics and cloths in textiles, card in graphics or wood/metal in product design. They clarify ideas with words, sketches and labels to demonstrate who the product is for. They think ahead about the order of their work, using tools and equipment. During evaluation they can identify improvements.
4	Students gather information to come up with ideas for the design of different products. They respond to a brief on how the product needs to be designed and they demonstrate that they have taken into account who the product is for. They show a number of alternative ways the product can be designed and made and then produce a step by step plan on how to complete the work using a range of tools and equipment. They focus on the quality of the finished product. After completing the product they evaluate it and suggest what was good and what could be improved.
5	Students are able to develop ideas further by using a wider variety of sources of information. They respond to the brief and also consider the impact of culture and society on the final product. They understand the constraints that exist in making their product but also adjust their plan as they develop their work. They work with a range of materials, ingredients, tools and equipment and show precision in their work. They show an element of creativity and also test the product as part of the final evaluation.
6	In addition to the previous level of research, students can now show an understanding of the way existing products work when designing their own. They respond creatively to the brief and test a number of options and methods of making the product. They understand the different characteristics of processes that can be used and select the correct method and solve problems in doing so. Their evaluation of the product also includes an evaluation of the information used in the research.
7	Students consider production processes as part of their research and they consider trends and patterns when developing the final product, which was fully realistic. The plans are accurate and also consider time deadlines in making the product. They adapt the methods to changing circumstances as they solve technical issues. They select the appropriate techniques to fully evaluate the product.
8	The difference now is that students can also identify any conflicting demands on the product and be able to move things forward and explain why they were still able to meet the brief. They showed a real understanding for the processes, methods and equipment, the physical properties and working characteristics involved. They reinterpret and apply learning in new contexts. The evaluation is done using criteria covering a broad range and considers environmental, ethical, social and cultural dimensions.