

YEAR 10 TECHNOLOGY ASSESSMENT SCHEDULE

Report Statement: *Development of a brief.*

Assessment Criteria	Evidence
1. Communicates the key attributes to address the needs of key stakeholders.	<ul style="list-style-type: none"> Describes the need(s) they are going to resolve. Describes the attributes that will resolve the need(s).
2. Communicates a brief with some specifications that address key stakeholder needs.	<ul style="list-style-type: none"> Conceptual statement and some specifications that address key stakeholder needs.
3. Describes what the technological outcome needs to do to address the needs of key stakeholders, and develops a brief with key specifications.	<ul style="list-style-type: none"> Initial and Final Brief describe what the technological outcome must do to address the key stakeholders needs Key Specifications are identified.
4. Describes what the technological outcome needs to do to address the needs of key stakeholders, and develops a brief with key specifications that allows the outcome to be evaluated.	<ul style="list-style-type: none"> Initial and Final Brief state what the technological outcome must do to address the key stakeholders' needs. Specifications allow technological outcome to be evaluated.
5. Justifies what the technological outcome needs to do to address the needs of key stakeholders, and develops a brief with key specifications that allows for the development and evaluation of the outcome.	<ul style="list-style-type: none"> Initial and Final Brief state what the technological outcome must do to address the key stakeholders needs. Specifications clearly describe the developed technological outcome and the specifications allow the outcome itself to be evaluated and key decisions are justified.

Report Statement: *Planning to develop a technological outcome.*

Assessment Criteria	Evidence
1. Attempts to record key stages and plans to develop a technological outcome within given timeframe.	<ul style="list-style-type: none"> Identifies some of the key stages. Planning shows some time allocation.
2. Records key stages needed and plans to develop a technological outcome in a given timeframe.	<ul style="list-style-type: none"> Identifies all of the key stages. Planning shows some time allocation.
3. Records the key stages and plans to develop a technological outcome through all the key stages within the given timeframe.	<ul style="list-style-type: none"> Identifies all of the key stages. Planning shows estimated time allocation for all key stages.
4. Independently records the key stages and plans to develop a technological outcome through all the key stages within the given timeframe.	<ul style="list-style-type: none"> All key stages are recorded. Planning shows independent estimated time allocation.
5. Can reflect on their own planning practices and use this to inform their own planning and management of resources to meet the needs of their brief.	<ul style="list-style-type: none"> All key stages are recorded. Planning shows independent estimated and actual time allocations. Key resources are planned for each stage. Explains opportunities to improve planning in future units.

Report Statement: *Development and evaluation of a technological outcome.*

Assessment Criteria	Evidence
1. Uses the technological cycle to develop a technological outcome(s).	<ul style="list-style-type: none"> • Uses some aspects of technology cycle. • Aspects of developing the outcome have been completed.
2. Develop a technological outcome with evaluation.	<ul style="list-style-type: none"> • Uses the technology cycle. • Considers stakeholder feedback. • Develops a technological outcome.
3. Develop a technological outcome through some reflection and evaluation.	<ul style="list-style-type: none"> • Uses the technological cycle. • Considers stakeholder feedback. • Develops a technological outcome. • Uses appropriate resources. • Provides evaluation.
4. Develops a technological outcome through some reflection and evaluation to address the brief.	<ul style="list-style-type: none"> • Uses the technology cycle. • Considers and uses stakeholder feedback. • Develops a well finished technological outcome. • Shows how the outcome meets the brief and specifications. • Uses appropriate resources.
5. Develops a high quality technological outcome through undertaking analysis, reflection and evaluation to address the brief.	<ul style="list-style-type: none"> • Uses the technological cycle. • Considers and uses stakeholder feedback. • Develops a high quality technological outcome through trialling and testing. • Uses appropriate resources. • Evaluation shows how the outcome meets the brief and specifications.

