

YEAR 9 TECHNOLOGY ASSESSMENT SCHEDULE: TERM ONE

Report Statement: *Demonstrate understanding of technological practice in developing an outcome.*

Assessment Criteria	Evidence
1. Beginning to understand technological practice.	<ul style="list-style-type: none"> Has a limited understanding of technology terms. Begins to develop an outcome using some aspects of the technology cycle.
2. Demonstrates some understanding of technological practice in developing an outcome.	<ul style="list-style-type: none"> Demonstrates understanding of some technological terms. Has used most aspects of the technology cycle to develop a outcome.
3. Demonstrates understanding of technological practice in developing an outcome.	<ul style="list-style-type: none"> Demonstrates understanding of most technological terms. Shows understanding of the technological practice undertaken by themselves. Uses the technology cycle to develop their outcome.
4. Demonstrates a sound understanding of technological practice in developing an outcome.	<ul style="list-style-type: none"> Demonstrates understanding and uses technological terms. Shows a sound understanding within their technological practice in developing their outcome.
5. Demonstrates an in-depth understanding of technological practice in developing an outcome.	<ul style="list-style-type: none"> Demonstrates some understanding and correctly uses technological terms. Shows initiative and understanding within their technological practice in developing their outcome.

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 technology.*

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 foods containing calcium.
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 foods containing calcium.
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 foods containing calcium and the role of calcium in the diet.
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 foods containing calcium and the role of calcium in the diet.
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 foods containing calcium and the role of calcium in the diet when developing food products.

YEAR 9 TECHNOLOGY ASSESSMENT SCHEDULE: TERM ONE

Report Statement: *Demonstrate understanding of technological practice in developing an outcome.*

Assessment Criteria	Evidence
1. Beginning to understand technological practice.	<ul style="list-style-type: none"> Has a limited understanding of technology terms. Begins to develop a outcome using some aspects of the technology cycle.
2. Demonstrates some understanding of technological practice in developing an outcome.	<ul style="list-style-type: none"> Demonstrates understanding of some technological terms. Has used most aspects of the technology cycle to develop a outcome.
3. Demonstrates understanding of technological practice in developing an outcome.	<ul style="list-style-type: none"> Demonstrates understanding of most technological terms. Shows understanding of the technological practice undertaken by themselves. Uses the technology cycle to develop their outcome.
4. Demonstrates a sound understanding of technological practice in developing an outcome.	<ul style="list-style-type: none"> Demonstrates understanding and uses technological terms. Shows a sound understanding within their technological practice in developing their outcome.
5. Demonstrates an in-depth understanding of technological practice in developing an outcome.	<ul style="list-style-type: none"> Demonstrates some understanding and correctly uses technological terms. Shows initiative and understanding within their technological practice in developing their outcome.

Report Statement: *Apply skills using tools and equipment in materials technology.*

Assessment Criteria	Evidence
1. Limited ability to use tools and equipment accurately and safely in materials technology.	<ul style="list-style-type: none"> Attempts to measure and cut using the correct tools for the task. Uses joining methods to form a simple shape.
2. Can sometimes use tools and equipment accurately and safely in materials technology.	<ul style="list-style-type: none"> Selects the correct tools and equipment to complete some aspects accurately when forming a simple shape.
3. Can use tools and equipment accurately and safely in materials technology.	<ul style="list-style-type: none"> Demonstrates accurate measurement and cutting using the correct tools and equipment. Completes an outcome that meets the brief and specifications.
4. Can use a range of tools and equipment accurately and safely in materials technology.	<ul style="list-style-type: none"> Correctly selects and uses tools and equipment to complete all tasks accurately and a well constructed outcome that meets the brief and specifications.
5. Can use a range of tools and equipment consistently with precision safely.	<ul style="list-style-type: none"> Correctly selects and uses a range of tools and equipment to complete all tasks to produce a high quality outcome that meets the brief and specifications.

Report Statement: *Show knowledge and understanding of how materials combine together to form products.*

Criteria	Evidence
1. Is beginning to understand some aspects of how materials combine together to form products.	<ul style="list-style-type: none"> Begins to understand simple joining methods to form a product.
2. Shows some understanding of most aspects of how materials combine together to form products.	<ul style="list-style-type: none"> Demonstrates understanding of joining methods to form a product.
3. Understands how materials combine together to form products.	<ul style="list-style-type: none"> Demonstrates understanding of knowledge and the correct methods to form, shape and combine materials to form a product.
4. Shows a high understanding of how materials combine together to form products.	<ul style="list-style-type: none"> Demonstrates understanding and applies knowledge and the correct methods to form, shape and combine materials to form a product.
5. Shows a complete understanding of how materials combine together to form products.	<ul style="list-style-type: none"> Demonstrates understanding and applies knowledge and correct methods to form, shape and combine materials to form a product that reflects the surrounding environment.

YEAR 9 TECHNOLOGY ASSESSMENT SCHEDULE: TERM ONE

Report Statement: *Demonstrates understanding of technological practice in developing an outcome.*

Assessment Criteria	Evidence
1. Beginning to understand technological practice.	<ul style="list-style-type: none"> Has a limited understanding of technology terms. Begins to develop a outcome using some aspects of the technology cycle.
2. Demonstrates some understanding of technological practice in developing an outcome.	<ul style="list-style-type: none"> Demonstrates understanding of some technological terms. Has used most aspects of the technology cycle to develop an outcome.
3. Demonstrates understanding of technological practice in developing an outcome.	<ul style="list-style-type: none"> Demonstrates understanding of most technological terms. Shows understanding of the technological practice undertaken by themselves. Uses the technology cycle to develop their outcome.
4. Demonstrates a sound understanding of technological practice in developing an outcome.	<ul style="list-style-type: none"> Demonstrates understanding and uses technological terms. Shows a sound understanding within their technological practice in developing their outcome.
5. Demonstrates an in-depth understanding of technological practice in developing an outcome.	<ul style="list-style-type: none"> Demonstrates some understanding and correctly uses technological terms. Shows initiative and understanding within their technological practice in developing their outcome.

