

SCHEME OF ASSESSMENT – DESIGN TECHNOLOGY – YEAR 8

Common Assessment Title and assessment method.	Completed by	Standardisation / Moderation	Scheme of Learning Reference / Matrix Reference	Teacher feedback method / Student response method
<u>Sustainability – Mood Lamp Project</u> Book Creator for research, design and soldering sections of the lamp.	Autumn 1	Testing of the lamp kit	AO1.3 - Use of biomimicry in the designs and referred to in the annotation.	Formative feedback Live verbal feedback to students. Visual improvement in work Summative feedback Verbal feedback to students. About practical skills learned. Evidence of improvement to the quality of work produced in response to the feedback given on the soldering.
	Autumn 2	Discussion of content and work with other class teachers to moderate the response level and the grade expected.	AO2 – Design pages and the annotation. Must provide evaluative comments not labels AO3 – Soldering and components pages for safety and accuracy of work. Demonstrated through pictures of working circuit and images of track side of the circuit board.	
<u>Sustainability – Mood Lamp Project</u> Book Creator for design and soldering, making and evaluation sections of the lamp. <u>Mid Year Exam</u> Assess pupils on core skills developed throughout the year on a written exam paper.	Spring 1	Discussion of content and work with other class teachers to moderate the response level and the grade expected. Comparison of marking of low/middle/high example to sure standardisation of marking across the dept.	AO4 – Evaluation of completed product and its component pieces. This will be tested by the user and peer marked. This should be linked back to the design sustainability and biomimicry AO1 – Knowledge of circuit boards, components and	Formative feedback Live verbal feedback to students. Visual improvement in work Summative feedback Verbal feedback to students. Marked tests with feedback. Evidence of improvement to the quality of work

			<p>key words learned throughout the project.</p> <p>AO2 – Drawing skills in isometric and under the theme of biomimicry</p>	<p>produced in response to the feedback given on the circuit board</p> <p>Evidence of improvement from mistakes made throughout the making process.</p> <p>Green pen work on tests to show improvement from the feedback.</p>
<p><u>Sustainability – Mood Lamp Project</u></p> <p>Book Creator for research, design and soldering sections of the lamp.</p>	Spring 2	Testing of the lamp kit	AO1.3 - Use of biomimicry in the designs and referred to in the annotation.	<p>Formative feedback</p> <p>Live verbal feedback to students.</p> <p>Visual improvement in work</p> <p>Summative feedback</p> <p>Verbal feedback to students. About practical skills learned.</p> <p>Evidence of improvement to the quality of work produced in response to the feedback given on the soldering.</p>
	Summer 1	Discussion of content and work with other class teachers to moderate the response level and the grade expected.	<p>AO2 – Design pages and the annotation. Must provide evaluative comments not labels</p> <p>AO3 – Soldering and components pages for safety and accuracy of work. Demonstrated through pictures of working circuit and images of track side of the circuit board.</p>	
<p><u>Sustainability – Mood Lamp Project</u></p> <p>Book Creator for design and soldering, making and evaluation sections of the lamp.</p>	Summer 2	Discussion of content and work with other class teachers to moderate the response level and the grade expected.	AO4 – Evaluation of completed product and its component pieces. This will be tested by the user and peer marked. This should be linked back to the	<p>Formative feedback</p> <p>Live verbal feedback to students.</p> <p>Visual improvement in work</p> <p>Summative feedback</p>

<p><u>Mid Year Exam</u> Assess pupils on core skills developed throughout the year on a written exam paper.</p>		<p>Comparison of marking of low/middle/high example to sure standardisation of marking across the dept.</p>	<p>design sustainability and biomimicry</p> <p>AO1 – Knowledge of circuit boards, components and key words learned throughout the project.</p> <p>AO2 – Drawing skills in isometric and under the theme of biomimicry</p>	<p>Verbal feedback to students. Marked tests with feedback.</p> <p>Evidence of improvement to the quality of work produced in response to the feedback given on the circuit board Evidence of improvement from mistakes made throughout the making process. Green pen work on tests to show improvement from the feedback.</p>
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