Report Statement: *Food preparation practice*

Assessment Criteria	Evidence
1. Attempts to prepare and present food safely.	<ul style="list-style-type: none"> • Attempts to measure accurately, read a recipe, organise ingredients and process food successfully. • Follows safe and hygienic practices.
2. Usually prepares and presents food safely.	<ul style="list-style-type: none"> • Usually measures accurately, reads a recipe, organises ingredients and processes food successfully. • Follows safe and hygienic practices.
3. Can prepare and present food safely.	<ul style="list-style-type: none"> • Can measure accurately, read a recipe, organise ingredients and process food successfully. • Follows safe and hygienic practices.
4. Can plan, prepare and present food safely.	<ul style="list-style-type: none"> • Measures accurately, reads a recipe and follows safe and hygienic practices. • Plans the organisation of ingredients and the successful processing of food.
5. Demonstrates flair in the planning, safe preparation and presentation of food.	<ul style="list-style-type: none"> • Measures accurately, reads a recipe and follows safe and hygienic practices. • Plans the organisation of ingredients and the successful processing of food. • Demonstrates flair in developing food products.

Report Statement: *Nutritional knowledge in food nutrition.*

Assessment Criteria	Evidence
1. Is beginning to understand some aspects of nutrition in making balanced food choices.	<ul style="list-style-type: none"> • Begins to understand some aspects of the four food groups, healthy food pyramid and nutritional guidelines.
2. Shows some understanding of nutrition in making balanced food choices.	<ul style="list-style-type: none"> • Shows some understanding of the four food groups, healthy food pyramid and nutritional guidelines.
3. Shows understanding of most aspects of nutrition in making balanced food choices.	<ul style="list-style-type: none"> • Shows understanding of most aspects of the four food groups, recommended servings, healthy food pyramid and nutritional guidelines.
4. Understands the importance of nutrition in making balanced food choices in food technology.	<ul style="list-style-type: none"> • Understands the four food groups, recommended servings, healthy food pyramid and nutritional guidelines.
5. Understands and applies knowledge of the importance of nutrition in making balanced food choices in food technology.	<ul style="list-style-type: none"> • Understands and applies nutritional knowledge of the four food groups, recommended servings, healthy food pyramid and nutritional guidelines.

YEAR 10 TECHNOLOGY ASSESSMENT SCHEDULE

Report Statement: *Preparation and finishing of materials to agreed specifications*

Assessment Criteria	Evidence
1. Attempts to complete fit and assemble work under close supervision.	<ul style="list-style-type: none"> • Can follow codes of practice. • Can assemble a product.
2. Demonstrates some competence in fitting, assembly and finishing techniques.	<ul style="list-style-type: none"> • Can measure. • Can follow codes of practice. • Can fit and assemble a product. • The product is complete.
3. Demonstrates competence in most fitting, assembly and finishing techniques.	<ul style="list-style-type: none"> • Measures accurately. • Follows relevant codes of practice. • Can fit, assemble and finish a product. • The product is complete. • The product is functional.
4. Demonstrates competence in fitting, assembly and finishing techniques.	<ul style="list-style-type: none"> • Measures accurately. • Follows relevant codes of practice. • Demonstrates some aspects of accuracy in fitting, assembly and finishing. • A quality product is produced. • The product is functional.
5. Demonstrates a high level of competence in fitting, assembly and finishing techniques.	<ul style="list-style-type: none"> • Measures accurately. • Follows relevant codes of practice. • Demonstrates some excellence in fitting, assembly and finishing. • A quality product is produced. • The product is functional.