Report Statement: *Apply graphical skills in the construction of a outcome that includes a mechanism.*

Assessment Criteria	Evidence
1. Attempts to use some graphical skills to produce an outcome.	<ul style="list-style-type: none"> Has attempted to show some ideas. Has attempted to present an outcome.
2. Can apply some graphical skills to produce an outcome.	<ul style="list-style-type: none"> Ideas are shown and a mock up presented. Can present an outcome.
3. Can select and use graphical skills to produce an outcome.	<ul style="list-style-type: none"> Can sketch to show ideas. Can construct a mock-up. Can present an outcome with a pop up mechanism.
4. Can select and use graphical skills accurately to produce an outcome.	<ul style="list-style-type: none"> Ideas are shown clearly. Can construct a mock-up that tests the mechanism. Can present a well constructed outcome.
5. Can select and use a range of graphical skills accurately to produce an innovative outcome.	<ul style="list-style-type: none"> Ideas shown clearly and accurately. Can present a well constructed mock-up that clearly tests the mechanism. Final outcome is accurately constructed.

Report Statement: *Use 2D and 3D sketching skills to communicate ideas.*

Assessment Criteria	Evidence
1. Has attempted to communicate ideas using 2D or 3D sketching methods.	<ul style="list-style-type: none"> Has attempted to sketch 2D and 3D.
2. Can communicate ideas using 2D and 3D sketching methods.	<ul style="list-style-type: none"> Can sketch 2D and attempted to sketch in 3D.
3. Can clearly communicate ideas using 2D and 3D sketching methods.	<ul style="list-style-type: none"> Can sketch 2D and 3D and understands sketching methods.
4. Can clearly communicate ideas in proportion using 2D and 3D sketching methods and apply rendering.	<ul style="list-style-type: none"> Can sketch 2D and 3D and understands sketching methods and sketches are in proportion. Rendering attempted.
5. Can accurately communicate ideas in proportion using 2D/3D sketching methods and apply rendering.	<ul style="list-style-type: none"> Can sketch 2D and 3D and understands sketching methods and sketches are in proportion. Sketches show good line work with good rendering skills shown.

YEAR 9 TECHNOLOGY ASSESSMENT SCHEDULE: TERM ONE

Report Statement: *Demonstrates understanding of technological practice in developing an outcome.*

Assessment Criteria	Evidence
1. Beginning to understand technological practice.	<ul style="list-style-type: none"> Has a limited understanding of technology terms. Begins to develop an outcome using some aspects of the technology cycle.
2. Demonstrates some understanding of technological practice in developing an outcome.	<ul style="list-style-type: none"> Demonstrates understanding of some technological terms. Has used most aspects of the technology cycle to develop an outcome.
3. Demonstrates understanding of technological practice in developing an outcome.	<ul style="list-style-type: none"> Demonstrates understanding of most technological terms. Shows understanding of the technological practice undertaken by themselves. Uses the technology cycle to develop their outcome.
4. Demonstrates a sound understanding of technological practice in developing an outcome.	<ul style="list-style-type: none"> Demonstrates understanding and uses technological terms. Shows a sound understanding within their technological practice in developing their outcome.
5. Demonstrates an in-depth understanding of technological practice in developing an outcome.	<ul style="list-style-type: none"> Demonstrates some understanding and correctly uses technological terms. Shows initiative and understanding within their technological practice in developing their outcome.

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

Assessment Criteria	Evidence
1. Is beginning to show some knowledge of different software applications used in ICT.	<ul style="list-style-type: none"> Has attempted to enter text. Has attempted to format text. Has attempted to use some software applications.
2. Shows knowledge in some software applications used in ICT.	<ul style="list-style-type: none"> Can enter some text to a satisfactory standard. Can format some text to a satisfactory standard. Can use some software applications.
3. Shows knowledge in most software applications used in ICT.	<ul style="list-style-type: none"> Can enter most text to a good standard. Can format most text to a good standard. Can use most software applications with some assistance.
4. Demonstrates confident and competent knowledge in all software applications used in ICT.	<ul style="list-style-type: none"> Can enter most text accurately. Can format most text well. Can use most software applications with minimal assistance.
5. Demonstrates confident and competent knowledge in all software applications used in ICT.	<ul style="list-style-type: none"> Can enter most text with a high level of accuracy. Can format text effectively. Can use most software applications confidently and competently.

Report Statement: *Apply design skills when displaying information.*

Assessment Criteria	Evidence
1. Attempts to apply design skills to information.	<ul style="list-style-type: none"> Has attempted to apply design skills.
2. Can apply some design skills to information.	<ul style="list-style-type: none"> Can apply some design skills.
3. Can apply design skills to information using some display techniques.	<ul style="list-style-type: none"> Can apply design skills. Can demonstrate some good display techniques.
4. Can apply design skills to information using good display techniques.	<ul style="list-style-type: none"> Can apply good design skills. Can demonstrate good display techniques.
5. Can apply effective design skills to a consistently high standard.	<ul style="list-style-type: none"> Can apply effective design skills. Display skills are of a high standard.

