	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE
	1	2	3	4	5	6	7	8
AO1		Basic investigation into the work of others that has not been used to inform their ideas. Limited design focus and understanding of the impact on society including; economic and social effects. Investigation of design possibilities only takes place in the initial stages of the project and there is very little justification and understanding of possibilities identified.	Basic design possibilities identified. Link to a contextual challenge is unclear and student demonstrates only a limited understanding of the problems/opportunities. An attempt has been made to identify a user/client but is not be relevant to the contextual challenge. Student has undertaken a basic investigation of their needs and wants, but given little explanation and justification of these.	Some investigation into the work of others that has had some influence on their ideas. Some design focus and understanding of the impact on society including; economic and social effects. Investigation of design possibilities goes beyond the initial stages of the project but only some justification and understanding of possibilities identified.	Design possibilities identified and explored with some link to a contextual challenge demonstrating adequate understanding of the problems/opportunities. A user/client has been identified that is partially relevant to the contextual challenge. Student has undertaken an investigation of their needs and wants, with some explanation and justification of some aspects of these. Some investigation used.	Detailed investigation into the work of others that has influenced ideas. Good design focus and understanding of the impact on society including; economic and social effects. Evidence of investigation of design possibilities at various stages in the project with good justification and understanding of possibilities identified.	Design possibilities identified and explored, linked to a contextual challenge demonstrating a good understanding of the problems/opportunities. A user/client has been identified that is mostly relevant to the contextual challenge and student has undertaken an investigation of their needs and wants, with a good explanation and justification of most aspects of these.	Design possibilities identified and thoroughly explored, directly linked to a contextual challenge demonstrating excellent understanding of the problems/opportunities. A user/client has been clearly identified and is entirely relevant in all aspects to the contextual challenge and student has undertaken a comprehensive investigation of their needs and wants, with a clear explanation and justification of all aspects of these. Comprehensive investigation into the work
AO2		Basic design specification has minimal detail. Limited justification linking to the needs and wants of the client/user. Very little influence on subsequent design stages.	Basic design brief that contains only limited consideration of their client's needs and wants and has little or no relevance to the context selected.	Adequate design specification lacking some detail. Some justification linking to the needs and wants of the client/user. Informs subsequent design stages to some extent.	Adequate design brief with some consideration of their client's needs and wants is evident, as is the relevance to the context selected.	Detailed design specification with good justification linking to the needs and wants of the client/user. Largely informs subsequent design stages.	Good design brief with an attempt to justify how they have considered most of their client's needs and wants and has clear links to the context selected.	Comprehensive design brief which clearly justifies how they have considered their user/client's needs and wants and links directly to the context selected. Comprehensive design specification with very high level of justification linking to the needs and wants of the client/user. Fully informs subsequent design stages.
AO3		Basic experimentation and communication is evident, using a limited number of techniques. Basic use of a single design strategy.	Basic ideas have been generated with clear design fixation and limited consideration of functionality, aesthetics and innovation. Ideas generated taking little or no account of investigations carried out.	Experimentation is sufficient to generate a range of ideas. Communication is evident, using a range of techniques. Different design strategies explored but only at a superficial level with the approach tending to be fairly narrow.	Imaginative ideas have been generated with a degree of design fixation and having some consideration of functionality, aesthetics and innovation. Ideas have been generated that take some account of investigations carried out but may lack relevance and/or focus.	Good experimentation and communication is evident, using a wide range of techniques. Effective use of different design strategies for different purposes as an approach to designing.	Imaginative and creative ideas have been generated which mainly avoid design fixation and have adequate consideration of functionality, aesthetics and innovation. Ideas have been generated, taking into account on-going investigation that is relevant and focused.	Imaginative, creative and innovative ideas have been generated, fully avoiding design fixation and with full consideration of functionality, aesthetics and innovation. Ideas have been generated, that take full account of on-going investigation that is both fully relevant and focused. Extensive experimentation and excellent communication is evident, using a wide range of techniques. Imaginative use of different design
SPaG		There are errors in spelling, punctuation and grammar which sometimes hinder overall meaning.	Students spell and punctuate with reasonable accuracy. Students use rules of grammar with some control of meaning and any errors do not significantly hinder overall meaning.	Students spell and punctuate with reasonable accuracy. Students use rules of grammar with some control of meaning and any errors do not significantly hinder overall meaning.	Students spell and punctuate with considerable accuracy. Students use rules of grammar with general control of the meaning overall.	Students spell and punctuate with considerable accuracy. Students use rules of grammar with general control of the meaning overall.	Students spell and punctuate with consistent accuracy. Students use the rules of grammar with effective control of meaning overall.	Students spell and punctuate with consistent accuracy. Students use the rules of grammar with effective control of meaning overall.