

## 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 sets the direction for all future design and evaluation. Students have to draw together all of their learning and formalise this into a clear design brief, and also write a detailed, justified and measurable design specification.

Through a process of engaging with the target market, exploring sources of inspiration and writing a detailed and measurable design specification, students will gain clarity about the next stage of the design and manufacture process. The next stage is manufacturing a functional prototype that meets the user needs and wants, and all aspects of the design 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 must bring together all aspects of their initial research to craft a design brief, that provides direction, without limiting the opportunities for creativity and innovation. It is essential that students choose their direction carefully, so that the process will be interesting, offer design challenges that must be worked at and solved.

Following the design brief students complete a further piece of target market research, to really dig into the detail of what their customer would want in a good design solution. If it is more appropriate, students may choose to carry out a user interview, this may be more suitable if the student is designing a solution for one specific customer. Some may choose to complete a hybrid piece of research if they feel there is value in completing both.

Gather sources of inspiration is an excellent way for students to collect images that they feel inspired by. It is important that students identify the details they particularly like – this may be materials, finishes, colours, textures, proportions or even the design inspiration.

The final part of this stage of the project is writing a design specification. Students must detail every aspect of their project (ACCESSFM). Students should justify each point they write, by linking back to research completed. They must also explain how they will be able to "test" if their final prototype is a success. They must ensure each point is measurable, relevant and necessary. This document provides a framework for all following work and it's completeness underpins students success. It's importance cannot be overstated.



### Topic Resources:

<b>Knowledge Map:</b>	NEA Marksheet Document	<b>Prescribed Sources:</b>	None
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### Assessment:

<b>Knowledge:</b>	NEA Assessment Objectives
<b>Application of Knowledge:</b>	NEA Folder and manufactured prototype

### Supportive Reading:

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

### Sequence of Lessons:

<b>1</b>	Writing a design brief
<b>2</b>	Target market questionnaire
<b>3</b>	Questionnaire analysis
<b>4</b>	Optional – User Interview
<b>5</b>	Moodboard and analysis
<b>6</b>	Design Specification – points and justification
<b>7</b>	Design Specification – Methods to test prototype
<b>8</b>	Design Specification – All aspects complete