YEAR 9 TECHNOLOGY ASSESSMENT SCHEDULE: TERM TWO

Report Statement: *Brief Development*

Assessment Criteria	Evidence
1. Student attempts to communicate a brief that meet some of the needs of the key stakeholder.	Student can communicate: <ul style="list-style-type: none"> Who the outcome is for. The context or purpose of the outcome.
2. Student is able to communicate a brief that meet some of the needs of the key stakeholder.	Student can communicate: <ul style="list-style-type: none"> A statement (initial brief) as to the purpose of the outcome. Who it is for.
3. Student is able to communicate a brief and specifications that meet most of the needs of the key stakeholder.	Student can communicate: <ul style="list-style-type: none"> A statement (initial brief) as to the purpose of the outcome. Final brief and specifications. (who it is for and the intended location)
4. Student is able to communicate a brief and specifications in some detail that meet the needs of the key stakeholder.	Student can communicate: <ul style="list-style-type: none"> A statement (initial brief) as to the purpose of the outcome. (who it is for and the intended location) The context and how it relates to the key stakeholder. A final brief and specifications that define the main attributes of the outcome.
5. Student is able to communicate a detailed brief and specifications that meet all the needs of the key stakeholder.	Student can communicate: <ul style="list-style-type: none"> A statement as to the purpose of the outcome. Who it is for. The context and how it relates to the key stakeholder. A final brief and specifications that reflect the development of the initial statement and how the outcome has developed to meet the needs of the key stakeholder.

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 technology.*

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 foods containing calcium.
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 foods containing calcium.
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 foods containing calcium and the role of calcium in the diet.
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 foods containing calcium and the role of calcium in the diet.
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 foods containing calcium and the role of calcium in the diet when developing food products.

YEAR 9 TECHNOLOGY ASSESSMENT SCHEDULE: TERM TWO

Report Statement: *Brief Development*

Assessment Criteria	Evidence
1. Student attempts to communicate a brief and specifications that meet some of the needs of the key stakeholder.	Student can communicate: <ul style="list-style-type: none"> Who the outcome is for. The context or purpose of the outcome.
2. Student is able to communicate a brief and specifications that meet some of the needs of the key stakeholder.	Student can communicate: <ul style="list-style-type: none"> A statement (initial brief) as to the purpose of the outcome. Who it is for.
3. Student is able to communicate a brief and specifications that meet most of the needs of the key stakeholder.	Student can communicate: <ul style="list-style-type: none"> A statement (initial brief) as to the purpose of the outcome. Final brief and specifications. (who it is for and the intended location)
4. Student is able to communicate a brief and specifications in some detail that meet the needs of the key stakeholder.	Student can communicate: <ul style="list-style-type: none"> A statement (initial brief) as to the purpose of the outcome. (who it is for and the intended location) The context and how it relates to the key stakeholder. A final brief and specifications that define the main attributes of the outcome.
5. Student is able to communicate a detailed brief and specifications that meet all the needs of the key stakeholder.	Student can communicate: <ul style="list-style-type: none"> A statement as to the purpose of the outcome. Who it is for. The context and how it relates to the key stakeholder. A final brief and specifications that reflect the development of the initial statement and how the outcome has developed to meet the needs of the key stakeholder.

Report Statement: *Apply skills with tools and equipment in materials technology.*

Assessment Criteria	Evidence
1. Limited ability to use tools and equipment accurately and safely in materials technology.	<ul style="list-style-type: none"> Attempts to measure and cut using the correct tools for the task. Uses joining methods to form a simple shape.
2. Can sometimes use tools and equipment accurately and safely in materials technology.	<ul style="list-style-type: none"> Selects the correct tools and equipment to complete some aspects accurately when forming a simple shape.
3. Can use tools and equipment accurately and safely in materials technology.	<ul style="list-style-type: none"> Demonstrates accurate measurement and cutting using the correct tools and equipment. Completes a outcome that meets the brief and specifications.
4. Can use a range of tools and equipment accurately and safely in materials technology.	<ul style="list-style-type: none"> Correctly selects and uses tools and equipment to complete all tasks accurately and a well constructed outcome that meets the brief and specifications.
5. Can use a range of tools and equipment consistently with precision safely.	<ul style="list-style-type: none"> Correctly selects and uses a range of tools and equipment to complete all tasks to produce a high quality outcome that meets the brief and specifications.

Report Statement: *Shows knowledge and understanding of how materials combine together to form products.*

Assessment Criteria	Evidence
1. Is beginning to understand some aspects of how materials combine together to form products.	<ul style="list-style-type: none"> Begins to understand simple joining methods to form a product.
2. Shows some understanding of most aspects of how materials combine together to form products.	<ul style="list-style-type: none"> Demonstrates understanding of joining methods to form a product.
3. Understands how materials combine together to form products.	<ul style="list-style-type: none"> Demonstrates understanding of knowledge and the correct methods to form, shape and combine materials to form a product.
4. Shows a high understanding of how materials combine together to form products.	<ul style="list-style-type: none"> Demonstrates understanding and applies knowledge and the correct methods to form, shape and combine materials to form a product.
5. Shows a complete understanding of how materials combine together to form products.	<ul style="list-style-type: none"> Demonstrates understanding and applies knowledge and correct methods to form, shape and combine materials to form a product that reflects the surrounding environment.

YEAR 9 TECHNOLOGY ASSESSMENT SCHEDULE: TERM TWO

Report Statement: *Brief Development*

Assessment Criteria	Evidence
1. Student attempts to communicate a brief that meet some of the needs of the key stakeholder.	Student can communicate: <ul style="list-style-type: none"> Who the outcome is for. The context or purpose of the outcome.
2. Student is able to communicate a brief that meet some of the needs of the key stakeholder.	Student can communicate: <ul style="list-style-type: none"> A statement (initial brief) as to the purpose of the outcome. Who it is for.
3. Student is able to communicate a brief and specifications that meet most of the needs of the key stakeholder.	Student can communicate: <ul style="list-style-type: none"> A statement (initial brief) as to the purpose of the outcome. Final brief and specifications. (who it is for and the intended location) .
4. Student is able to communicate a brief and specifications in some detail that meet the needs of the key stakeholder.	Student can communicate: <ul style="list-style-type: none"> A statement (initial brief) as to the purpose of the outcome. (who it is for and the intended location) The context and how it relates to the key stakeholder. A final brief and specifications that define the main attributes of the outcome.
5. Student is able to communicate a detailed brief and specifications that meet all the needs of the key stakeholder.	Student can communicate: <ul style="list-style-type: none"> A statement as to the purpose of the outcome. Who it is for. The context and how it relates to the key stakeholder. A final brief and specifications that reflect the development of the initial statement and how the outcome has developed to meet the needs of the key stakeholder.

