



GCSE (9-1) Design and Technology

Specification

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Design and Technology (1DT0)

First teaching from September 2017

First certification from 2019

Issue 2

Summary of Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Design and Technology (1DT0) specification

Issue 2 changes

Summary of changes made between previous issue and this current issue 2	Page number
1.1.2 b: "cloud" changed to "crowd" (i.e. typo fixed)	8
3.2.1 d: "bonded" changed to "bond" (i.e. typo fixed)	25
7.8.1 h: "staining" deleted as a repetition of point b	53
Instructions about contextual challenges reworded to remove ambiguity. The sentence "Students are required to analyse a given contextual challenge from a range of three on an individual basis" will be replaced with: "We provide three themes, each with two contextual challenges. Students are required to choose one of these challenges and analyse it on an individual basis"	55
1.2b i: "performance requirements" deleted as a repetition of point d	56
Missing bullet point f added to 2.3 to bring it in line with the assessment criteria: "Use of calculations to determine all material quantities and technical details of materials, processes and components that could be interpreted by a third party"	57
Instructions about contextual challenges reworded to remove ambiguity. The sentences "We will provide three contextual challenges. The student must select one of these, with advice from the teacher" will be replaced with: "We provide three themes, each with two contextual challenges. Students are required to choose one of these challenges, with advice from the teacher, and analyse it on an individual basis"	59
Note to explain numbering added to remove ambiguity: "Please note that the numbering in the assessment grids does not correlate exactly to the numbering used in the content section on pages 55 to 58"	63
"Materials" removed from Level 1, 2, and 3	69

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1 Introduction

Why choose the Edexcel GCSE in Design and Technology?

We've listened to feedback from all parts of the design and technology subject community, including teachers, subject associations, professional bodies and higher education. We've used this opportunity of curriculum change to redesign a qualification that is engaging and inspiring, and that reflects the demands of a truly modern and evolving society – a qualification that enables your students to apply themselves and develop the practical skills needed to succeed in their chosen pathway.

Building innovative design skills

Clear routes through the specification – we've listened to your feedback and developed a new specification that provides clear routes for specialism in the material areas your students enjoy, and where you already have the resources and equipment in place.

Breadth and depth in our exam papers – our exam paper will assess the breadth of design and technology knowledge in the Core section, and assess the depth of knowledge in the chosen material category for the Specialist section to enable students to fully demonstrate their own particular strengths or specialism.

Creative design and making at the heart – the contextual challenges provided in our qualification, for example extending human capacity, will give students the freedom to take design risks and to innovate in a situation where it is safe to test and refine ideas.

Progression to AS and A Level – we've designed the GCSE and AS/A Level qualifications together to ensure clear progression of knowledge, understanding and design/making skills so that students will have a coherent experience of moving from the breadth of the GCSE to the specialisation of AS and A Level.

Support with the new content – to help you plan for first teaching with confidence, we'll be running a range of training events to support you with the new qualification and the new requirements. We'll also give you practical free resources to minimise your lesson planning and allow more productive time in the classroom with your students.

Supporting you in planning and implementing this qualification

Planning

- Our **Getting Started** guide gives you an overview of the new GCSE qualification to help you to get to grips with the changes to content and assessment and to help you understand what these changes mean for you and your students.
- We will give you editable **course planners** and **schemes of work** that you can adapt to suit your department.
- **Our mapping documents** highlight key differences between the new and current qualifications.

Teaching and learning

There will be lots of free teaching and learning support to help you deliver the new qualification, including:

- a guide on teaching the properties and characteristics content for different material categories
- guidance on contextual challenges within NEA
- guidance on delivering mathematical skills.

Preparing for exams

We will also provide a range of resources to help you prepare your students for the assessments, including:

- additional assessment materials to support formative assessments and mock exams
- marked exemplars of student work with examiner commentaries.

ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Get help and support

Our support line will ensure you receive help and guidance from us and that you can share ideas and information with other teachers. The Design and Technology team can be contacted via:

- teachingdesignandtechnology@pearson.com
- +44 (0) 207 010 2166
- @PearsonTeachDT

Learn more at qualifications.pearson.com

Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Design and Technology consists of one externally-examined paper and one non-examined assessment component.

Students must complete all assessment in May/June in any single year.

Component 1 (*Paper code: 1DT0/1A, 1B, 1C, 1D, 1E, 1F)
Written examination: 1 hour and 45 minutes 50% of the qualification 100 marks
Content overview 1 – Core content and any one from the following material categories: 2 – Metals 3 – Papers and boards 4 – Polymers 5 – Systems 6 – Textiles 7 – Timbers
Assessment overview The paper consists of two sections. Section A is assessed on the core content and Section B is assessed on the material category students have chosen. 1DT0/1A – Metals, 1DT0/1B – Papers and boards, 1DT0/1C – Polymers, 1DT0/1D – Systems, 1DT0/1E – Textiles, 1DT0/1F – Timbers Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in <i>Appendix 2: Calculators</i> . Section A: Core This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 10 marks of calculation questions in Section A. Section B: Material categories This section is 60 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 5 marks of calculation questions in Section B.

*See *Appendix 8: Codes* for a description of this code and all other codes relevant to this qualification.

Component 2 (Paper code: 1DT0/02)

Non-examined assessment

50% of the qualification

100 marks

Content overview

There are four parts to the assessment:

1 – Investigate

This includes investigation of needs and research, and a product specification

2 – Design

This includes producing different design ideas, review of initial ideas, development of design ideas into a chosen design, communication of design ideas and review of the chosen design

3 – Make

This includes manufacture, and quality and accuracy

4 – Evaluate

This includes testing and evaluation.

Assessment overview

- Students will undertake a project based on a contextual challenge released by us a year before certification.
- This will be released on 1st June and will be available on our website.
- The project will test students' skills in investigating, designing, making and evaluating a prototype of a product.
- Task will be internally assessed and externally moderated.
- The marks are awarded for each part as follows.
 - o **1 – Investigate** (16 marks)
 - o **2 – Design** (42 marks)
 - o **3 – Make** (36 marks)
 - o **4 – Evaluate** (6 marks)

2 Subject content and assessment information

The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.

Students will acquire subject knowledge in design and technology that builds on Key Stage 3, incorporating knowledge and understanding of different materials and manufacturing processes in order to design and make, with confidence, prototypes in response to issues, needs, problems and opportunities. Students learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens. They should develop an awareness of practices from the creative, engineering and manufacturing industries. Through the critique of the outcomes of design and technology activity, both historic and present day, students should develop an understanding of its impact on daily life and the wider world and understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and wellbeing of the nation and the global community.

In the context of this document, the term 'prototype' refers to a functioning design outcome. A final prototype could be a highly-finished product, made as proof of concept before manufacture, or working scale models of a system where a full-size product would be impractical.

Qualification aims and objectives

The study of design and technology seeks to prepare students to participate confidently and successfully in an increasingly technological world. It helps students to be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

The aims and objectives of this qualification are to enable students to:

- demonstrate their understanding that all design and technological activity takes place in contexts that influence the outcomes of design practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas while designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- develop decision-making skills, including the planning and organisation of time and resources when managing their own project work
- develop a broad knowledge of materials, components and technologies and practical skills to develop high-quality, imaginative and functional prototypes
- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- consider the costs, commercial viability and marketing of products

- demonstrate safe working practices in design and technology
- use key design and technology terminology, including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics.

Mathematics

Maths skills are fundamental to design and technology. These skills will be embedded in the examination for this qualification. Please see *Appendix 1: Mathematical skills* for full details of these maths skills and examples of their application.

Please see *Appendix 2: Calculators* for information on the use of calculators in the assessments of this qualification.

Scientific skills, knowledge and understanding

Science skills, knowledge and understanding underpin the theory and practice of design and technology. These skills will be embedded in the examination for this qualification. Please see *Appendix 3: Science skills, knowledge and understanding* for full details of these skills and examples of their application.

Links to other relevant subjects

In addition to maths and science, the GCSE in Design and Technology embeds knowledge, techniques and practices from a wide range of subjects, including art and design, business, computer science and geography (see *Appendix 4*). As part of the teaching of the qualification, teachers should use *Appendix 4* with the identified links to the subject content, to ensure that students gain an awareness and appreciation of the ways in which these subject areas relate to and inform decisions in design.

Component 1

Overview

The content is divided into two sections: core content and material categories. The core content provides students with a breadth of study and the material categories provides students with a depth of study.

All students must study the Core content plus at least **one** material category.

All topics within the core content and the chosen material category must be covered but can be delivered in any order or in an integrated approach.

1 – Core content

Key idea	What students need to learn:
1.1 The impact of new and emerging technologies	To apply a breadth of technical knowledge and understanding of the characteristics, advantages and disadvantages of the following in relation to new and emerging technologies.
	1.1.1 Industry: a unemployment b workforce skill set c demographic movement d science and technology parks.
	1.1.2 Enterprise: a privately-owned business b crowd funding c government funding for new business start-ups d not-for-profit organisations.
	1.1.3 Sustainability: a transportation costs b pollution c demand on natural resources d waste generated.
	1.1.4 People: a workforce b consumers c children d people with disabilities e wage levels f highly-skilled workforce g apprenticeships.

