Academic Achievement: Rating Descriptors

Subject: Technologies

Year: 9

In general, based on progress shown so far, we expect that **by the end of this academic year** your child will….

1 Above the expected standard	...know the pertinent legal legislation that needs to be adhered to, to ensure the student is a 'safe and responsible custodian' of the virtual and practical environments. They will be able to explain and justify key terminology pertaining to more complex computer programming, food preparation and practical project work relative to the Year 9 curriculum. They can independently and competently deploy a varied and diverse skills set with an improving level of independence in preparation for their GCSE studies. They demonstrate high levels of competence when using subject software in their work.	….independently plan and execute a detailed sequence of operations to complete a diverse range of iterative projects to an excellent standard. They independently source specific and pertinent information and use this effectively to shape project outcomes. They are an excellent 'self-manager', consistently demonstrating innovation, creativity and an ongoing development throughout the design and realisation of their outcomes. Practical submissions are produced to an excellent standard. They are self-reflective about their holistic approach to project management and apply detailed critical evaluative thinking to justify well thought out modifications to their outcomes.
2 Meeting the expected standard	...know the complex consequences to health and safety in both practical and virtual environments, including an awareness of the legal implications to the individual. They will be able to explain and expand on key terminology pertaining to more complex computer programming, food preparation and practical project work relative to the curriculum. They can effectively deploy a developing skill set with an improving level of independence; being able to recognise when to use appropriate tools, processes, materials and equipment. They show a developing competence when using subject specific software.	...independently plan and execute a logical sequence of operations to complete a range of technologies-based project tasks to a good standard. Where required students, without prompting, they can independently source specific and pertinent information. They have a competent ability to self-manage their own time and consistently demonstrates innovation and creativity throughout the design and realisation of their outcomes. Practical submissions are produced to a very good standard. They are self-reflective about their project management and apply some critical evaluative thinking to provide justified improvements to both their outcomes and methodologies.
3 Working towards the expected standard	...know how to 'stay safe' in a range of contexts, both in a practical and virtual environment. They will be able to identify and relate key terminology pertaining to simple computer programming, food preparation and practical project work relative to the Year 9 curriculum. They can identify and explain the use of tools, processes, materials and equipment used this year and be able to articulate their advantages of use and application to real world examples beyond the classroom. They will also have achieved a practical understanding of different software and practical media that they can apply to future project work.	...independently follow a logical sequence of operations to complete a range of technologies-based project tasks to a reasonable standard. Where required they can independently source information to assist them from a variety of media. They have a sound understanding of managing their own time and can demonstrate some innovation and creativity (within the context of the project) when overcoming problems in the design of their outcomes. Practical submissions are produced to a completed standard but lack detail, accuracy and complexity. They are reflective about their performance and can identify through evaluative thinking how they can improve both their work and methodologies.
4 Below the expected standard	...know the importance of staying safe in practical and virtual environments. They can identify and explain most of the taught terminology from the different disciplines taught in the Year 9 curriculum. They know what tools, processes, materials and equipment have been used in their project work and can clearly explain how these are used effectively to achieve a good standard of outcome. They will know how to use a variety of different software packages and can apply them effectively to project work when instructed to do so to enhance project work.	...follow a predetermined sequence of operations to complete a range of technologies-based project tasks to a good standard. Where required they can with some guidance acquire information to assist them from a variety of media, albeit from the more obvious sources. They can, on a 'lesson by lesson' basis, manage their own time, but find linking future lessons in the learning journey more difficult. They can identify and overcome simplistic problems in the design of their outcomes (within the context of the project). Practical submissions are produced but require a higher level of detail and accuracy. They can reflect on their performance and can state what they would improve in terms of their project and performance.