Report Statement: *Apply graphical skills in the construction of an outcome that includes a mechanism.*

Assessment Criteria	Evidence
1. Attempts to use some graphical skills to produce an outcome.	<ul style="list-style-type: none"> Has attempted to show some ideas. Has attempted to present an outcome.
2. Can apply some graphical skills to produce an outcome.	<ul style="list-style-type: none"> Ideas are shown and a mock up presented. Can present an outcome.
3. Can select and use graphical skills to produce an outcome.	<ul style="list-style-type: none"> Can sketch to show ideas. Can construct a mock-up Can present an outcome with a pop up mechanism.
4. Can select and use graphical skills accurately to produce an outcome.	<ul style="list-style-type: none"> Ideas are shown clearly. Can construct a mock-up that tests the mechanism. Can present a well constructed outcome.
5. Can select and use a range of graphical skills accurately to produce an innovative outcome.	<ul style="list-style-type: none"> Ideas shown clearly and accurately. Can present a well constructed mock-up that clearly tests the mechanism. Final outcome is accurately constructed.

Report Statement: *Use 2D and 3D sketching skills to communicate ideas.*

Assessment Criteria	Evidence
1. Has attempted to communicate ideas using 2D or 3D sketching methods.	<ul style="list-style-type: none"> Has attempted to sketch 2D and 3D.
2. Can communicate ideas using 2D and 3D sketching methods.	<ul style="list-style-type: none"> Can sketch 2D and attempted to sketch in 3D.
3. Can clearly communicate ideas using 2D and 3D sketching methods.	<ul style="list-style-type: none"> Can sketch 2D and 3D and understands sketching methods.
4. Can clearly communicate ideas in proportion using 2D and 3D sketching methods and apply rendering.	<ul style="list-style-type: none"> Can sketch 2D and 3D and understands sketching methods and sketches are in proportion. Rendering attempted.
5. Can accurately communicate ideas in proportion using 2D/3D sketching methods and apply rendering.	<ul style="list-style-type: none"> Can sketch 2D and 3D and understands sketching methods and sketches are in proportion. Sketches show good line work with good rendering skills shown.

YEAR 9 TECHNOLOGY ASSESSMENT SCHEDULE: TERM TWO

Report Statement: *Brief Development*

Assessment Criteria	Evidence
1. Student attempts to communicate a brief that meet some of the needs of the key stakeholder.	Student can communicate: <ul style="list-style-type: none"> Who the outcome is for. The context or purpose of the outcome.
2. Student is able to communicate a brief that meet some of the needs of the key stakeholder.	Student can communicate: <ul style="list-style-type: none"> A statement (initial brief) as to the purpose of the outcome. Who it is for.
3. Student is able to communicate a brief and specifications that meet most of the needs of the key stakeholder.	Student can communicate: <ul style="list-style-type: none"> A statement (initial brief) as to the purpose of the outcome. Final brief and specifications. (who it is for and the intended location)
4. Student is able to communicate a brief and specifications in some detail that meet the needs of the key stakeholder.	Student can communicate: <ul style="list-style-type: none"> A statement (initial brief) as to the purpose of the outcome. (who it is for and the intended location) The context and how it relates to the key stakeholder. A final brief and specifications that define the main attributes of the outcome.
5. Student is able to communicate a detailed brief and specifications that meet all the needs of the key stakeholder.	Student can communicate: <ul style="list-style-type: none"> A statement as to the purpose of the outcome. Who it is for. The context and how it relates to the key stakeholder. A final brief and specifications that reflect the development of the initial statement and how the outcome has developed to meet the needs of the key stakeholder.

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

Assessment Criteria	Evidence
1. Is beginning to show some knowledge of different software applications used in ICT.	<ul style="list-style-type: none"> Has attempted to enter text. Has attempted to format text. Has attempted to use some software applications.
2. Shows knowledge in some software applications used in ICT.	<ul style="list-style-type: none"> Can enter some text to a satisfactory standard. Can format some text to a satisfactory standard. Can use some software applications.
3. Shows knowledge in most software applications used in ICT.	<ul style="list-style-type: none"> Can enter most text to a good standard. Can format most text to a good standard. Can use most software applications with some assistance.
4. Demonstrates confident and competent knowledge in all software applications used in ICT.	<ul style="list-style-type: none"> Can enter most text accurately. Can format most text well. Can use most software applications with minimal assistance.
5. Demonstrates confident and competent knowledge in all software applications used in ICT.	<ul style="list-style-type: none"> Can enter most text with a high level of accuracy. Can format text effectively. Can use most software applications confidently and competently.

Report Statement: *Apply design skills when displaying information.*

Assessment Criteria	Evidence
1. Attempts to apply design skills to information.	<ul style="list-style-type: none"> Has attempted to apply design skills.
2. Can apply some design skills to information.	<ul style="list-style-type: none"> Can apply some design skills.
3. Can apply design skills to information using some display techniques.	<ul style="list-style-type: none"> Can apply design skills. Can demonstrate some good display techniques.
4. Can apply design skills to information using good display techniques.	<ul style="list-style-type: none"> Can apply good design skills. Can demonstrate good display techniques.
5. Can apply effective design skills to a consistently high standard.	<ul style="list-style-type: none"> Can apply effective design skills. Display skills are of a high standard.