CORE

Key idea	What students need to learn:
	<p>1.1.5 Culture:</p> <ul style="list-style-type: none">a population movement within the EUb social segregation/clustering within ethnic minorities.
	<p>1.1.6 Society:</p> <ul style="list-style-type: none">a changes in working hours and shift patternsb Internet of Things (IoT)c remote workingd use of video conference meetings.
	<p>1.1.7 Environment:</p> <ul style="list-style-type: none">a pollutionb waste disposalc materials separationd transportation of goods around the worlde packaging of goods.
	<p>1.1.8 Production techniques and systems:</p> <ul style="list-style-type: none">a standardised design and componentsb just-in-time (JIT)c lean manufacturingd batche continuousf one offg mass.

CORE

Key idea	What students need to learn:
1.2 How the critical evaluation of new and emerging technologies informs design decisions; considering contemporary and potential future scenarios from different perspectives, such as ethics and the environment	To recognise the importance of the evaluative process and respective criteria when considering the impact of new and emerging technologies to a range of scenarios.
	1.2.1 How to critically evaluate new and emerging technologies that inform design decisions: <ul style="list-style-type: none"> a budget constraints b timescale c who the product is for d the materials used e manufacturing capabilities.
	1.2.2 How critical evaluations can be used to inform design decisions, including the consideration of contemporary and potential future scenarios: <ul style="list-style-type: none"> a natural disasters b medical advances c travel d global warming e communication.
	1.2.3 Ethical perspectives when evaluating new and emerging technologies: <ul style="list-style-type: none"> a where it was made b who was it made by c who will it benefit d fair trade products.
	1.2.4 Environmental perspectives when evaluating new and emerging technologies: <ul style="list-style-type: none"> a use of materials b carbon footprint c energy usage and consumption during manufacture and transportation d life cycle analysis (LCA).

CORE

Key idea	What students need to learn:
1.3 How energy is generated and stored in order to choose and use appropriate sources to make products and power systems	<p>The processes, applications, characteristics, advantages and disadvantages of the following, in order to be able to discriminate between them and to select appropriately.</p>
	<p>1.3.1 Sources, generation and storage of energy:</p> <ul style="list-style-type: none"> a fossil fuels – oil, gas, coal b biofuels – biodiesel and biomass c tidal d wind e solar f hydroelectric.
	<p>1.3.2 Powering systems:</p> <ul style="list-style-type: none"> a batteries and cells b solar cells c mains electricity d wind power.
	<p>1.3.3 Factors to consider when choosing appropriate energy sources to make products and power systems:</p> <ul style="list-style-type: none"> a portability of the power source b environmental impact c power output d circuit/system connections e cost.
1.4 Developments in modern and smart materials, composite materials and technical textiles	<p>To apply technical knowledge and understanding of the characteristics, applications, advantages and disadvantages of the following.</p>
	<p>1.4.1 Modern and smart materials:</p> <ul style="list-style-type: none"> a shape-memory alloys (SMAs) b nanomaterials c reactive glass d piezoelectric materials e temperature-responsive polymers f conductive inks.
	<p>1.4.2 Composites:</p> <ul style="list-style-type: none"> a concrete b plywood c fibre/carbon/glass d reinforced polymers e robotic materials.

CORE

Key idea	What students need to learn:
	<p>1.4.3 Technical textiles:</p> <ul style="list-style-type: none"> a agro-textiles b construction textiles c geo-textiles d domestic textiles e environmentally friendly textiles f protective textiles g sports textiles.
<p>1.5 The functions of mechanical devices used to produce different sorts of movements, including the changing of magnitude and the direction of forces</p>	<p>The performance, principles, applications and the influence on the design of products of the following.</p>
	<p>1.5.1 Types of movement:</p> <ul style="list-style-type: none"> a linear b reciprocation c rotary d oscillation.
	<p>1.5.2 Classification of levers:</p> <ul style="list-style-type: none"> a class 1, 2 and 3 b calculations related to mechanical advantage (MA), velocity ratio (VR), load, effort and efficiency.
	<p>1.5.3 Linkages:</p> <ul style="list-style-type: none"> a bell crank b reverse motion linkages.
	<p>1.5.4 Cams:</p> <ul style="list-style-type: none"> a pear shaped b eccentric (circular) c drop (snail).
	<p>1.5.5 Followers:</p> <ul style="list-style-type: none"> a roller b knife c flat followers.
	<p>1.5.6 Pulleys and belts:</p> <ul style="list-style-type: none"> a V-belt b velocity ratio (VR) c input and output speeds.

CORE

Key idea	What students need to learn:
	1.5.7 Cranks and sliders.
	1.5.8 Gear types: <ul style="list-style-type: none"> a simple and compound gear train b idler gear c revolutions per minute (RPM) calculations d bevel gears e rack and pinion.
1.6 How electronic systems provide functionality to products and processes, including sensors and control devices to respond to a variety of inputs, and devices to produce a range of outputs	Recognise and apply knowledge and understanding of the working characteristics, applications, advantages and disadvantages of the following.
	1.6.1 Sensors, including: <ul style="list-style-type: none"> a the role of sensors in electronic systems b light-dependent resistors (LDRs) c thermistor.
	1.6.2 Control devices and components, including: <ul style="list-style-type: none"> a the role of switches in electronic systems b transistors c resistors.
	1.6.3 Outputs, including: <ul style="list-style-type: none"> a the role of outputs in electronic systems b buzzers c light-emitting diodes (LEDs).
1.7 The use of programmable components to embed functionality into products in order to enhance and customise their operation	The performance and functionality of using programmable components.
	1.7.1 How to make use of flowcharts.
	1.7.2 How to switch outputs on/off in relation to inputs and decisions.
	1.7.3 How to process and respond to analogue inputs.
	1.7.4 How to use simple routines to control outputs with delays, loops and counts.

CORE

Key idea	What students need to learn:
1.8 The categorisation of the types, properties and structure of ferrous and non-ferrous metals	To apply knowledge and understanding of working properties, characteristics, applications, advantages and disadvantages of the following types of materials, in order to be able to discriminate between them and select appropriately.
	1.8.1 Ferrous metals, including: <ul style="list-style-type: none"> a mild steel b stainless steel c cast iron.
	1.8.2 Non-ferrous metals, including: <ul style="list-style-type: none"> a aluminium b copper c brass.
	1.8.3 Properties, including: <ul style="list-style-type: none"> a ductility b malleability c hardness.
1.9 The categorisation of the types, properties and structure of papers and boards	To apply knowledge and understanding of working properties, characteristics, applications, advantages and disadvantages of the following types of materials, in order to be able to discriminate between them and select appropriately.
	1.9.1 Paper, including: <ul style="list-style-type: none"> a copier paper b cartridge paper c tracing paper.
	1.9.2 Board, including: <ul style="list-style-type: none"> a folding boxboard b corrugated board c solid white board.
	1.9.3 Properties, including: <ul style="list-style-type: none"> a flexibility b printability c biodegradability.

CORE

Key idea	What students need to learn:
1.10 The categorisation of the types, properties and structure of thermoforming and thermosetting polymers	To apply knowledge and understanding of working properties, characteristics, applications, advantages and disadvantages of the following types of materials, in order to be able to discriminate between them and select appropriately.
	1.10.1 Thermoforming polymers, including: <ul style="list-style-type: none"> a acrylic b high impact polystyrene (HIPS) c biodegradable polymers – Biopol®.
	1.10.2 Thermosetting polymers, including: <ul style="list-style-type: none"> a polyester resin b urea formaldehyde.
	1.10.3 Properties, including: <ul style="list-style-type: none"> a insulator of heat b insulator of electricity c toughness.
1.11 The categorisation of the types, properties and structure of natural, synthetic, blended and mixed fibres, and woven, non-woven and knitted textiles	To apply knowledge and understanding of working properties, characteristics, applications, advantages and disadvantages of the following types of materials, in order to be able to discriminate between them and select appropriately.
	1.11.1 Natural, including: <ul style="list-style-type: none"> a animal – wool b vegetable – cotton.
	1.11.2 Synthetic, including: <ul style="list-style-type: none"> a polyester b acrylic.
	1.11.3 Woven, including: <ul style="list-style-type: none"> a plain – calico b twill – denim.
	1.11.4 Non-woven, including: <ul style="list-style-type: none"> a felted wool fabric b bonded fibres/webs.
	1.11.5 Knitted, including: <ul style="list-style-type: none"> a weft-knitted fabrics b warp-knitted fabrics.
	1.11.6 Properties, including: <ul style="list-style-type: none"> a elasticity b resilience c durability.

CORE

Key idea	What students need to learn:
1.12 The categorisation of the types, properties and structure of natural and manufactured timbers	To apply knowledge and understanding of working properties, characteristics, applications, advantages and disadvantages of the following types of materials, in order to be able to discriminate between them and select appropriately.
	1.12.1 Natural timbers – hardwoods, including: <ul style="list-style-type: none"> a oak b mahogany c beech d balsa.
	1.12.2 Natural timbers – softwoods, including: <ul style="list-style-type: none"> a pine b cedar.
	1.12.3 Manufactured timbers, including: <ul style="list-style-type: none"> a plywood b medium density fibreboard (MDF).
	1.12.4 Properties, including: <ul style="list-style-type: none"> a hardness b toughness c durability.
1.13 All design and technological practice takes place within contexts which inform outcomes	Performance characteristics of a wide range of materials, components and manufacturing processes, in order to be able to discriminate between them and select appropriately.
	1.13.1 A wide range of materials, components and manufacturing processes for a range of contexts, to inform outcomes, including: <ul style="list-style-type: none"> a the properties of materials and or components b the advantages and disadvantages of materials and components and manufacturing processes c justification of the choice of materials and components and manufacturing processes.

