



GCSE Design and Technology	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
	Your child is not yet making the expected progress within this course.	Your child is achieving the expected progress for this point within the course.	Your child is exceeding the expected progress.
Year 11 Unit 8 Designing and Making (Continued)	<p>These students are beginning to engage with design thinking but need regular support to apply knowledge and make design decisions confidently. Homework may lack depth or structure.</p> <ul style="list-style-type: none"> Needs guidance to identify user needs or design requirements relevant to a specific context or brief. Product analysis is superficial, lacking depth or failing to link observations to real design considerations (e.g. function, performance, materials, sustainability). Limited application of ergonomic or anthropometric data in designs or uses incorrect measurements. Design iterations are basic or disconnected; changes are often cosmetic rather than functional or user driven. Sketches or models lack accuracy, purpose, or sufficient annotation to communicate ideas effectively. Independent learning tasks (e.g. product evaluations, design summaries, modelling notes) are incomplete or show weak understanding of key terms and processes. Evaluation work focuses mainly on appearance rather than fitness for purpose, usability, or potential for manufacture. 	<p>These students are developing sound design judgement and working increasingly independently. They apply theory to real problems and complete homework with accuracy.</p> <ul style="list-style-type: none"> Identifies appropriate user needs and uses these to inform idea generation and early design decisions. Analyses existing products in relation to key criteria such as function, user suitability, material choices, cost, and sustainability. Applies anthropometric and ergonomic data with reasonable accuracy to ensure usability in their designs. Demonstrates the iterative process clearly: ideas evolve in response to testing and feedback. Produces clear, well-proportioned sketches and/or models with annotations that explain function, materials, and construction. Independent learning tasks show understanding of the design process and good use of subject-specific vocabulary and structured thinking. Evaluates design ideas with some critical thought, using specification points and feedback from others to suggest improvements. 	<p>These students show confident and refined design thinking, with highly developed modelling, evaluation, and user-centred approaches. Their work demonstrates independence and creativity throughout.</p> <ul style="list-style-type: none"> Clearly identifies nuanced or complex user needs and integrates these into design briefs and ongoing work. Analyses products deeply, considering function, ergonomics, materials, sustainability, aesthetics, and user interaction with confidence and relevance. Applies anthropometric and ergonomic data precisely and appropriately, showing awareness of inclusive design. Designs evolve substantially through meaningful iteration, user testing, and critical self-reflection. Sketches and models are highly communicative, well-annotated, and supported by technical justification and clear developmental purpose. Independent learning demonstrates consistent effort, insight, and accuracy — often exceeding the core task with additional research, refinement, or creativity. Evaluations are reflective, balanced, and linked to performance, user feedback, specification points, and future improvements.



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Year 11 Unit 4 Specialist Materials (Paper and Boards)	<p>Students in this category are beginning to develop their understanding of paper and board but require more support to apply their knowledge consistently.</p> <ul style="list-style-type: none"> • Can name a few basic properties of paper and board (e.g. strength, flexibility), but explanations lack detail or context. • Struggle to justify material choices for specific uses (e.g. why certain papers are used for packaging or greetings cards). • Can identify basic stock sizes (e.g. A4) but may not confidently convert between sizes or understand area changes. • Have limited recall of standard components and binding methods, and often confuse their purposes. • Demonstrate some awareness of printing methods but struggle to distinguish between when and why specific processes (e.g. lithographic vs digital) are used. • Practical skills (cutting, scoring, die cutting) need further development to ensure accuracy, neatness, and safe handling. • Need teacher guidance when evaluating different finishes (e.g. varnishing, laminating) and may not grasp their impact on product quality or cost. 	<p>These students show a secure understanding of the topic and can apply their knowledge to familiar contexts.</p> <ul style="list-style-type: none"> • Accurately explain a range of paper and board properties and link these to specific applications (e.g. using greaseproof paper in food packaging). • Make justified material selections for a given purpose, including consideration of sustainability and finish. • Confidently recall and use stock sizes, understanding how size reduction works and how to calculate areas using the A-series system. • Know a variety of standard components (e.g. treasury tags, split pins) and describe their advantages in terms of time and cost. • Can compare and explain different printing methods with reference to production scale and quality (e.g. lithography for mass production, screen printing for prototypes). • Demonstrate safe and effective use of a range of tools (e.g. scalpel, circle cutter, paper trimmer), with generally accurate outcomes. • Can explain different finishes (laminating, embossing, varnishing) and evaluate their benefits and drawbacks in context. 	<p>These students demonstrate an advanced and insightful understanding of paper and boards, going beyond the standard curriculum.</p> <ul style="list-style-type: none"> • Explain and compare properties of paper and board with precision, using specific technical terms and examples (e.g. “kraft paper is vapour-resistant due to chemical additives”). • Evaluate multiple material options and finishes with confidence, considering user needs, sustainability, aesthetics, and manufacturing implications. • Fluently calculate and manipulate stock sizes and areas, showing a strong grasp of the A-series logic and using it to optimise material use. • Suggest efficient combinations of standard components and binding methods for given design scenarios, justifying choices in terms of cost, durability, and aesthetics. • Articulate detailed knowledge of printing processes, including lesser-known facts (e.g. gravure’s etched plates or UV varnishing’s instant curing), and evaluate their suitability for different production contexts. • Produce high-quality practical outcomes using a wide range of tools and processes, showing precision, safe practice, and independence. • Confidently critique and propose enhancements to finishes and visual presentation techniques based on target market and user experience.