YEAR 9 TECHNOLOGY ASSESSMENT SCHEDULE: TERM THREE

Report Statement: *Planning*

Assessment Criteria	Evidence
1. Attempts to follow instructions.	<ul style="list-style-type: none"> ▪ Most key stages are recorded.
2. Records key stages needed to develop an outcome and attempts to plan time.	<ul style="list-style-type: none"> ▪ All key stages are recorded. ▪ Planning is attempted.
3. Records key stages needed and plans to develop an outcome in a given time frame.	<ul style="list-style-type: none"> ▪ All key stages are recorded. ▪ Planning shows some time allocation.
4. Records key stages and resources needed and plans to develop an outcome in a given time frame.	<ul style="list-style-type: none"> ▪ All key stages are recorded. ▪ Planning shows time allocation. ▪ Some key resources are identified.
5. Accurately records key stages and resources needed and plans to develop an outcome in a given time frame.	<ul style="list-style-type: none"> ▪ All key stages are recorded. ▪ Planning shows time allocation. ▪ Key resources are identified. ▪ Explains how their planning can improve in the next unit.

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 technology.*

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 foods containing calcium.
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 foods containing calcium.
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 foods containing calcium and the role of calcium in the diet.
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 foods containing calcium and the role of calcium in the diet.
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 foods containing calcium and the role of calcium in the diet when developing food products.

YEAR 9 TECHNOLOGY ASSESSMENT SCHEDULE: TERM THREE

Report Statement: *Planning*

Assessment Criteria	Evidence
1. Attempts to follow instructions.	<ul style="list-style-type: none"> ▪ Most key stages are recorded.
2. Records key stages needed to develop an outcome and attempts to plan time.	<ul style="list-style-type: none"> ▪ All key stages are recorded. ▪ Planning is attempted.
3. Records key stages needed and plans to develop an outcome in a given time frame.	<ul style="list-style-type: none"> ▪ All key stages are recorded. ▪ Planning shows some time allocation.
4. Records key stages and resources needed and plans to develop an outcome in a given time frame.	<ul style="list-style-type: none"> ▪ All key stages are recorded. ▪ Planning shows time allocation. ▪ Some key resources are identified.
6. Accurately records key stages and resources needed and plans to develop an outcome in a given time frame.	<ul style="list-style-type: none"> ▪ All key stages are recorded. ▪ Planning shows time allocation. ▪ Key resources are identified. ▪ Explains how their planning can improve in the next unit.

Report Statement: *Apply skills using tools and equipment in materials technology.*

Assessment Criteria	Evidence
1. Limited ability to use tools and equipment accurately and safely in materials technology.	<ul style="list-style-type: none"> • Attempts to measure and cut using the correct tools for the task. Uses joining methods to form a simple shape.
2. Can sometimes use tools and equipment accurately and safely in materials technology.	<ul style="list-style-type: none"> • Selects the correct tools and equipment to complete some aspects accurately when forming a simple shape.
3. Can use tools and equipment accurately and safely in materials technology.	<ul style="list-style-type: none"> • Demonstrates accurate measurement and cutting using the correct tools and equipment. Completes an outcome that meets the brief and specifications.
4. Can use a range of tools and equipment accurately and safely in materials technology.	<ul style="list-style-type: none"> • Correctly selects and uses tools and equipment to complete all tasks accurately and a well constructed outcome that meets the brief and specifications.
5. Can use a range of tools and equipment consistently with precision safely.	<ul style="list-style-type: none"> • Correctly selects and uses a range of tools and equipment to complete all tasks to produce a high quality outcome that meets the brief and specifications.

Report Statement: *Show knowledge and understanding of how materials combine together to form products.*

Criteria	Evidence
1. Is beginning to understand some aspects of how materials combine together to form products.	<ul style="list-style-type: none"> • Begins to understand simple joining methods to form a product.
2. Shows some understanding of most aspects of how materials combine together to form products.	<ul style="list-style-type: none"> • Demonstrates understanding of joining methods to form a product.
3. Understands how materials combine together to form products.	<ul style="list-style-type: none"> • Demonstrates understanding of knowledge and the correct methods to form, shape and combine materials to form a product.
4. Shows a high understanding of how materials combine together to form products.	<ul style="list-style-type: none"> • Demonstrates understanding and applies knowledge and the correct methods to form, shape and combine materials to form a product.
5. Shows a complete understanding of how materials combine together to form products.	<ul style="list-style-type: none"> • Demonstrates understanding and applies knowledge and correct methods to form, shape and combine materials to form a product that reflects the surrounding environment.

YEAR 9 TECHNOLOGY ASSESSMENT SCHEDULE: TERM THREE

Report Statement: *Planning*

Assessment Criteria	Evidence
1. Attempts to follow instructions.	<ul style="list-style-type: none"> ▪ Most key stages are recorded.
2. Records key stages needed to develop an outcome and attempts to plan time.	<ul style="list-style-type: none"> ▪ All key stages are recorded. ▪ Planning is attempted.
3. Records key stages needed and plans to develop an outcome in a given time frame.	<ul style="list-style-type: none"> ▪ All key stages are recorded. ▪ Planning shows some time allocation.
4. Records key stages and resources needed and plans to develop an outcome in a given time frame.	<ul style="list-style-type: none"> ▪ All key stages are recorded. ▪ Planning shows time allocation. ▪ Some key resources are identified.
7. Accurately records key stages and resources needed and plans to develop an outcome in a given time frame.	<ul style="list-style-type: none"> ▪ All key stages are recorded. ▪ Planning shows time allocation. ▪ Key resources are identified. ▪ Explains how their planning can improve in the next unit.