CORE

Key idea	What students need to learn:
1.14 Investigate environmental, social and economic challenges when identifying opportunities and constraints that influence the processes of designing and making	Implications for designers and manufacturers of the following when developing designs and manufacturing products.
	1.14.1 Respect for different social, ethnic and economic groups who have different needs and values when identifying new design opportunities.
	1.14.2 An appreciation of the environmental, social and economic issues relating to the design and manufacture of products, including, fair trade, carbon offsetting, product disassembly and disposal.
	1.14.3 The main factors relating to 'Green Designs'.
	1.14.4 The main factors relating to recycling and reusing materials or products.
	1.14.5 Human capability.
	1.14.6 Cost of materials.
	1.14.7 Manufacturing capability.
	1.14.8 Environmental impact – life cycle analysis (LCA).
1.15 Investigate and analyse the work of past and present professionals and companies in order to inform design	Strategies, techniques and approaches employed when investigating and analysing the work of others.
	1.15.1 Analysing a product to the following specification criteria: <ul style="list-style-type: none"> a form b function c client and user requirements d performance requirements e materials and components/systems f scale of production and cost g sustainability h aesthetics i marketability j consideration of innovation.
	1.15.2 The work of past and present designers and companies: <ul style="list-style-type: none"> a Alessi b Apple c Heatherwick Studio d Joe Casely-Hayford e Pixar f Raymond Loewy g Tesla h Zaha Hadid.

CORE

Key idea	What students need to learn:
1.16 Use different design strategies to generate initial ideas and avoid design fixation	Strategies, techniques and approaches employed when generating design ideas.
	1.16.1 Use of different design strategies, including: <ul style="list-style-type: none"> a collaboration b user-centred design c systems thinking.
1.17 Develop, communicate, record and justify design ideas, applying suitable techniques	Techniques employed when communicating and recording design ideas.
	1.17.1 Develop and use a range of communication techniques and media to present the design ideas, including: <ul style="list-style-type: none"> a freehand sketching (2D and/or 3D) b annotated sketches c cut and paste techniques d digital photography/media e 3D models f isometric and oblique projection g perspective drawing h orthographic and exploded views i assembly drawings j system and schematic diagrams k computer-aided design (CAD) and other specialist computer drawing programs.
	1.17.2 Record and justify design ideas clearly and effectively using written techniques.

METALS

Material categories

2 – Metals

Key idea	What students need to learn:
2.1 Design contexts	2.1.1 When designing or modifying a product, students should be able to apply their knowledge and understanding of metals, components and manufacturing processes.
2.2 The sources, origins, physical and working properties of ferrous and non-ferrous metals and their social and ecological footprint	<p>To apply knowledge and understanding of the advantages, disadvantages and applications of the following materials, in order to be able to discriminate between them and select appropriately.</p> <p>2.2.1 Ferrous metals:</p> <ul style="list-style-type: none"> a mild steel (in topic 1) b stainless steel (in topic 1) c cast iron (in topic 1) d high carbon steel e tungsten steel. <p>2.2.2 Non-ferrous metals:</p> <ul style="list-style-type: none"> a aluminium (in topic 1) b copper (in topic 1) c brass (in topic 1) d tin e 7000 series aluminium f titanium. <p>2.2.3 Sources and origins – where ferrous and non-ferrous metals are resourced/manufactured and their geographical origin:</p> <ul style="list-style-type: none"> a USA, Russia, Sweden – iron ore b China – steel c USA, France, Australia – bauxite (aluminium) d USA, Chile, Zambia, Russia – copper e Indonesia, China – tin. <p>2.2.4 The physical characteristics of each ferrous and non-ferrous metal:</p> <ul style="list-style-type: none"> a conductivity b magnetism c density.

METALS

Key idea	What students need to learn:
	<p>2.2.5 Working properties – the way in which each material behaves or responds to external sources:</p> <ul style="list-style-type: none"> a ductility (in topic 1) b malleability (in topic 1) c hardness (in topic 1) d durability e toughness f elasticity g tensile strength h compressive strength.
	<p>2.2.6 Social footprint:</p> <ul style="list-style-type: none"> a trend forecasting b impact of extraction and material production on communities and wildlife c ease and difficulty of recycling and disposal.
	<p>2.2.7 Ecological footprint:</p> <ul style="list-style-type: none"> a sustainability b extraction and erosion of the landscape c processing d transportation e wastage f pollution.
2.3 The way in which the selection of ferrous and non-ferrous metals is influenced	<p>The influence of the following factors when selecting materials for a specific application.</p>
	<p>2.3.1 Aesthetic factors:</p> <ul style="list-style-type: none"> a form b colour c texture.
	<p>2.3.2 Environmental factors:</p> <ul style="list-style-type: none"> a sustainability b pollution c energy consumption in the production of steel d corrosion and decay.
	<p>2.3.3 Availability factors:</p> <ul style="list-style-type: none"> a use of stock materials b use of specialist materials c impact of market price on world consumption and demand.

METALS

Key idea	What students need to learn:
	<p>2.3.4 Cost factors:</p> <ul style="list-style-type: none"> a quality of material b manufacturing processes necessary c commodity price on the London Metal Exchange d cost of recycling in comparison to cost of producing new steel.
	<p>2.3.5 Social factors:</p> <ul style="list-style-type: none"> a use for different social groups b trends/fashion c popularity.
	<p>2.3.6 Cultural and ethical factors:</p> <ul style="list-style-type: none"> a avoiding offence b suitability for intended market c the consumer society d the effects of mass production e built-in product obsolescence.
2.4 The impact of forces and stresses on ferrous and non-ferrous metals and how they can be reinforced and stiffened	<p>An awareness of the influence of forces and stresses that act on materials and the methods that can be employed to resist them.</p>
	<p>2.4.1 Forces and stresses:</p> <ul style="list-style-type: none"> a compression b tension c shear d electrical e magnetic.
	<p>2.4.2 Reinforcement/stiffening techniques:</p> <ul style="list-style-type: none"> a hardening b tempering c the effect of carbon content d work hardening e I, U, T and C beams.

METALS

Key idea	What students need to learn:
2.5 Stock forms, types and sizes in order to calculate and determine the quantity of ferrous and non-ferrous metals required	To apply knowledge and understanding of the advantages, disadvantages and applications of the following forms/sizes of materials, in order to be able to discriminate between them and select appropriately.
	2.5.1 Stock forms/types: <ul style="list-style-type: none"> a bar b sheet c plate d pipe/tube e castings f extrusions g wire h powder metallurgy.
	2.5.2 Sizes: <ul style="list-style-type: none"> a gauge b cross-sectional area c diameter d wall thickness of tubes.
2.6 Alternative processes that can be used to manufacture ferrous and non-ferrous metal products to different scales of production	Application, advantages and disadvantages, of the following processes, scales of production and techniques when manufacturing products, in order to be able to discriminate between them and select appropriately for use.
	2.6.1 Processes: <ul style="list-style-type: none"> a forging b casting c powder metallurgy d stamping e welding f extrusion g hardening.
	2.6.2 Scales of production: <ul style="list-style-type: none"> a one off b batch c mass production d continuous.

METALS

Key idea	What students need to learn:
	<p>2.6.3 Techniques for quantity production – methods that are employed when making products in quantity:</p> <ul style="list-style-type: none"> a marking-out methods (use of reference points, lines and surfaces) b jigs c fixtures d templates e patterns f moulds g sub-assembly h computer-aided manufacturing (CAM) i quality control j working within tolerance k efficient cutting to minimise waste.
<p>2.7 Specialist techniques, tools, equipment and processes that can be used to shape, fabricate, construct and assemble a high-quality ferrous and/or non-ferrous metal prototype</p>	<p>Application, advantages and disadvantages of the following specialist techniques when manufacturing products, in order to be able to discriminate between them and select appropriately for use.</p>
	<p>2.7.1 Tools and equipment:</p> <ul style="list-style-type: none"> a hand tools b machinery c digital design and manufacture.
	<p>2.7.2 Shaping:</p> <ul style="list-style-type: none"> a filing b cutting/shearing c drilling d turning e milling f bending g abrading/grinding h casting i deforming and reforming.
	<p>2.7.3 Fabricating/constructing:</p> <ul style="list-style-type: none"> a welding b brazing c soldering d stamping e punching f riveting snap and pop g sheet metalwork h wastage i addition.

METALS

Key idea	What students need to learn:
	<p>2.7.4 Assembling:</p> <ul style="list-style-type: none"> a tapping/threading b fastening – use of nuts, bolts and washers c machine screws d use of adhesives – contact adhesive, epoxy resin.
<p>2.8 Appropriate surface treatments and finishes that can be applied to ferrous and non-ferrous metals for functional and aesthetic purposes</p>	<p>Application, advantages and disadvantages of the following finishing techniques and methods of preservation, in order to be able to discriminate between them and select appropriately for use.</p>
	<p>2.8.1 Surface finishes and treatments:</p> <ul style="list-style-type: none"> a paint b dip coating c electroplating d anodising e galvanising f powder coating g lacquering h polishing.