Report Statement: *Understands properties and function of materials within a given context.*

Assessment Criteria	Evidence
1. Shows some understanding of materials.	<ul style="list-style-type: none"> • Selected material is suitable for the final outcome.
2. Shows some understanding of how materials impact on some aspects of the function of the outcome.	<ul style="list-style-type: none"> • Can give some reasons (verbally or written) why the material is suitable for the final outcome.
3. Understands how the chosen material impact on the function of the outcome.	<ul style="list-style-type: none"> • Explains material choice in relation to the outcome.
4. Demonstrates understanding of how the properties of the selected material impacts on the function of the outcome.	<ul style="list-style-type: none"> • Justifies choice of materials in relation to the outcome and the environment in which it resides.
5. Demonstrates understanding of the properties of materials and their impact on the function of the outcome.	<ul style="list-style-type: none"> • Discusses (compares and contrasts) properties of materials. • Justifies choice of materials in relation to the success (or not) of the outcome and the environment in which it resides.

Report Statement: *Understands properties and function of materials within a given context.*

Assessment Criteria	Evidence
1. Shows some understanding of materials.	<ul style="list-style-type: none"> Selected material is suitable for the final outcome.
2. Shows some understanding of how materials impact on some aspects of the function of the outcome.	<ul style="list-style-type: none"> Can give some reasons (verbally or written) why the material is suitable for the final outcome.
3. Understands how the chosen material impact on the function of the outcome.	<ul style="list-style-type: none"> Explains material choice in relation to the outcome.
4. Demonstrates understanding of how the properties of the selected material impacts on the function of the outcome.	<ul style="list-style-type: none"> Justifies choice of materials in relation to the outcome and the environment in which it resides.
5. Demonstrates understanding of the properties of materials and their impact on the function of the outcome.	<ul style="list-style-type: none"> Discusses (compares and contrasts) properties of materials. Justifies choice of materials in relation to the success (or not) of the outcome and the environment in which it resides.

Report Statement: *Preparation and finishing of materials to agreed specifications*

Assessment Criteria	Evidence
1. Attempts to complete a limited range of techniques and processes under close supervision.	<ul style="list-style-type: none"> Some accuracy in measurement. Follows most codes of practice. Completes some simple garment construction processes and/or fabric embellishment techniques.
2. Demonstrates some competence in a limited range of techniques and processes.	<ul style="list-style-type: none"> Measures accurately. Can follow relevant codes of practice to complete. Some garment construction processes and fabric embellishment techniques.
3. Demonstrates competence in most techniques and processes.	<ul style="list-style-type: none"> Measures accurately. Follows relevant codes of practice in most garment construction processes and most fabric embellishment techniques. Garment is complete. Garment is functional.
4. Demonstrates competence in a range of techniques and processes.	<ul style="list-style-type: none"> Measures accurately. Follows relevant codes of practice in all garment construction processes and fabric embellishment techniques. Garment is complete. Garment is functional.
5. Demonstrates a high level of competence in a range of techniques and processes.	<ul style="list-style-type: none"> Measures accurately. Follows relevant codes of practice. Demonstrates excellence in the preparation and finishing of all garment construction processes and fabric embellishment techniques. Garment is complete. Garment is functional.

Report Statement: *Assembly and finishing of components to agreed specifications*

Assessment Criteria	Evidence
1. Attempts to complete fit and assemble work under close supervision.	<ul style="list-style-type: none"> • Can follow codes of practice. • Can assemble a product.
2. Demonstrates some competence in fitting, assembly and finishing techniques.	<ul style="list-style-type: none"> • Can follow codes of practice. • Can fit and assemble a product. • The product is complete.
3. Demonstrates competence in most fitting, assembly and finishing techniques.	<ul style="list-style-type: none"> • Follows relevant codes of practice. • Can fit, assemble and finish a product. • The product is complete. • The product is functional.
4. Demonstrates competence in fitting, assembly and finishing techniques.	<ul style="list-style-type: none"> • Follows relevant codes of practice. • Demonstrates some aspects of excellence in fitting, assembly and finishing. • A quality product is produced. • The product is functional.
5. Demonstrates a high level of competence in fitting, assembly and finishing techniques.	<ul style="list-style-type: none"> • Follows relevant codes of practice. • Demonstrates excellence in fitting, assembly and finishing. • A quality product is produced. • The product is functional.