Report Statement: *Apply graphical skills in the construction of an outcome that includes a mechanism.*

Assessment Criteria	Evidence
1. Attempts to use some graphical skills to produce an outcome.	<ul style="list-style-type: none"> • Has attempted to show some ideas. • Has attempted to present an outcome.
2. Can apply some graphical skills to produce an outcome.	<ul style="list-style-type: none"> • Ideas are shown and a mock up presented. • Can present an outcome.
3. Can select and use graphical skills to produce an outcome.	<ul style="list-style-type: none"> • Can sketch to show ideas. • Can construct a mock-up • Can present an outcome with a pop up mechanism.
4. Can select and use graphical skills accurately to produce an outcome.	<ul style="list-style-type: none"> • Ideas are shown clearly. • Can construct a mock-up that tests the mechanism. • Can present a well constructed outcome.
5. Can select and use a range of graphical skills accurately to produce an innovative outcome.	<ul style="list-style-type: none"> • Ideas shown clearly and accurately. • Can present a well constructed mock-up that clearly tests the mechanism. • Final outcome is accurately constructed.

Report Statement: *Use 2D and 3D sketching skills to communicate ideas.*

Assessment Criteria	Evidence
1. Has attempted to communicate ideas using 2D or 3D sketching methods.	<ul style="list-style-type: none"> • Has attempted to sketch 2D and 3D.
2. Can communicate ideas using 2D and 3D sketching methods.	<ul style="list-style-type: none"> • Can sketch 2D and attempted to sketch in 3D.
3. Can clearly communicate ideas using 2D and 3D sketching methods.	<ul style="list-style-type: none"> • Can sketch 2D and 3D and understands sketching methods.
4. Can clearly communicate ideas in proportion using 2D and 3D sketching methods and apply rendering.	<ul style="list-style-type: none"> • Can sketch 2D and 3D and understands sketching methods and sketches are in proportion. • Rendering attempted.
5. Can accurately communicate ideas in proportion using 2D/3D sketching methods and apply rendering.	<ul style="list-style-type: none"> • Can sketch 2D and 3D and understands sketching methods and sketches are in proportion. • Sketches show good line work with good rendering skills shown.

YEAR 9 TECHNOLOGY ASSESSMENT SCHEDULE: TERM THREE

Report Statement: *Planning*

Assessment Criteria	Evidence
1. Attempts to follow instructions.	<ul style="list-style-type: none"> ▪ Most key stages are recorded.
2. Records key stages needed to develop an outcome and attempts to plan time.	<ul style="list-style-type: none"> ▪ All key stages are recorded. ▪ Planning is attempted.
3. Records key stages needed and plans to develop an outcome in a given time frame.	<ul style="list-style-type: none"> ▪ All key stages are recorded. ▪ Planning shows some time allocation.
4. Records key stages and resources needed and plans to develop an outcome in a given time frame.	<ul style="list-style-type: none"> ▪ All key stages are recorded. ▪ Planning shows time allocation. ▪ Some key resources are identified.
8. Accurately records key stages and resources needed and plans to develop an outcome in a given time frame.	<ul style="list-style-type: none"> ▪ All key stages are recorded. ▪ Planning shows time allocation. ▪ Key resources are identified. ▪ Explains how their planning can improve in the next unit.

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

Assessment Criteria	Evidence
1. Is beginning to show some knowledge of different software applications used in ICT.	<ul style="list-style-type: none"> • Has attempted to enter text. • Has attempted to format text. • Has attempted to use some software applications.
2. Shows knowledge in some software applications used in ICT.	<ul style="list-style-type: none"> • Can enter some text to a satisfactory standard. • Can format some text to a satisfactory standard. • Can use some software applications.
3. Shows knowledge in most software applications used in ICT.	<ul style="list-style-type: none"> • Can enter most text to a good standard. • Can format most text to a good standard. • Can use most software applications with some assistance.
4. Demonstrates confident and competent knowledge in all software applications used in ICT.	<ul style="list-style-type: none"> • Can enter most text accurately. • Can format most text well. • Can use most software applications with minimal assistance.
5. Demonstrates confident and competent knowledge in all software applications used in ICT.	<ul style="list-style-type: none"> • Can enter most text with a high level of accuracy. • Can format text effectively. • Can use most software applications confidently and competently.

Report Statement: *Apply design skills when displaying information.*

Assessment Criteria	Evidence
1. Attempts to apply design skills to information.	<ul style="list-style-type: none"> • Has attempted to apply design skills.
2. Can apply some design skills to information.	<ul style="list-style-type: none"> • Can apply some design skills.
3. Can apply design skills to information using some display techniques.	<ul style="list-style-type: none"> • Can apply design skills. • Can demonstrate some good display techniques.
4. Can apply design skills to information using good display techniques.	<ul style="list-style-type: none"> • Can apply good design skills. • Can demonstrate good display techniques.
5. Can apply effective design skills to a consistently high standard.	<ul style="list-style-type: none"> • Can apply effective design skills. • Display skills are of a high standard.