PAPERS AND BOARDS

3 – Papers and boards

Key idea	What students need to learn
3.1 Design contexts	3.1.1 When designing or modifying a product, students should be able to apply their knowledge and understanding of papers and boards, components and manufacturing processes.
3.2 The sources, origins, physical and working properties of papers and boards and their social and ecological footprint	To apply knowledge and understanding of the advantages, disadvantages and applications of the following materials, in order to be able to discriminate between them and select appropriately.
	3.2.1 Paper: <ul style="list-style-type: none"> a copier paper (in topic 1) b cartridge paper (in topic 1) c tracing paper (in topic 1) d bond e heat transfer printing paper (sublimation printing).
	3.2.2 Board: <ul style="list-style-type: none"> a folding boxboard (in topic 1) b corrugated board (in topic 1) c solid white board (in topic 1) d foil-lined board.
	3.2.3 Packaging laminate (including Tetra Pak™): <ul style="list-style-type: none"> a paperboard b polyethylene c aluminium foil.
	3.2.4 Sources and origins – where paper and boards are resourced/manufactured and their geographical origin: <ul style="list-style-type: none"> a China, USA, Japan – pulp, paper and cardboard b Eastern Asia – rice paper.
	3.2.5 The physical characteristics of each type of paper and board: <ul style="list-style-type: none"> a density b transparency c texture.
	3.2.6 Working properties – the way in which each material behaves or responds to external sources: <ul style="list-style-type: none"> a flexibility (in topic 1) b printability (in topic 1) c biodegradability (in topic 1) d weight e surface finish f printability g absorbency.

PAPERS AND BOARDS

Key idea	What students need to learn:
	<p>3.2.7 Social footprint:</p> <ul style="list-style-type: none"> a trend forecasting b impact of material production on communities and wildlife c impact of logging and material production on communities and wildlife d recycling/disposal – ethical responsibility e reduction of packaging materials – reduction in litter/waste/energy use f brand identity – consumerism, changing the packaging of products over time.
	<p>3.2.8 Ecological footprint:</p> <ul style="list-style-type: none"> a sustainability b harvesting and erosion of the landscape c processing d transportation e wastage f pollution.
3.3 The way in which the selection of papers and boards is influenced	<p>The influence of the following factors when selecting materials for a specific application.</p>
	<p>3.3.1 Aesthetic factors:</p> <ul style="list-style-type: none"> a form b colour c texture d surface graphics (across all areas).
	<p>3.3.2 Environmental factors:</p> <ul style="list-style-type: none"> a sustainability b pollution c genetic engineering.
	<p>3.3.3 Availability factors:</p> <ul style="list-style-type: none"> a use of stock materials b use of specialist materials.
	<p>3.3.4 Cost factors:</p> <ul style="list-style-type: none"> a quality of material b decorative techniques c manufacturing processes necessary d commodity price e cost of recycling in comparison to cost of production from raw materials.

PAPERS AND BOARDS

Key idea	What students need to learn:
	<p>3.3.5 Social factors:</p> <ul style="list-style-type: none"> a use for different social groups b trends/fashion c popularity.
	<p>3.3.6 Cultural and ethical factors:</p> <ul style="list-style-type: none"> a avoiding offence b suitability for intended market c use of colour and language d the consumer society e the effects of mass production f built-in product obsolescence.
3.4 The impact of forces and stresses on papers and boards and how they can be reinforced and stiffened	<p>An awareness of the influence of forces and stresses that act on materials and the methods that can be employed to resist them.</p>
	<p>3.4.1 Forces and stresses:</p> <ul style="list-style-type: none"> a bending b torsion c shear d compression.
	<p>3.4.2 Reinforcement/stiffening techniques:</p> <ul style="list-style-type: none"> a laminating b encapsulation c corrugation d additions of layers and ribs e sandwich construction f packaging laminates.
3.5 Stock forms, types and sizes in order to calculate and determine the quantity of papers and boards required	<p>To apply knowledge and understanding of the advantages, disadvantages and applications of the following forms/sizes of materials, in order to be able to discriminate between them and select appropriately.</p>
	<p>3.5.1 Stock forms/types:</p> <ul style="list-style-type: none"> a weights b bond c laminates.

PAPERS AND BOARDS

Key idea	What students need to learn:
	<p>3.5.2 Sizes:</p> <ul style="list-style-type: none"> a common A sizes b foolscap c B series d letter e envelope f area g diameter.
<p>3.6 Alternative processes that can be used to manufacture paper and board products to different scales of production</p>	<p>Application, advantages and disadvantages, of the following processes, scales of production and techniques when manufacturing products, in order to be able to discriminate between them and select appropriately for use.</p>
	<p>3.6.1 Processes:</p> <ul style="list-style-type: none"> a printing b cutting c intermediate modelling of paper and card prototypes d frame modelling e test modelling.
	<p>3.6.2 Scales of production:</p> <ul style="list-style-type: none"> a one off b batch c mass production d continuous.
	<p>3.6.3 Techniques for quantity production:</p> <ul style="list-style-type: none"> a marking-out methods (use of reference points, lines and surfaces) b jigs for folding c fixtures d templates e patterns f stencils g photocopying h computer-aided manufacturing (CAM) i quality control j working within tolerance k efficient cutting to minimise waste.

PAPERS AND BOARDS

Key idea	What students need to learn:
3.7 Specialist techniques, tools, equipment and processes that can be used to shape, fabricate, construct and assemble a high-quality paper and board prototype	Application, advantages and disadvantages, of the following specialist techniques when manufacturing products, in order to be able to discriminate between them and select appropriately for use.
	3.7.1 Tools and equipment: <ul style="list-style-type: none"> a hand tools b machinery c digital design and manufacture.
	3.7.2 Shaping: <ul style="list-style-type: none"> a cutting b folding c notching d modelling e manipulation.
	3.7.3 Fabricating/assembling/constructing: <ul style="list-style-type: none"> a strengthening b addition of dissimilar materials – windows, inserts, stickers, temporary components c lamination d use of split pins e use of mapping pins f stapling g taping h paper engineering i use of adhesives j lettering k binding l marking-out tools.
3.8 Appropriate surface treatments and finishes that can be applied to papers and boards for functional and aesthetic purposes	Application, advantages and disadvantages of the following finishing techniques and methods of preservation, in order to be able to discriminate between them and select appropriately for use.
	3.8.1 Surface finishes and treatments: <ul style="list-style-type: none"> a varnishing b hot foil blocking c edge staining d embossing e UV varnishes f packaging laminates and films.

POLYMERS

4 – Polymers

Key idea	What students need to learn:
4.1 Design contexts	4.1.1 When designing or modifying a product, students should be able to apply their knowledge and understanding of polymers, components and manufacturing processes.
4.2 The sources, origins, physical and working properties of thermoforming and thermosetting polymers and their social and ecological footprint	<p>To apply knowledge and understanding of the advantages, disadvantages and applications of the following materials, in order to be able to discriminate between them and select appropriately.</p> <p>4.2.1 Thermoforming polymers:</p> <ul style="list-style-type: none"> a acrylic (in topic 1) b high impact polystyrene (HIPS) (in topic 1) c biodegradable polymers – Biopol® (in topic 1) d polystyrene (PS) rigid (high density polystyrene) and expanded polystyrene e Styrofoam™ f polyvinyl chloride g acrylonitrile-butadiene-styrene (ABS) h polyethylene terephthalate (PET) i urethane/polyurethane j fluoroelastomer. <p>4.2.2 Thermosetting polymers:</p> <ul style="list-style-type: none"> a polyester resin (in topic 1) (when used to reinforce glass and carbon fibre matting) b urea formaldehyde (in topic 1). <p>4.2.3 Sources and origins – where thermoforming and thermosetting polymers are resourced/manufactured and their geographical origin:</p> <ul style="list-style-type: none"> a Russia, UAE, Saudi Arabia – crude oil. <p>4.2.4 The physical characteristics of each polymer:</p> <ul style="list-style-type: none"> a density b durability. <p>4.2.5 Working properties – the way in which each material behaves or responds to external sources:</p> <ul style="list-style-type: none"> a insulator of heat (in topic 1) b insulator of electricity (in topic 1) c toughness (in topic 1) d plasticity e hardness f tensile strength g compressive strength.

POLYMERS

Key idea	What students need to learn:
	<p>4.2.6 Social footprint:</p> <ul style="list-style-type: none"> a trend forecasting b impact of extraction and material production on the environment c impact of extraction and material production on wildlife d ease and difficulty of recycling and disposal.
	<p>4.2.7 Ecological footprint:</p> <ul style="list-style-type: none"> a sustainability b oil exploration and extraction c wildlife loss d processing e transportation f wastage g pollution.
<p>4.3 The way in which the selection of thermoforming and thermosetting polymers is influenced</p>	<p>The influence of the following factors when selecting materials for a specific application.</p>
	<p>4.3.1 Aesthetic factors:</p> <ul style="list-style-type: none"> a form b colour c texture.
	<p>4.3.2 Environmental factors:</p> <ul style="list-style-type: none"> a sustainability b pollution c biodegradable polymers – Biopol®
	<p>4.3.3 Availability factors:</p> <ul style="list-style-type: none"> a use of stock materials b use of specialist materials c effect of global oil supply.
	<p>4.3.4 Cost factors:</p> <ul style="list-style-type: none"> a quality of material b manufacturing processes necessary c treatments: fire proofing, additives d commodity price – world oil price.
	<p>4.3.5 Social factors:</p> <ul style="list-style-type: none"> a use for different social groups b trends/fashion c popularity.

