



**Low stakes tests**  
Performed every  
lesson using a do  
now activity, based  
around previous  
learning.



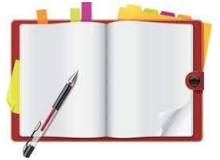
## 1. Section A: Identifying and investigating design possibilities

Comprehensive **investigation** into the **work of others** is carried out. Pupils **demonstrate** excellent design focus and full **understanding** of the **impact on society** including; **economic** and **social effects**. This is worth 10 marks.



## 2. Section B: Producing a design brief and specification

Based on **conclusions** from their **investigations** pupils will outline **design possibilities** by producing a comprehensive **brief** and **specification** which clearly **justifies** how they have considered their **user/client's** needs and wants. Pupils also need to use their **research** to validate decisions made showing extensive evidence that **investigation of design possibilities** has taken place throughout the project with excellent **justification** and **understanding of possibilities identified**. This is worth 10 marks.



## 3. Generating design ideas

Pupils **explore** a range of possible ideas linking to the contextual challenge selected. These **design ideas** must **demonstrate** flair and originality. Pupils need to **demonstrate** a variety of **techniques** to **communicate**. Pupils are encouraged to be imaginative in their approach by **experimenting** with different ideas and possibilities that avoid design fixation. This is worth 20 marks.

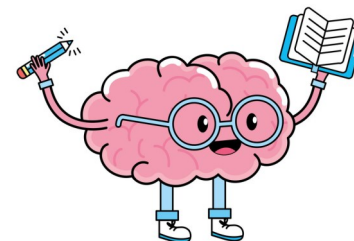


## 5. Section E: Realising design ideas

Pupils will work with a range of **appropriate materials/components** to **produce prototypes** that are **accurate** and within close **tolerances**. This will involve using **specialist tools** and **equipment** and the **prototypes** will be **constructed** using a range of **techniques**. The **prototypes** will have suitable **finish** with **functional** and **aesthetic** qualities, where appropriate. Pupils will be awarded marks for the quality of their **prototype** and how it addresses the design **brief** and **design specification** based on a contextual challenge. This is worth 20 marks.

## 6. Section F: Analysing and evaluating

Within the **iterative design process** pupils are expected to continuously **analyse** and **evaluate** their work, using their decisions to **improve** outcomes. This should include **defining requirements**, **analysing** the **design brief** and **specifications** along with the **testing** and **evaluating** of ideas produced during the **generation** and **development** stages. Their **final prototype** will also undergo a range of **tests** on which the **final evaluation** will be formulated. This should include **market testing** and a detailed **analysis** of the **prototype**. This is worth 20 marks.



## 7. Exam paper revision



50%

Half term 5

Half term 6

Half term 3

Half term 4



**Assessment**  
Work is marked in April and  
handed in to be moderated  
externally.



START!

Year 11

Half term 1

Half term 2

## 4. Section D: Developing design ideas

Pupils will **develop** and refine their design ideas. Pupils will include **2D/3D drawing**. Pupils will **develop a model**, selecting suitable materials and components, **communicating** their decisions throughout the **development process**. Pupils will **reflect** on their developed ideas by looking at their **requirements**; including how their designs meet the **design specification**. Pupils will **produce a manufacturing specification** providing sufficient accurate information for third party manufacture, using a range of appropriate methods.