YEAR 9 TECHNOLOGY ASSESSMENT SCHEDULE: TERM FOUR

Report Statement: *Development of an Outcome and Evaluation*

Assessment Criteria	Evidence
1. Attempts to develop an outcome.	<ul style="list-style-type: none"> ▪ Aspects of developing the outcome have been completed.
2. Attempts to develop an outcome with some evaluative comments.	<ul style="list-style-type: none"> ▪ Most aspects of the developing outcome have been completed. ▪ Some evaluation applied.
3. Uses all stages of the technology cycle to develop and evaluate their outcome.	<ul style="list-style-type: none"> ▪ Some research evident. ▪ Concepts are developed. ▪ Evidence of Development. (mock up/trials) ▪ Develops a final outcome. ▪ Provides evaluation.
4. Uses all stages of the technology cycle to develop well finished outcome and/or an in-depth evaluation.	<ul style="list-style-type: none"> ▪ Research evident. ▪ Concepts are developed. ▪ Evidence of Development. (mock up/trials) ▪ Develops a final outcome. ▪ Evaluation shows how the outcome meets the brief.
5. Uses all stages of the technology cycle to develop a quality outcome and an in-depth evaluation.	<ul style="list-style-type: none"> ▪ Informed research. ▪ Concepts are developed. ▪ Evidence of Development. (mock up/trials) ▪ Final quality outcome is complete. ▪ Evaluation shows how the outcome meets the brief and stakeholder feedback.

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 technology.*

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 foods containing calcium.
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 foods containing calcium.
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 foods containing calcium and the role of calcium in the diet.
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 foods containing calcium and the role of calcium in the diet.
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 foods containing calcium and the role of calcium in the diet when developing food products.

YEAR 9 TECHNOLOGY ASSESSMENT SCHEDULE: TERM FOUR

Report Statement: *Development of an Outcome and Evaluation*

Assessment Criteria	Evidence
1. Attempts to develop an outcome.	<ul style="list-style-type: none"> ▪ Aspects of developing the outcome have been completed.
2. Attempts to develop an outcome with some evaluative comments.	<ul style="list-style-type: none"> ▪ Most aspects of the developing outcome have been completed. ▪ Some evaluation applied.
3. Uses all stages of the technology cycle to develop and evaluate their outcome.	<ul style="list-style-type: none"> ▪ Some research evident. ▪ Concepts are developed. ▪ Evidence of Development (mock up/trials) ▪ Develops a final outcome ▪ Provides evaluation.
4. Uses all stages of the technology cycle to develop well finished outcome and/or an in-depth evaluation.	<ul style="list-style-type: none"> ▪ Research evident. ▪ Concepts are developed. ▪ Evidence of Development. (mock up/trials) ▪ Develops a final outcome. ▪ Evaluation shows how the outcome meets the brief.
5. Uses all stages of the technology cycle to develop a quality outcome and an in-depth evaluation.	<ul style="list-style-type: none"> ▪ Informed research. ▪ Concepts are developed. ▪ Evidence of Development. (mock up/trials) ▪ Final quality outcome is complete. ▪ Evaluation shows how the outcome meets the brief and stakeholder feedback.

Report Statement: *Apply skills with tools and equipment in materials technology.*

Assessment Criteria	Evidence
1. Limited ability to use tools and equipment accurately and safely in materials technology.	<ul style="list-style-type: none"> • Attempts to measure and cut using the correct tools for the task. Uses joining methods to form a simple shape.
2. Can sometimes use tools and equipment accurately and safely in materials technology.	<ul style="list-style-type: none"> • Selects the correct tools and equipment to complete some aspects accurately when forming a simple shape.
3. Can use tools and equipment accurately and safely in materials technology.	<ul style="list-style-type: none"> • Demonstrates accurate measurement and cutting using the correct tools and equipment. Completes an outcome that meets the brief and specifications.
4. Can use a range of tools and equipment accurately and safely in materials technology.	<ul style="list-style-type: none"> • Correctly selects and uses tools and equipment to complete all tasks accurately and a well constructed outcome that meets the brief and specifications.
5. Can use a range of tools and equipment consistently with precision safely.	<ul style="list-style-type: none"> • Correctly selects and uses a range of tools and equipment to complete all tasks to produce a high quality outcome that meets the brief and specifications.

Report Statement: *Shows knowledge and understanding of how materials combine together to form products.*

Assessment Criteria	Evidence
1. Is beginning to understand some aspects of how materials combine together to form products.	<ul style="list-style-type: none"> • Begins to understand simple joining methods to form a product.
2. Shows some understanding of most aspects of how materials combine together to form products.	<ul style="list-style-type: none"> • Demonstrates understanding of joining methods to form a product.
3. Understands how materials combine together to form products.	<ul style="list-style-type: none"> • Demonstrates understanding of knowledge and the correct methods to form, shape and combine materials to form a product.
4. Shows a high understanding of how materials combine together to form products.	<ul style="list-style-type: none"> • Demonstrates understanding and applies knowledge and the correct methods to form, shape and combine materials to form a product.
5. Shows a complete understanding of how materials combine together to form products.	<ul style="list-style-type: none"> • Demonstrates understanding and applies knowledge and correct methods to form, shape and combine materials to form a product that reflects the surrounding environment.

YEAR 9 TECHNOLOGY ASSESSMENT SCHEDULE: TERM FOUR

Report Statement: *Development of an Outcome and Evaluation*

Assessment Criteria	Evidence
1. Attempts to develop an outcome.	<ul style="list-style-type: none"> ▪ Aspects of developing the outcome have been completed.
2. Attempts to develop an outcome with some evaluative comments.	<ul style="list-style-type: none"> ▪ Most aspects of the developing outcome have been completed. ▪ Some evaluation applied.
3. Uses all stages of the technology cycle to develop and evaluate their outcome.	<ul style="list-style-type: none"> ▪ Some research evident. ▪ Concepts are developed. ▪ Evidence of Development. (mock up/trials) ▪ Develops a final outcome. ▪ Provides evaluation.
4. Uses all stages of the technology cycle to develop well finished outcome and/or an in-depth evaluation.	<ul style="list-style-type: none"> ▪ Research evident. ▪ Concepts are developed. ▪ Evidence of Development. (mock up/trials) ▪ Develops a final outcome. ▪ Evaluation shows how the outcome meets the brief.
5. Uses all stages of the technology cycle to develop a quality outcome and an in-depth evaluation.	<ul style="list-style-type: none"> ▪ Informed research ▪ Concepts are developed. ▪ Evidence of Development. (mock up/trials) ▪ Final quality outcome is complete. ▪ Evaluation shows how the outcome meets the brief and stakeholder feedback.