POLYMERS

Key idea	What students need to learn:
	<p>4.3.6 Cultural and ethical factors:</p> <ul style="list-style-type: none"> a avoiding offence b suitability for intended market c use of colour and language d the consumer society e the effects of mass production f built-in product obsolescence.
<p>4.4 The impact of forces and stresses on thermoforming and thermosetting polymers and how they can be reinforced and stiffened</p>	<p>An awareness of the influence of forces and stresses that act on materials and the methods that can be employed to resist them.</p>
	<p>4.4.1 Forces and stresses:</p> <ul style="list-style-type: none"> a compression b tension c shear d flexibility.
	<p>4.4.2 Reinforcement/stiffening techniques:</p> <ul style="list-style-type: none"> a frame structures b triangulation c suitable fabrication/assembly/construction processes d use of additives.
<p>4.5 Stock forms, types and sizes in order to calculate and determine the quantity of thermoforming and thermosetting polymers required</p>	<p>To apply knowledge and understanding of the advantages, disadvantages and applications of the following forms/sizes of materials, in order to be able to discriminate between them and select appropriately.</p>
	<p>4.5.1 Stock forms/types:</p> <ul style="list-style-type: none"> a bar b sheet c pipe/tube d mouldings e resin f granules/powder g film.
	<p>4.5.2 Sizes:</p> <ul style="list-style-type: none"> a thickness b cross-sectional area c sheet size d diameter.

POLYMERS

Key idea	What students need to learn:
4.6 Alternative processes that can be used to manufacture thermoforming and thermosetting polymers products to different scales of production	<p>Application, advantages and disadvantages, of the following processes, scales of production and techniques when manufacturing products, in order to be able to discriminate between them and select appropriately for use.</p>
	<p>4.6.1 Processes:</p> <ul style="list-style-type: none"> a blow moulding b press moulding c extrusion d injection moulding e polymer welding f line bending.
	<p>4.6.2 Scales of production:</p> <ul style="list-style-type: none"> a one off b batch c mass production d continuous.
	<p>4.6.3 Techniques for quantity production:</p> <ul style="list-style-type: none"> a marking-out methods (use of reference points, lines and surfaces) b jigs c templates d patterns e moulds f computer-aided manufacturing (CAM) g quality control h working within tolerance i efficient cutting to minimise waste.

POLYMERS

Key idea	What students need to learn:
4.7 Specialist techniques, tools, equipment and processes that can be used to shape, fabricate, construct and assemble a high-quality thermoforming and thermosetting polymers prototype	Application, advantages and disadvantages, of the following specialist techniques when manufacturing products, in order to be able to discriminate between them and select appropriately for use.
	4.7.1 Tools and equipment: <ul style="list-style-type: none"> a hand tools b machinery c digital design and manufacture.
	4.7.2 Shaping: <ul style="list-style-type: none"> a laser cutting and engraving b cutting c filing d bending e abrading f vacuum forming g deforming and reforming.
	4.7.3 Fabricating/constructing/assembling: <ul style="list-style-type: none"> a tapping/threading b fastening – use of nuts, bolts and washers c use of adhesives – contact adhesive, epoxy resin, Tensol® cement, liquid cement (dichloromethane) d wastage e addition.
4.8 Appropriate surface treatments and finishes that can be applied to thermoforming and thermosetting polymers for functional and aesthetic purposes	Application, advantages and disadvantages of the following finishing techniques and methods of preservation, in order to be able to discriminate between them and select appropriately for use.
	4.8.1 Surface finishes and treatments: <ul style="list-style-type: none"> a polishing b use of textured moulds or moulds with a fine surface finish c laser engraving d vinyl stickers e GRP pigments.

SYSTEMS

5 – Systems

Key idea	What students need to learn:
5.1 Design contexts	5.1.1 When designing or modifying a product, students should be able to apply their knowledge and understanding of materials, components and manufacturing processes.
5.2 The sources, origins, physical and working properties of components and systems and their social and ecological footprint	<p>To apply knowledge and understanding of the advantages, disadvantages and applications of the following components, in order to be able to discriminate between them and select appropriately.</p>
	<p>5.2.1 Sensors:</p> <ul style="list-style-type: none"> a light-dependent resistors (LDRs) (in topic 1) b thermistor (in topic 1) c moisture sensor d piezoelectric sensor.
	<p>5.2.2 Control devices and components:</p> <ul style="list-style-type: none"> a rocker switch (on/off) (in topic 1) b resistors (in topic 1) c push to make switch (PTM) d micro switch e reed switch f variable resistors g transistor (bipolar) h microprocessor i microcontroller/PIC j relay.
	<p>5.2.3 Outputs:</p> <ul style="list-style-type: none"> a buzzers (in topic 1) b light-emitting diodes (LEDs) (in topic 1) c loudspeakers d motors.

SYSTEMS

Key idea	What students need to learn:
	<p>5.2.4 Sources and origins – where components and systems are resourced/manufactured and their geographical origin:</p> <ul style="list-style-type: none"> a Russia, Saudi Arabia, USA: polymers from crude oil – acrylic, high impact polystyrene (HIPS), acrylonitrile butadiene styrene (ABS) b China, Russia, USA – silicon c China, Australia, Russia – gold d Chile, China, Peru – copper e Australia, Chile, Argentina – lithium f China, Russia, Canada – aluminium g China, Australia, USA – Rare Earth Elements (REEs) h Philippines, Indonesia, Russia, Canada and Australia – nickel.
	<p>5.2.5 The physical characteristics of each component and system:</p> <ul style="list-style-type: none"> a tolerances, ratings and values – resistor colour codes b material selection for case construction – physical/working properties, sustainability, manufacturing processes.
	<p>5.2.6 Working properties – the way in which each material behaves or responds to external sources:</p> <ul style="list-style-type: none"> a conductors, insulators – thermal, electrical b polymers used for cases – durability, hardness, toughness, elasticity.
	<p>5.2.7 Social footprint:</p> <ul style="list-style-type: none"> a relying on scarce and/or hazardous elements used in components and systems – cobalt, tantalum, lithium b effects of using components and systems, including modern communications – mobile phones, computers, games consoles, social media networks.
	<p>5.2.8 Ecological footprint:</p> <ul style="list-style-type: none"> a effects of material extraction and processing of elements b effects of built-in obsolescence c effects of use d the effects of disposal of components and systems – toxicity of metals and polymers.

SYSTEMS

Key idea	What students need to learn:
5.3 The way in which the selection of components and systems is influenced	The influence of the following factors when selecting materials/components for a specific application.
	5.3.1 Aesthetic factors – the selection of materials and finishes for enclosures and cases: <ul style="list-style-type: none"> a form b colour c texture.
	5.3.2 Environmental factors: <ul style="list-style-type: none"> a the principles of the Restriction of Hazardous Substances (RoHS) Directive for selection b the principles of the Waste Electrical and Electronic Equipment (WEEE) Directive for disposal.
	5.3.3 Availability factors: <ul style="list-style-type: none"> a use of stock materials b use of specialist materials c use of scarce elements.
	5.3.4 Cost factors: <ul style="list-style-type: none"> a quality of component – tolerances b manufacturing processes necessary.
	5.3.5 Social factors: <ul style="list-style-type: none"> a use for different social groups b trends/fashion c popularity.
	5.3.6 Cultural and ethical factors: <ul style="list-style-type: none"> a avoiding offence b suitability for intended market c use of colour and language d the consumer society e the effects of mass production f built-in product obsolescence.

SYSTEMS

Key idea	What students need to learn:
5.4 The impact of forces and stresses on objects and how they can be reinforced and stiffened	An awareness of the influence of forces and stresses that act on materials and the methods that can be employed to resist them.
	5.4.1 Forces and stresses: <ul style="list-style-type: none"> a tension b compression c torsion d shear.
	5.4.2 Reinforcement/stiffening techniques: <ul style="list-style-type: none"> a using composite materials b ribbing to strengthen case structures.
5.5 Stock forms, types and sizes in order to calculate and determine the quantity of components required	To apply knowledge and understanding of the advantages, disadvantages and applications of the following stock forms/sizes, in order to be able to discriminate between them and select and apply appropriately.
	5.5.1 Stock forms/types: <ul style="list-style-type: none"> a tolerances, ratings and values – such as E12 series resistors b surface-mount technology (SMT) c through-hole components.
	5.5.2 Sizes: <ul style="list-style-type: none"> a unit of current (amp) b unit of resistance (ohm) c unit of potential difference (volt) d applications of Ohm's Law: $V = I \times R$ e resistors in series: $R_{\text{total}} = R_1 + R_2 + R_3$ etc. f resistors in parallel: $1/R_{\text{total}} = 1/R_1 + 1/R_2 + 1/R_3$ etc. g area h diameter.
5.6 Alternative processes that can be used to manufacture components and systems to different scales of production	Application, advantages and disadvantages, of the following processes, scales of production and techniques when manufacturing products, in order to be able to discriminate between them and select appropriately for use.
	5.6.1 Processes: <ul style="list-style-type: none"> a photo etching b PCB population – PCB drilling and soldering.
	5.6.2 Scales of production: <ul style="list-style-type: none"> a one-off prototyping (breadboard) b batch c mass production d continuous.

