

Scheme of Learning: Non Exam Assessment

Topic Sequence: Year 11 Non Exam Assessment (NEA)

1	2	3	4	5
Identifying and investigating design possibilities (AO1)	Developing a design brief and specification(AO1)	Generating and developing design ideas (AO2)	Manufacturing a prototype (AO2)	Analysing and evaluating design decisions and prototypes (AO3)

Topic Overview:

This stage of the NEA requires that students investigate the contexts given on their exam paper. They need to fully explore all of the design possibilities (design problems or design opportunities.)

Students need to demonstrate that they have a good understanding of the potential design problems, and evidence this through gathering a range of data and information. Students explore the work of other designers and brands, to inform their decision making. It is also important that students engage with their potential target market, to gather their ideas and opinions.

Summarising the main outcomes from the completed research, allows students to have clarity on the direction of their project, before moving onto write their design brief and specification.

Lesson Sequence:

The lesson sequence is designed to enable students to meet the requirements of each Assessment Objective (each is presented as a “topic” at the top of this document). As such, the lessons will lead students through the full design and manufacture process, starting with the design contexts presented on the exam paper.

Students begin this aspect of the project by documenting their initial responses to each of the design contexts. This will include considerations of all aspects of ACCESSFM (Aesthetics, Cost, Customer, Environmental Impact, Size/Structure, Safety, Function, Materials/Manufacturing). This process leads students to consider the design problems linked to the context they might design a solution for, or alternatively design opportunities that they feel would be interesting to explore.

Considering the work of other designers or brands, that the students feels are relevant, provide students with inspiration and direction. Inspiration for forms, materials and features will inform both design brief and specification. Students then need to research into existing products, where other designers have solved similar or related problems. This allows students to really consider the functional aspects of their explored problems or opportunities.

Once students have considered a range of design problems and opportunities, they need to engage with the potential users of some suggestions, to gain insight into whether this would be a product people would be interested in, and whether they have any initial thoughts about how to make them successful and useful.

Summarising all of the learning that has taken place in the explorative phase of the design process, ensures students consolidate their thinking before finalising the direction of their project.



Topic Resources:

Knowledge Map:	NEA Marksheet Document	Prescribed Sources:	None
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Assessment:

Knowledge:	NEA Assessment Objectives
Application of Knowledge:	NEA Folder and manufactured prototype

Supportive Reading:

Technology Student	technologystudent.com
Focus Education	Via the Design & Technology Curriculum Zone on the school website.

Sequence of Lessons:

1	Design Contexts – mind mapping
2	Design Contexts – mind mapping
3	Design Problems/Opportunities and Users
4	Survey to test design problem ideas
5	Analysis of survey results
6	Existing Design Brands/Companies
7	Existing Products
8	Summary of Design Research