

**East Renfrewshire Council: Education Department
Practitioner Moderation Template**



Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es' and Os'.

Experiences and Outcomes:

Based on draft SALS, E's&O's and Benchmarks.

SAL – Design and Constructing models/products - Level 3

Experience and Outcome

'I can create solutions and can justify the construction and design features to inform their design decisions'.

Benchmarks

- Follows the stages of a design process to create a solution to a given brief.
- Identifies relevant design factors in a design brief (Functions, Environment, Ergonomics, Durability, Safety, Cost, Aesthetics, Materials (performance), manufacture.
- Use tool and equipment to manufacture models/products.
- Apply safe working practices when creating a model/product.
- Extract dimensions from a given drawing and transfer these onto wood, metal or plastic to create a model/product.

Learning Intentions:

Design

- How to write a **Design Brief**
- How to analyse **Design Factors**
- Sketch out initial design **concepts**
- Creating a template for the **final design**

Manufacture

- Tools and processes involved in making the key tag
- Techniques involved in finishing

Success Criteria:

- **Design**
- Design Brief details who, what and why
- Design factors analysed using FEEDSCAM
- At least eight different ideas sketched to use all of the acrylic
- Create one template
- **Manufacture**
- Successfully, cut, filed and drilled a key tag
- Finished to a high standard

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

Relevance

Pupils are learning the design process from start to finish, making their own product to take home. The design process is very similar in the world of work ensuring that they are meeting the above criteria and develop skills for life and work.

Personalisation and Choice

Pupils design their own key tag which not only engages them but allows for differentiation. Pupils who find sketching a shape difficult will tend to choose simpler designs and those who wish to have a more complex shape can. At the end of the project pupils will be asked if they liked the project or if they would have preferred a different project which will help inform future BGE for S1.

Breadth

Pupils will take part in various learning activities. They will complete some short written exercises, a mind map, develop their sketching, cut out a card template and learn how to use the tools and equipment in the workshop to make the Acrylic key tag.

Depth

The mind map is the S1 pupil's first introduction to design factors. Each pupil has to write at least one thing for each factor but there is no limit. This is good evidence of each pupil's level of understanding on each factor.

Challenge and Enjoyment

Pupils who wished to challenge themselves created more complex designs. This led to conversations on how their shapes could be created. The pupils enjoyed figuring out how they could make their particular design a reality.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Write

- Pupils write their own design brief based on who, what and why.
- Pupils draw and write down their answers for the design factors.

Say

- Class discussion on design factors where pupils explain what the design factor's mean and how it could relate to the key tag. Pupil A showed prior knowledge of both function and aesthetics.

Make

- Pupils cut, file and drill key tag to match their design.
- Pupils finish their design by filing, using wet and dry and polish.

Do

- Pupil's sketch minimum eight designs.
- Pupil's transfer their design on to a piece of card dimensioned the same size as the acrylic. They then sketch their design minimising waste and cut it out before transferred to Acrylic.
- Pupil used the same sizes and shapes to create a 3D model of their key tag and create a 3D print of an enhancement (Pupil A's is photographed on p3 with the Key Tag).
- Pupils demonstrated effective use of the workshop tools and equipment.
- Pupils demonstrate safe use of all tools and equipment.

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

Pupil A - created her own Design Brief confirmed verbally during lesson 1.

Pupil A - identified most of the relevant Design Factors, note that the theme of the design has changed. A discussion with the pupil about the possible shapes and minimum thickness made them reconsider their theme during sketching lesson 3.

Pupil A successfully cut, filed and drilled her key tag. Quality of finish was good in parts and rough in others. Pupil A found cutting curves difficult and ended up with a very rocky surface to file down. With additional time in the workshop Pupil A could have completed the product with a smooth all round finish. Some of the key tag was polished well but there were a few blemishes left from running out of time filing away all the saw marks.

Pupil A was observed in the workshop following safe working practices.

Verbal feedback given.

Pupil A assessed themselves on evaluation sheet. Awarding themselves a choice out of C 'could be better', G 'good' and E 'excellent'. Teacher discussed with the pupil that it was well evaluated as it agreed with the peer and teacher assessment. Pupil A was given a G+ by the teacher as they challenged themselves by going for a curved shape which is difficult to do when they have never used a Coping Saw before. The pupil had grasped how to cut, file and finish and with a little more time could have achieved all excellents. The pupil agreed to aim for all E's in the next project.

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

Pupil Comment on self –evaluation sheet

Did the learner successfully attain the outcomes? YES/NO

Yes.