SYSTEMS

Key idea	What students need to learn:
	<p>5.6.3 Techniques for quantity production:</p> <ul style="list-style-type: none"> a pick and place technology b surface-mount technology (SMT) c quality control d marking-out methods (use of reference points, lines and surfaces) e templates f patterns g sub-assembly h working within tolerance i efficient cutting to minimise waste.
<p>5.7 Specialist techniques, tools, equipment and processes that can be used to shape, fabricate, construct and assemble a high-quality systems prototype</p>	<p>Application, advantages and disadvantages, of the following specialist techniques when manufacturing products, in order to be able to discriminate between them and select appropriately for use.</p>
	<p>5.7.1 Tools and equipment:</p> <ul style="list-style-type: none"> a hand tools b machinery c digital design and manufacture.
	<p>5.7.2 Shaping:</p> <ul style="list-style-type: none"> a vacuum forming b CNC laser cutting c 3D printing d drilling.
	<p>5.7.3 Fabricating/constructing/assembling:</p> <ul style="list-style-type: none"> a PCB mounting methods – through hole, surface mount b cable management – looms, sleeving, ties c wastage d addition.

SYSTEMS

Key idea	What students need to learn:
5.8 Appropriate surface treatments and finishes that can be applied to components and systems for functional and aesthetic purposes	<p>Application, advantages and disadvantages of the following finishing techniques and methods of preservation, in order to be able to discriminate between them and select appropriately for use.</p> <hr/> <p>5.8.1 Surface finishes and treatments:</p> <ul style="list-style-type: none">a metal plating to enhance the functionality and performance of electronic connectionsb insulating coatings and coverings for functionality/safetyc resistor colour code bands to identify values and toleranced finishes applied to cases – anodising, painting, screen printing.

TEXTILES

6 – Textiles

Key idea	What students need to learn:
6.1 Design contexts	6.1.1 When designing or modifying a product, students should be able to apply their knowledge and understanding of textiles, components and manufacturing processes.
6.2 The sources, origins, physical and working properties of natural, synthetic, woven and non-woven, knitted, blended and mixed-fibre textiles and their social and ecological footprint	<p>To apply knowledge and understanding of the advantages, disadvantages and applications of the following materials, in order to be able to discriminate between them and select appropriately.</p> <p>6.2.1 Natural:</p> <ul style="list-style-type: none"> a animal <ul style="list-style-type: none"> i. wool (in topic 1) ii. silk b vegetable <ul style="list-style-type: none"> i. cotton (in topic 1) ii. linen. <p>6.2.2 Synthetic:</p> <ul style="list-style-type: none"> a polyester (in topic 1) b acrylic (in topic 1) c regenerated cellulosic – viscose, acetate, Tencel® d polyamide e elastane f nylon. <p>6.2.3 Woven:</p> <ul style="list-style-type: none"> a plain – calico (in topic 1) b twill – denim (in topic 1) c satin – jacquard d pile – velvet. <p>6.2.4 Non-woven:</p> <ul style="list-style-type: none"> a felted wool fabric (in topic 1) b bonded fibres/webs (in topic 1). <p>6.2.5 Knitted:</p> <ul style="list-style-type: none"> a weft-knitted fabrics (in topic 1) b warp-knitted fabrics (in topic 1).

TEXTILES

Key idea	What students need to learn:
	<p>6.2.5 Sources and origins – where natural, synthetic, woven and non-woven, knitted, blended and mixed-fibre textiles are resourced/manufactured and their geographical origin:</p> <ul style="list-style-type: none"> a China, India, USA, Pakistan – cotton b China, India, Uzbekistan – silk c Russia, Canada, Ukraine, Europe (France and Belgium) – (flax) linen d Australia, New Zealand, China, USA, United Kingdom – wool e Alpine Forests – cellulose and wood pulp – cotton linters, pine, spruce, or hemlock trees – soft wood – acetate f European Forest – oak and birch – hard wood – Lyocell™ g Russia, UAE, Saudi Arabia – crude oil – polyester, nylon, acrylic.
	<p>6.2.6 The physical characteristics of each natural, synthetic, woven and non-woven, knitted, blended and mixed-fibre textile:</p> <ul style="list-style-type: none"> a allergenic b texture c density.
	<p>6.2.7 Working properties – the way in which each material behaves or responds to external sources:</p> <ul style="list-style-type: none"> a elasticity (in topic 1) b resilience (in topic 1) c durability (in topic 1) d tensile strength e breathability and absorbency f electrical conductivity g heat conductivity.
	<p>6.2.8 Social footprint:</p> <ul style="list-style-type: none"> a trend forecasting b impact of material production on communities and wildlife c impact of farming and material production on communities and wildlife d recycling/disposal – ethical responsibility e reduction of chemical finishes – surface and aftercare treatments f reduction of packaging materials – reduction in litter/waste/energy use g brand identity – consumerism, changing the packaging of products over time.

TEXTILES

Key idea	What students need to learn:
	<p>6.2.9 Ecological footprint:</p> <ul style="list-style-type: none"> a sustainability b processing c transportation d wastage e pollution f deforestation g oil exploration and extraction h wildlife loss.
<p>6.3 The way in which the selection of natural, synthetic, blended and mixed-fibre textiles is influenced by</p>	<p>The influence of the following factors when selecting materials for a specific application.</p>
	<p>6.3.1 Aesthetic factors:</p> <ul style="list-style-type: none"> a form b colour c texture d lustre, sheen, shine.
	<p>6.3.2 Environmental factors:</p> <ul style="list-style-type: none"> a sustainability b pollution c upcycling.
	<p>6.3.3 Availability factors:</p> <ul style="list-style-type: none"> a use of stock materials b use of specialist materials.
	<p>6.3.4 Cost factors:</p> <ul style="list-style-type: none"> a quality of material b manufacturing processes necessary c treatments: fire proofing, stain resist, water proofing d transportation – costs of moving materials around the world from country of origin.
	<p>6.3.5 Social factors:</p> <ul style="list-style-type: none"> a use for different social groups b trends/fashion c popularity.

TEXTILES

Key idea	What students need to learn:
	<p>6.3.6 Cultural and ethical factors:</p> <ul style="list-style-type: none"> a avoiding offence b suitability for intended market c use of colour and language d the consumer society e the effects of mass production f built-in product obsolescence.
<p>6.4 The impact of forces and stresses on natural, synthetic, woven and non-woven, knitted, blended and mixed-fibre textiles and how they can be reinforced and stiffened</p>	<p>An awareness of the influence of forces and stresses that act on materials and the methods that can be employed to resist them.</p>
	<p>6.4.1 Forces and stresses:</p> <ul style="list-style-type: none"> a compression b tension c shear d natural forces within the fibre as it grows – shape e flexibility.
	<p>6.4.2 Reinforcement/stiffening techniques:</p> <ul style="list-style-type: none"> a ribs and boning b suitable fabrication/assembly/construction processes c lamination d embedding composite materials e stay stitching.
<p>6.5 Typical stock forms, types and sizes used in order to calculate and determine the required quantity of natural, synthetic, woven and non-woven, knitted, blended and mixed-fibre textiles</p>	<p>To apply knowledge and understanding of the advantages, disadvantages and applications of the following forms/sizes of materials, in order to be able to discriminate between them and select appropriately.</p>
	<p>6.5.1 Stock forms/types:</p> <ul style="list-style-type: none"> a rolls b blocks c denier d weights – single, double e laminates.
	<p>6.5.2 Sizes:</p> <ul style="list-style-type: none"> a standard width – 90 cm, 137 cm, 154 cm b yarn weight c area d diameter.

TEXTILES

Key idea	What students need to learn:
6.6 Alternative processes that can be used to manufacture typical products of natural, synthetic, woven and non-woven, knitted, blended and mixed-fibre textiles to different scales of production	<p>Application, advantages and disadvantages, of the following processes, scales of production and techniques when manufacturing products, in order to be able to discriminate between them and select appropriately for use.</p>
	<p>6.6.1 Processes that can be used to cut and shape materials:</p> <ul style="list-style-type: none"> a shears b stamp c laser cut d heating element – soldering iron e extrusion.
	<p>6.6.2 Scales of production:</p> <ul style="list-style-type: none"> a one off b batch c mass production d continuous.
	<p>6.6.3 Techniques for quantity production – methods that are employed when making products in quantity:</p> <ul style="list-style-type: none"> a marking-out methods (use of reference points, lines and surfaces) b templates c patterns d sub-assembly e computer-aided manufacturing (CAM) f quality control g working within tolerance h efficient cutting to minimise waste.

TEXTILES

Key idea	What students need to learn:
6.7 Specialist techniques, tools, equipment and processes that can be used on natural, synthetic, woven and non-woven, knitted, blended and mixed-fibre textiles to shape, fabricate, construct and assemble a high-quality prototype	<p>Application, advantages and disadvantages, of the following specialist techniques when manufacturing products, in order to be able to discriminate between them and select appropriately for use.</p>
	<p>6.7.1 Tools and equipment:</p> <ul style="list-style-type: none"> a hand tools b machinery c digital design and manufacture.
	<p>6.7.2 Shaping:</p> <ul style="list-style-type: none"> a adding and reducing fullness – pleat, gather, dart, tucks, shirring, ease, godet, under stitching b moulding – steam, heat, adhesive c adding structure – interfacing, boning.
	<p>6.7.3 Fabricating/constructing/assembling:</p> <ul style="list-style-type: none"> a draping b seams – plain, felled, French, double stitching, topstitching c finishing raw edges – zig zagged, bound, rolled, turned under and sewn, blind hemming, invisible stitching d fusing – sealed seams, taping, bonding e component linkage f overlocking – 2, 3 or 4 thread – raw edges and joining g pressing, moulding h wastage i addition.