Report Statement: *Apply graphical skills in the construction of a outcome that includes a mechanism.*

Assessment Criteria	Evidence
1. Attempts to use some graphical skills to produce an outcome.	<ul style="list-style-type: none"> • Has attempted to show some ideas. • Has attempted to present an outcome.
2. Can apply some graphical skills to produce an outcome.	<ul style="list-style-type: none"> • Ideas are shown and a mock up presented. • Can present an outcome.
3. Can select and use graphical skills to produce an outcome.	<ul style="list-style-type: none"> • Can sketch to show ideas. • Can construct a mock-up • Can present an outcome with a pop up mechanism.
4. Can select and use graphical skills accurately to produce an outcome.	<ul style="list-style-type: none"> • Ideas are shown clearly. • Can construct a mock-up that tests the mechanism. • Can present a well constructed outcome.
5. Can select and use a range of graphical skills accurately to produce an innovative outcome.	<ul style="list-style-type: none"> • Ideas shown clearly and accurately. • Can present a well constructed mock-up that clearly tests the mechanism. • Final outcome is accurately constructed.

Report Statement: *Use 2D and 3D sketching skills to communicate ideas.*

Assessment Criteria	Evidence
1. Has attempted to communicate ideas using 2D or 3D sketching methods.	<ul style="list-style-type: none"> • Has attempted to sketch 2D and 3D.
2. Can communicate ideas using 2D and 3D sketching methods.	<ul style="list-style-type: none"> • Can sketch 2D and attempted to sketch in 3D.
3. Can clearly communicate ideas using 2D and 3D sketching methods.	<ul style="list-style-type: none"> • Can sketch 2D and 3D and understands sketching methods.
4. Can clearly communicate ideas in proportion using 2D and 3D sketching methods and apply rendering.	<ul style="list-style-type: none"> • Can sketch 2D and 3D and understands sketching methods and sketches are in proportion. • Rendering attempted.
5. Can accurately communicate ideas in proportion using 2D/3D sketching methods and apply rendering.	<ul style="list-style-type: none"> • Can sketch 2D and 3D and understands sketching methods and sketches are in proportion. • Sketches show good line work with good rendering skills shown.

YEAR 9 TECHNOLOGY ASSESSMENT SCHEDULE: TERM FOUR

Report Statement: *Development of an Outcome and Evaluation*

Assessment Criteria	Evidence
1. Attempts to develop an outcome.	<ul style="list-style-type: none"> ▪ Aspects of developing the outcome have been completed.
2. Attempts to develop an outcome with some evaluative comments.	<ul style="list-style-type: none"> ▪ Most aspects of the developing outcome have been completed. ▪ Some evaluation applied.
3. Uses all stages of the technology cycle to develop and evaluate their outcome.	<ul style="list-style-type: none"> ▪ Some research evident. ▪ Concepts are developed. ▪ Evidence of Development. (mock up/trials) ▪ Develops a final outcome. ▪ Provides evaluation.
4. Uses all stages of the technology cycle to develop well finished outcome and/or an in-depth evaluation.	<ul style="list-style-type: none"> ▪ Research evident. ▪ Concepts are developed. ▪ Evidence of Development. (mock up/trials) ▪ Develops a final outcome. ▪ Evaluation shows how the outcome meets the brief.
5. Uses all stages of the technology cycle to develop a quality outcome and an in-depth evaluation.	<ul style="list-style-type: none"> ▪ Informed research. ▪ Concepts are developed. ▪ Evidence of Development. (mock up/trials) ▪ Final quality outcome is complete. ▪ Evaluation shows how the outcome meets the brief and stakeholder feedback.

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

Assessment Criteria	Evidence
1. Is beginning to show some knowledge of different software applications used in ICT.	<ul style="list-style-type: none"> • Has attempted to enter text. • Has attempted to format text. • Has attempted to use some software applications.
2. Shows knowledge in some software applications used in ICT.	<ul style="list-style-type: none"> • Can enter some text to a satisfactory standard. • Can format some text to a satisfactory standard. • Can use some software applications.
3. Shows knowledge in most software applications used in ICT.	<ul style="list-style-type: none"> • Can enter most text to a good standard. • Can format most text to a good standard. • Can use most software applications with some assistance.
4. Demonstrates confident and competent knowledge in all software applications used in ICT.	<ul style="list-style-type: none"> • Can enter most text accurately. • Can format most text well. • Can use most software applications with minimal assistance.
5. Demonstrates confident and competent knowledge in all software applications used in ICT.	<ul style="list-style-type: none"> • Can enter most text with a high level of accuracy. • Can format text effectively. • Can use most software applications confidently and competently.

Report Statement: *Apply design skills when displaying information.*

Assessment Criteria	Evidence
1. Attempts to apply design skills to information.	<ul style="list-style-type: none"> • Has attempted to apply design skills.
2. Can apply some design skills to information.	<ul style="list-style-type: none"> • Can apply some design skills.
3. Can apply design skills to information using some display techniques.	<ul style="list-style-type: none"> • Can apply design skills. • Can demonstrate some good display techniques.
4. Can apply design skills to information using good display techniques.	<ul style="list-style-type: none"> • Can apply good design skills. • Can demonstrate good display techniques.
5. Can apply effective design skills to a consistently high standard.	<ul style="list-style-type: none"> • Can apply effective design skills. • Display skills are of a high standard.