Section E – Analysing and evaluating 20 Marks

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| Analysing and evaluating  (20 marks) | Nothing worthy of credit | Basic evidence of analysis and evaluation which has had limited  influence upon the chosen context, client or user and the subsequent development and manufacture of the prototype. | | | | | Adequate evidence of analysis and evaluation at some stages of  the process which has had some influence on the chosen context, client or user and the subsequent development and manufacture of the prototype. | | | | | Good evidence of analysis and evaluation at most stages of the process which has informed the chosen context, client or user and the subsequent development and manufacture of the prototype. | | | | | Comprehensive evidence of analysis and evaluation throughout the process, which has clearly informed the chosen context, client or user and the subsequent development and manufacture of the prototype. | | | | |
| Testing has been carried out but the results may not have been used to inform subsequent design or modifications to the prototype. | | | | | Testing is carried out with minimal evidence that the results have been used to either inform the design or to make modifications to the prototype. | | | | | Testing is carried out in a focused manner with some evidence of how the results have been used either to inform the design or to make any modifications to the prototype. | | | | | Testing is carried out in a focused and comprehensive way with clear evidence of how the results have been used to inform the design and any modifications to the prototype. | | | | |
| Student has provided a superficial analysis of their final outcome which may not refer to the design brief and specification and which does not address the extent to which the prototype is either fit for purpose or meets client/user needs. | | | | | Student has provided an analysis of their final outcome with some links to their design brief and specification and makes reference to how the prototype is fit for purpose and meets some client/user  needs. | | | | | Student has provided a reasoned critical analysis of their final outcome which links to their design brief and specification and provides some justification for the extent to which the prototype is fit for purpose and meets most of the client/user needs. | | | | | Student has provided a well reasoned critical analysis of their final outcome which links clearly to their design brief and specification and provides full justification for the extent to which the prototype is both fit for purpose and meets the needs of the client/user. | | | | |
| Evaluation of final prototype is superficial and any suggestions for  modifications are made with little if any justification and there is little or no consideration as to how the prototype could be developed for different production methods. | | | | | An adequate evaluation of their final prototype together with some justification for modifications that could be made to improve the outcome as well as some consideration given to how the prototype  could be developed for different production methods. | | | | | A good evaluation of their final prototype together with clear justification for modifications that could be made to improve the outcome and informed consideration provided for how the prototype could be developed for different production methods. | | | | | A comprehensive critical evaluation of their final prototype, clearly identifying how modifications could be made to improve the outcome, together with a full justification for these modifications and  full consideration provided for how the prototype could be developed for different production methods. | | | | |
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| Notes |  | | | | |  | | | | |  | | | | |  | | | | |