KEY

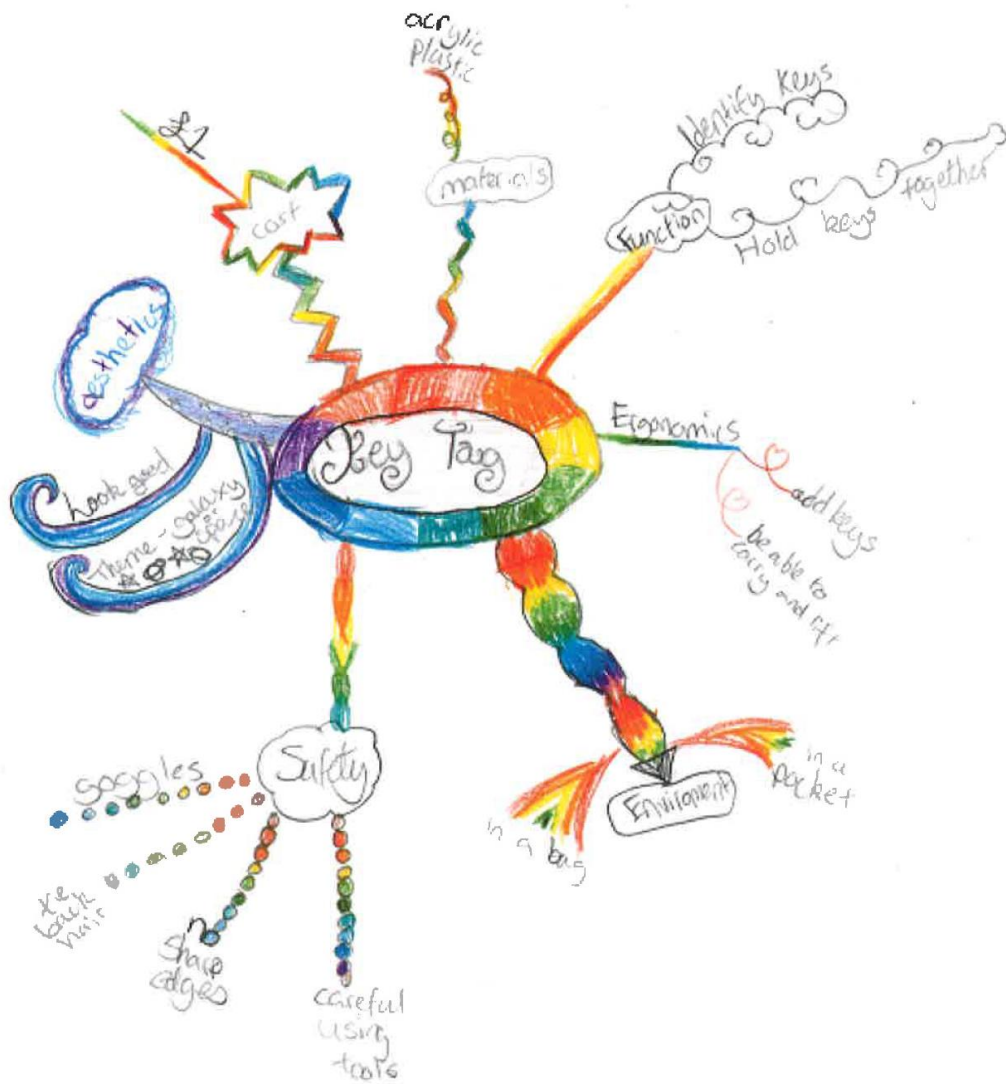
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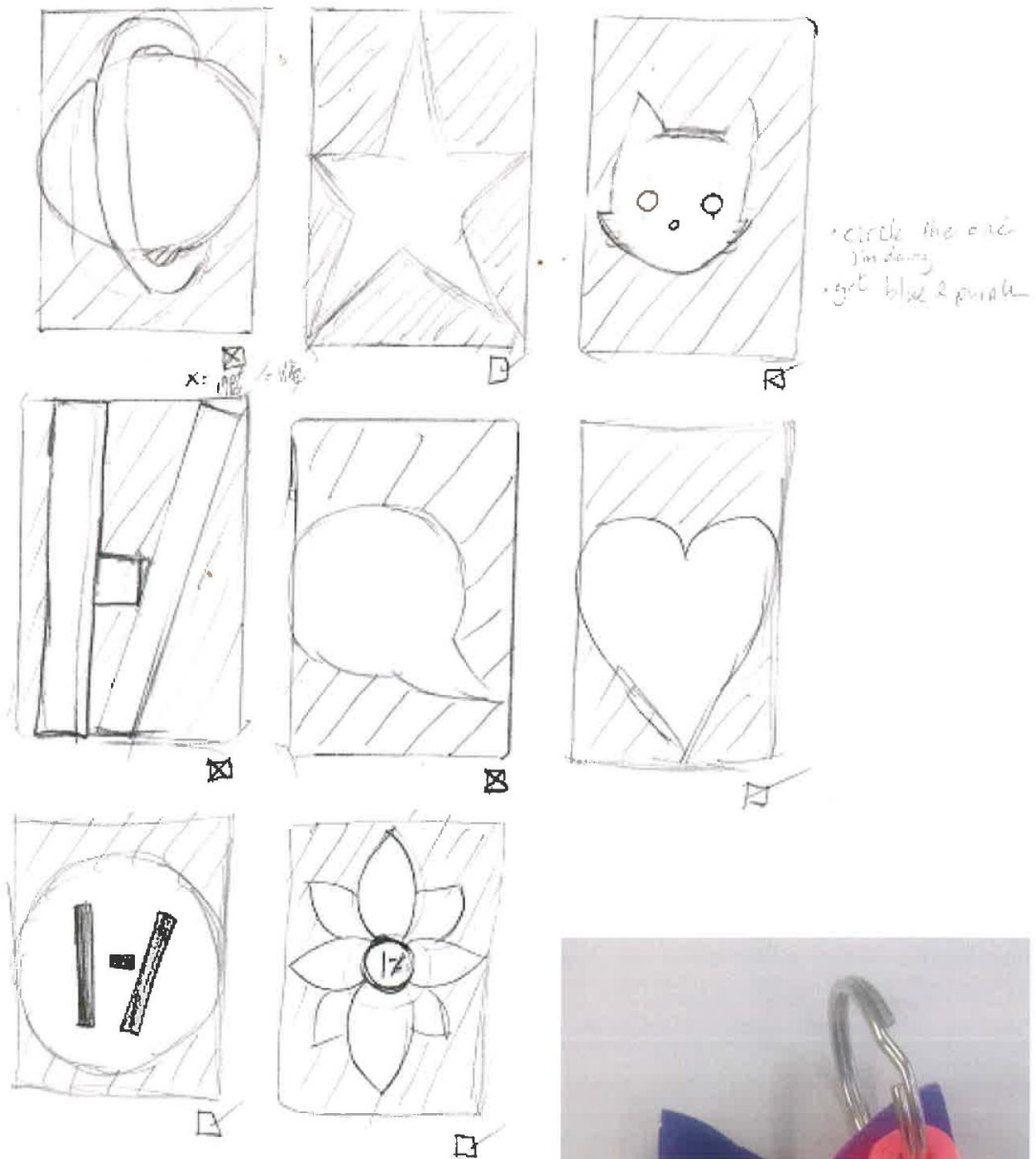
Pupil A