TEXTILES

Key idea	What students need to learn:
<p>6.8 Appropriate surface treatments and finishes that can be applied to natural, synthetic, woven and non-woven, knitted, blended and mixed fibre textiles for functional and aesthetic purposes</p>	<p>Application, advantages and disadvantages of the following finishing techniques and methods of preservation, in order to be able to discriminate between them and select appropriately for use.</p> <hr/> <p>6.8.1 Surface finishes and treatments:</p> <ul style="list-style-type: none"> a fabric painting (including silk) b batik c laminating d couching e embroidery f appliqué g printing h resist dyeing i patchwork j quilting k chemical – bleaching, easy-care, mercerising, carbonising, laminating, coating, fire proofing, stain resist, shrink resist water proofing, antistatic l physical – calendering, raising, heat-setting, desizing, singeing, emerising, milling, fulling, walking m biological – biostoning, biopolishing n smart – thermochromic, photochromic, solvation chromism, electrochromic, anti-bacterial, micro encapsulation.

TIMBERS

7 – Timbers

Key idea	What students need to learn:
7.1 Design contexts	7.1.1 When designing or modifying a product, students should be able to apply their knowledge and understanding of timbers, components and manufacturing processes.
7.2 The sources, origins, physical and working properties of each natural and manufactured timber and their social and ecological footprint	<p>To apply knowledge and understanding of the advantages, disadvantages and applications of the following materials, in order to be able to discriminate between them and select appropriately.</p> <p>7.2.1 Natural timbers – hardwoods:</p> <ul style="list-style-type: none"> a oak (in topic 1) b mahogany (in topic 1) c beech (in topic 1) d balsa (in topic 1) e jelutong f birch g ash. <p>7.2.2 Natural timbers – softwoods:</p> <ul style="list-style-type: none"> a pine (in topic 1) b cedar (in topic 1) c larch. <p>7.2.3 Manufactured timber:</p> <ul style="list-style-type: none"> a plywood (in topic 1) b medium density fibreboard (MDF) (in topic 1) c chipboard. <p>7.2.4 Sources and origins – where natural and manufactured timbers are resourced/manufactured and their geographical origin:</p> <ul style="list-style-type: none"> a Alpine forests – pine, cedar, larch b European forests – oak, beech, ash, birch c Amazonian forests – mahogany. <p>7.2.5 The physical characteristics of each timber:</p> <ul style="list-style-type: none"> a knots b colour c grain structure d density.

TIMBERS

Key idea	What students need to learn:
	<p>7.2.6 Working properties – the way in which each material behaves or responds to external sources:</p> <ul style="list-style-type: none"> a hardness (in topic 1) b toughness (in topic 1) c durability (in topic 1) d elasticity e tensile strength f compressive strength.
	<p>7.2.7 Social footprint:</p> <ul style="list-style-type: none"> a trend forecasting b impact of logging on communities c ease and difficulty of recycling and disposal.
	<p>7.2.8 Ecological footprint:</p> <ul style="list-style-type: none"> a sustainability b deforestation c habitat destruction and loss d processing e transportation f wastage g pollution.
7.3 The way in which the selection of each natural and manufactured timber is influenced	<p>The influence of the following factors when selecting materials for a specific application.</p>
	<p>7.3.1 Aesthetic factors:</p> <ul style="list-style-type: none"> a form b colour c texture.
	<p>7.3.2 Environmental factors:</p> <ul style="list-style-type: none"> a sustainability b genetic engineering c seasoning d upcycling.
	<p>7.3.3 Availability factors:</p> <ul style="list-style-type: none"> a use of stock materials b use of specialist materials c environmental impact of hurricanes, storms and disease.
	<p>7.3.4 Cost factors:</p> <ul style="list-style-type: none"> a quality of material b manufacturing processes necessary c treatments: fire proofing, tanilized.

TIMBERS

Key idea	What students need to learn:
	<p>7.3.5 Social factors:</p> <ul style="list-style-type: none"> a use for different social groups b trends/fashion c popularity.
	<p>7.3.6 Cultural and ethical factors:</p> <ul style="list-style-type: none"> a avoiding offence b suitability for intended market c the consumer society d the effects of mass production e built-in product obsolescence.
<p>7.4 The impact of forces and stresses on each natural and manufactured timber and how they can be reinforced and stiffened</p>	<p>An awareness of the influence of forces and stresses that act on materials and the methods that can be employed to resist them.</p>
	<p>7.4.1 Forces and stresses:</p> <ul style="list-style-type: none"> a compression b tension c shear d natural forces within the timber as it grows e pre-stressed construction beams.
	<p>7.4.2 Reinforcement/stiffening techniques:</p> <ul style="list-style-type: none"> a frame structures b suitable fabrication/assembly/construction processes c lamination d use of braces and tie bars e embedding composite materials.
<p>7.5 Typical stock forms, types and sizes used in order to calculate and determine the required quantity of each natural and manufactured timber</p>	<p>To apply knowledge and understanding of the advantages, disadvantages and applications of the following forms/sizes of materials, in order to be able to discriminate between them and select appropriately.</p>
	<p>7.5.1 Stock forms/types:</p> <ul style="list-style-type: none"> a regular sections b mouldings c dowels d sheets.
	<p>7.5.2 Sizes:</p> <ul style="list-style-type: none"> a PAR/PSE/imperial and metric b cross-sectional area c diameter d board sizes – 2440 mm × 1220 mm, 1220 mm × 610 mm.

TIMBERS

Key idea	What students need to learn:
7.6 Alternative processes that can be used to manufacture typical products of each natural and manufactured timber to different scales of production	<p>Application, advantages and disadvantages, of the following processes, scales of production and techniques when manufacturing products, in order to be able to discriminate between them and select appropriately for use.</p>
	<p>7.6.1 Processes that can be used to cut and shape materials:</p> <ul style="list-style-type: none"> a routing b sawing c use of a mortise d use of a bag press.
	<p>7.6.2 Scales of production:</p> <ul style="list-style-type: none"> a one off b batch c mass production d continuous.
	<p>7.6.3 Techniques for quantity production – methods that are employed when making products in quantity:</p> <ul style="list-style-type: none"> a marking-out methods (use of reference points, lines and surfaces) b jigs c fixtures d templates e patterns f sub-assembly g computer-aided manufacturing (CAM) h quality control i working within tolerance j efficient cutting to minimise waste.

TIMBERS

Key idea	What students need to learn:
7.7 Specialist techniques, tools, equipment and processes that can be used on each natural and manufactured timber to shape, fabricate, construct and assemble a high-quality prototype	<p>Application, advantages and disadvantages, of the following specialist techniques when manufacturing products, in order to be able to discriminate between them and select appropriately for use.</p>
	<p>7.7.1 Tools and equipment:</p> <ul style="list-style-type: none"> a hand tools b machinery c digital design and manufacture.
	<p>7.7.2 Shaping:</p> <ul style="list-style-type: none"> a drilling b cutting c planing d chiselling e turning – face plate and between centres f abrading – glass paper g carving h use of rasps/surforms.
	<p>7.7.3 Fabricating/constructing:</p> <ul style="list-style-type: none"> a lamination b veneering c use of screws d nailing e use of adhesives – PVA, contact adhesive f jointing – butt, dowel, lap, housing, mitre, mortise and tenon, dovetail g wastage h addition.
	<p>7.7.4 Assembling:</p> <ul style="list-style-type: none"> a knock-down fittings b hinges c ironmongery.

TIMBERS

Key idea	What students need to learn:
7.8 Appropriate surface treatments and finishes that can be applied to each natural and manufactured timber for functional and aesthetic purposes	<p>Application, advantages and disadvantages of the following finishing techniques and methods of preservation, in order to be able to discriminate between them and select appropriately for use.</p> <hr/> <p>7.8.1 Surface finishes and treatments:</p> <ul style="list-style-type: none">a paintingb stainingc varnishingd waxe oilf shellacg veneering.

Assessment information

- First assessment: May/June 2019.
- The assessment is 1 hour and 45 minutes.
- There are two sections to the paper: Section A – Core content and Section B – either Metals, Papers and Boards, Polymers, Systems, Textiles or Timbers.
- Section A – students must answer all questions. This section has four questions with a total of 40 marks.
- Section B – students must answer all questions. This section has four questions with a total of 60 marks.
- Each question is set in a context.
- The paper will include open-response, graphical, calculations and extended-open-response questions.
- The paper will include questions that target mathematics.
- Calculators may be used in the examination. Information regarding the use of calculators during the examinations for this qualification can be found in *Appendix 2: Calculators*.

Synoptic assessment

Synoptic assessment requires students to work across different parts of a qualification and to show their accumulated knowledge and understanding of a topic or subject area.

Synoptic assessment enables students to show their ability to combine their skills, knowledge and understanding with breadth and depth of the subject.

This component assesses synopticity.

Sample assessment materials

A sample paper and mark scheme for this component can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Design and Technology Sample Assessment Materials (SAMs)* document.

Component 2

Overview

Students will undertake a project as part of their non-examination assessment. The project will test students' skills in investigating, designing, making and evaluating a prototype of a product that will allow them to apply the skills they have acquired and developed throughout their study. We provide three themes, each with two contextual challenges. Students are required to choose one of these challenges and analyse it on an individual basis. Having selected a contextual challenge to work within, students should develop a range of potential ideas and then realise one through practical making activities. The project must allow students to apply knowledge and understanding in a product development process to investigate, design, make and evaluate their prototype.

This project will require students to follow an iterative design process rather than a linear process requiring them to continually test, evaluate and refine ideas. The content and assessment criteria are set out in a linear format to show what is required at each stage of the total project, but following an iterative process students will do work on different stages at a variety of points throughout their project.

