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| Year 11  GCSE DT: Resistant Materials | **Topic: AQA NEA (Non Exam Assessment)**  **Section AO1**  **GCSE Coursework (50% Overall Grade)**  **Period:** Autumn 1 |
| **Overview of topic:**  Students will apply knowledge and making skills acquired in Year 10 to complete their NEA (GCSE Coursework). Students will investigate the 3 following contexts issued by the AQA exam board;   1. Caring for animals 2. Souvenir for a place of interest 3. Working or studying from home   After investigating each context students will choose a single context and begin to Identify and outline design possibilities. | |
| **Key** **knowledge:**  Students investigate each topic before they decide to choose one, they would like to research into further. Students need to identify a problem within their chosen context and address the needs of the target market by analysing existing products, evaluate their functionality before suggesting developments that will meet the specific requirements for their chosen user/client.  **Key vocabulary:**   |  |  | | --- | --- | | **Tier 2** | **Tier 3** | | **Analyse**  **Apply**  **Compare**  **Complete**  **Consider**  **Define**  **Describe**  **Discuss**  **Evaluate**  **Examine**  **Explain**  **Identify**  **Justify**  **Name**  **State** | **Client**  **Commercial product**  **Ecological**  **Ethics**  **Finite**  **Lean manufacturing**  **Life cycle assessment**  **Market pull**  **Planned obsolescence**  **Primary source**  **Social footprint**  **Technology push**  **User**  **User centred design**  **Working properties** | | **Key skills:**  **Students develop their skills of working to a set timeframe to produce a piece of coursework.**  **Students will use the skill of choosing relevant research to use for their coursework.**  **Students will use their ICT skills to produce a concise coursework document that includes photographic and written evidence.** |
| **Co-curricular opportunities:**  **Break and dinner ICT access in DT department for NEA work.**  **Wednesday afterschool DT intervention sessions (voluntary to begin with)** | **Key reading skills taught and key texts:**  Skimming and Scanning  Frayer's model for new keywords  **Wider Reading Opportunities/Links:**  Knowledge Organisers  AQA GCSE 9-1 Design & Technology  CGP GCSE AQA Design & Technology  PG Online Clear Revise AQA GCSE Design & Technology |
| **How can I use this information at home?**   * Conversation starters with your children to discuss their learning * Support your child in carrying out independent research around their chosen context (Encourage them to photograph, record and interview areas of interest) * Visit your local library (or BorrowBox), museums, or other locations to explore their chosen context * Promote books/other texts that explore this topic (see reading section) * Help your child to learn the key vocabulary | |