Report Statement: *Understands function of electronic components and materials within a given context.*

Assessment Criteria	Evidence
1. Shows some understanding of electronic components and materials.	<ul style="list-style-type: none"> • Identifies the function of some electronic components and the materials used.
2. Shows some understanding of how electronic components and materials impact on some aspects of the function of the outcome.	<ul style="list-style-type: none"> • Identifies some of the function of electronic components and the materials used and makes some links to the function of the outcome.
3. Understands how electronic components and materials impact on the function of the outcome.	<ul style="list-style-type: none"> • Identifies the function of electronic components and the materials used. • Justifies electronic components and material choice in relation to the outcome.
4. Demonstrates understanding of how electronic components and materials impact on the function of the outcome.	<ul style="list-style-type: none"> • Explains the function of electronic components and the materials used. • Justifies choice of electronic components and materials in relation to the outcome and the environment in which it resides.
5. Demonstrates an in depth understanding of electronic components and materials and their impact on the function of the outcome.	<ul style="list-style-type: none"> • Discusses (compares and contrasts) the function of electronic components and the materials used. • Justifies choice of electronic components and materials in relation to the success (or not) of the outcome and the environment in which it resides.

Report Statement: *Demonstrate knowledge when using a variety of software applications.*

Assessment Criteria	Evidence
1. Is beginning to show some knowledge of using MS Word, MS FrontPage and Adobe Photoshop CS.	<ul style="list-style-type: none"> • Attempts to enter and format text using MS Word. • Attempts to create Web pages using MS FrontPage. • Attempts to manipulate images using Adobe Photoshop CS.
2. Shows some knowledge of skills of using MS Word, MS FrontPage and Adobe Photoshop CS.	<ul style="list-style-type: none"> • Can enter and format some text using MS Word. • Can create some Web pages using MS FrontPage. • Can manipulate some images using Adobe Photoshop CS.
3. Shows knowledge of skills using MS Word, MS FrontPage and Adobe Photoshop CS.	<ul style="list-style-type: none"> • Can enter and format most text to a satisfactory level using MS Word. • Can create a web site with linked web pages using MS FrontPage. • Can manipulate most images using Adobe Photoshop CS.
4. Demonstrates competent knowledge in using MS Word, MS FrontPage and Adobe Photoshop CS.	<ul style="list-style-type: none"> • Can enter and format most text accurately. • Can create a web site using various page elements. • Can manipulate images suitable for use in a web site.
5. Demonstrates confident and competent knowledge using MS Word, MS FrontPage and Adobe Photoshop CS.	<ul style="list-style-type: none"> • Can enter and format all text to a high standard. • Can create a web site using page elements, dynamic elements and functionality effectively. • Can manipulate images for a web site effectively.

Report Statement: *Apply design skills when creating a website.*

Assessment Criteria	Evidence
1. Attempts to apply design skills to web pages.	<ul style="list-style-type: none"> • Fonts and text colours are used on web pages.
2. Can apply some design skills to web pages.	<ul style="list-style-type: none"> • Some page elements are used showing some good design skills on web pages.
3. Can apply good design skills to a website with linked pages.	<ul style="list-style-type: none"> • Page elements are used showing good design skills on a website with linked pages.
4. Can apply consistent design skills to a website using page elements.	<ul style="list-style-type: none"> • Page elements are used showing consistent display on a website with linked pages. • Design skills are shown in the overall layout of website: consistency, harmony and balance.
5. Can apply consistent and effective design skills to a website using page elements, dynamic elements and functionality. Peripherals used effectively.	<ul style="list-style-type: none"> • Page elements, dynamic elements and functionality are used consistently and effectively on a website with linked pages. • Effective design skills are evident in overall layout of website: consistency, harmony and balance. • Effective and consistent use of scanned/digital images is evident.