Pupil A

Design Brief

I will design a key tag and manufacture it, so that it is easy to find my keys and hold them together.





• circle the one you doing
• got blue & purple



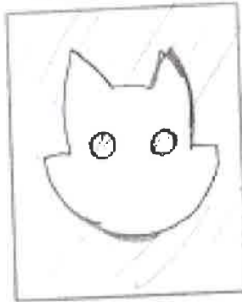
Pupil A

S1 Keytag Evaluation

Name _____

1. In the boxes below sketch your original and final design.

Original Design



Final Keytag shape



2. You will assess your keytag in the table below.

E = Excellent

G = Good

C = Could be better

	I think	My friend thinks	My Teacher says
Finished Design - What do you think about your final design. It is	E	E	E
Shaping - My cutting and filling went.....	G	G	G+
Finishing - My keytag was finished with wet and dry paper and polished. The finish on my keytag is.....	G	G	G

3. If you were you make a keytag again, what would you do to improve it?

Make sure that I know where I'm filling/cutting as
There's quite a lot of dents that couldn't be fixed.

4. What did you enjoy most about the keytag project?

Working in the workshop, because it was a new experience to me

5. What did you like the least about the keytag project?

When I was cutting, as I kept on making mistakes.

6. While you were completing your keytag some of the other S1 classes were making a wooden boat. If you had a choice at the beginning what would you have chosen? (put an x in the box)

Keytag

Don't mind

Boat



7. For your next project you will make a wooden bird feeder while the other S1 classes are making a pencil holder? If you had a choice at the beginning what would you have choose? (put an x in the box)

Bird Feeder

Don't mind

Pencil Holder