Content

1 – Investigate

Stage	What students need to do:
1.1 Investigation of needs and research	<p>1.1a Identify the needs of the end user.</p> <p>1.1b Outline a design problem from the context provided and identify a need for a product that could solve the problem.</p> <p>1.1c Investigate existing products to inform the product specification for the prototype, from past and present designers.</p> <p>1.1d Carry out a range of research strategies to gather relevant information, to inform the design specification for the prototype, including:</p> <ul style="list-style-type: none">a market researchb research into the context in which the prototype will be usedc research into other possible materialsd any sustainability issues that will be considered relevant to the intended prototype.

Stage	What students need to do:
1.2 Product specification	<p>1.2a Production of a design brief, that addresses all needs previously identified.</p> <p>1.2b Production of a product specification that includes statements that are technical, measurable and justified, and include consideration of:</p> <ul style="list-style-type: none"> a form b function c user requirements d performance requirements e material and component requirements f scale of production g cost h sustainability. <p>1.2c Identification of criteria, which will be used to evaluate the success of the prototype.</p>

2 – Design

Stage	What students need to do:
2.1 Design ideas	<p>2.1a Production of a range of design ideas that address the criteria in the design brief and product specification.</p> <p>2.1b Consideration of a range of issues when producing the design ideas, including:</p> <ul style="list-style-type: none"> a budget b aesthetics c cultural issues d sustainability issues. <p>2.1c Exploration of different design approaches, including:</p> <ul style="list-style-type: none"> a materials b components c processes d techniques.

Stage	What students need to do:
2.2 Review of initial ideas	2.2a Analysis and evaluation of how each design idea meets the design brief and product specification. 2.2b Determine which designs follow the design brief and product specification and should be taken forward for development. 2.2c Modification of design ideas to fit the design brief and product specification.
2.3 Development of design ideas into a chosen design	2.3a Consideration of user group needs and preferences, of design ideas, conducting further research where necessary. 2.3b Consideration of the design as a whole, rather than focussing on component parts in isolation. 2.3c Modelling/simulation used to test the features of the design ideas. 2.3d Analysis and evaluation of the design ideas, to inform choice as to the chosen design to take forward. 2.3e Modification of design ideas to produce the chosen design, which meets the design brief and product specification. 2.3f Use of calculations to determine all material quantities and technical details of materials, processes and components that could be interpreted by a third party.
2.4 Communication of design ideas	2.4a Use a range of communication techniques and media to present the design ideas, including: a freehand sketching (2D and/or 3D) b annotated sketches c cut and paste techniques d digital photography/media e 3D models f isometric and oblique projection g perspective drawing h orthographic and exploded views i assembly drawings j system and schematic diagrams k computer-aided design (CAD) and other specialist computer drawing programs. 2.4b Communicate the design ideas clearly and effectively using written techniques.
2.5 Review of chosen design	2.5a Produce a chosen design solution for the product that meets the design brief and product specification. 2.5b Consideration given to the materials, techniques and processes required to produce the chosen design solution. 2.5c Incorporation of feedback from research into the chosen design.

3 – Make

Stage	What students need to do:
3.1 Manufacture	<p>3.1a Production of a prototype that meets the requirements of the design brief and product specification, showing a wide range of making skills with precision and accuracy.</p> <p>3.1b Selection and application of:</p> <ul style="list-style-type: none">a materialb range of tools, including marking-out tools, hand tools and machineryc range of techniquesd fixtures, templates, jigs and/or patternse componentsf surface treatments and finishes <p>used in the manufacture of the prototype.</p> <p>3.1c Demonstration of safe working practice, for themselves and others.</p>
3.2 Quality and accuracy	<p>3.2a Measuring the degree to which the prototype performs as intended.</p> <p>3.2b The prototype is accurately assembled and finished to a high quality.</p>

4 – Evaluate

Stage	What students need to do:
4.1 Testing and evaluation	<p>4.1a Analyse the prototype against the product specification by conducting a variety of tests under realistic conditions, to ensure fitness for purpose.</p> <p>4.1b Analyse the results of the prototype testing.</p> <p>4.1c Evaluate whether the prototype meets the product specification.</p> <p>4.1d Evaluate the sustainability of the final prototype by carrying out a life cycle assessment (LCA), in order to assess its impact on the environment.</p>

Assessment information

- Students will undertake a project based on a contextual challenge released by us a year before certification. This will be released on 1st June and will be available on our website.
- This non-examined assessment will be carried out under controlled conditions, as specified on pages 60–62.
- First assessment: June 2019.
- The NEA consists of 100 marks.
- The project consists of a portfolio and a prototype.
- The teacher responsible for overseeing the student's work must ensure that a Candidate Assessment Booklet* (CAB) is completed for each student.
- The portfolio and CAB for each student in the sample **must** be sent to Pearson, in May in the year of assessment. Please see our *UK Information Manual* for the submission deadline date.
- Centres must ensure that the NEA submitted is valid for the series in which they are entered.

*Further information about how to complete the CAB is provided in the Project setting, taking and marking section.

Contextual challenge

The contextual challenge will provide a basis from which students will undertake an investigate, design, make and evaluate project. We will release this on 1st June, in the year before certification. We will provide three themes, each with two contextual challenges. Students are required to choose one of these challenges, with advice from the teacher, and analyse it on an individual basis.

Synoptic assessment

Synoptic assessment requires students to work across different parts of a qualification and to show their accumulated knowledge and understanding of a topic or subject area.

Synoptic assessment enables students to show their ability to combine their skills, knowledge and understanding with breadth and depth of the subject.

This component assesses synopticity.

Project setting, taking and marking

Project setting

Pearson will communicate a contextual challenge to centres in June of the calendar year preceding the year in which the qualification is to be awarded. Students will be expected to undertake a small-scale project in response to this realistic contextual challenge, taking into account the needs and wants of the user.

Project research

Teaching and learning

Teachers should cover the content of this assessment, which covers:

- investigate
- design
- make
- evaluate.

Project controls relating to student independence and teacher guidance to students

Teachers

Can:

- provide broad parameters for students' design contexts (including areas for investigation, availability of equipment, time constraints)
- explain what a commercial design methodology is
- advise on health and safety considerations, the use of equipment and potential ethical concerns of certain types of materials
- discuss with students their initial design problems and students' initial approaches to solve the problems.

Must:

- confirm that the project has the potential to meet the assessment criteria and offer general guidance on any necessary amendments
- review each student's design brief to ensure that the proposed design brief can suitably access the specification requirements and give general guidance on the methodology and design tools that the student plans to use
- promote good practice such as referencing and using a bibliography system
- store work securely once it is handed in for formal assessment
- ensure that students keep photographic records of the manufacturing process to evidence the quality of manufacturing
- give students guidance on the safe use of unfamiliar tools and equipment.

Must not:

- give students a choice of titles or tasks to choose from
- give detailed feedback to individual students about how to improve work to meet the assessment criteria. The guidance provided before final submission should enable students only to take the initiative in making amendments, rather than detailing what amendments should be made. This means that teachers must not provide templates and model answers for the work of specific students
- mark work provisionally and share that mark so that students may then improve it
- return work to students after it has been submitted and marked
- give guidance on how to make improvements to the portfolio in order to meet the assessment criteria so that students are no longer engaged in independent learning.

If teachers give any assistance which goes beyond general advice, they must then record this assistance on the CAB and take it into account when marking the work, for example¹:

- providing detailed specific guidance on how to improve design ideas to meet the assessment criteria
- giving detailed specific guidance on errors and omissions that limits a student's opportunity to show initiative themselves
- intervening personally to improve the presentation, manufacture or content of work.

Learning hours are not specified because the process of producing the design portfolio is iterative and undertaken by the student, on their own, at the school/college. The prototype is manufactured under immediate guidance (under direct supervision of a teacher) in school/college. Where specialist processes or equipment are required beyond the school/college capabilities they may be utilised but this must be documented and authenticated in the appropriate section of the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Design and Technology Candidate Assessment Booklet (CAB)*.

Annotation should be used to explain how marks were applied in the context of the additional assistance given.

If teachers give specific guidance that goes beyond general guidance and do not take it into account when marking the work, this will be considered as malpractice. If malpractice is suspected, the awarding organisation will investigate. If malpractice is found to have taken place a penalty will be applied dependent on the circumstances and severity of the malpractice.

For full information regarding malpractice please see the JCQ document *Suspected Malpractice in Examinations and Assessments*.

Project writing

Authenticity

Teachers and centres must be satisfied that the work is the student's own and should sign the Candidate Assessment Booklet.

Health and safety

Centres should develop their own mechanisms so that students know the importance of ensuring their own safety and that of others. This should include developing risk assessments as part of the manufacturing process, for example by using model risk assessments or HSE pro forma to assess likely hazards and risk. Students who might be lone working should be given additional information and guidance and the centre must have suitable policies and procedures for lone working. Practical making activities must be supervised at all times at school/college.

Resources

Students should have equal access to resources. Students should have access to a range of resources, literature and sources of information to enable them to make choices as required for their design and make task. Students should have access to the tools and equipment that they will require in order to manufacture their final prototype with a high degree of accuracy and skill.

¹ First three bullet points as per the JCQ *Instructions for conducting non-examination assessment*, section 4.2.

Portfolio guidance

Portfolios may be produced as either a hard copy or an electronic equivalent. It is recommended that students produce approximately 20 to 30 sides of A3 paper for their design, make and evaluate project along with any models and their prototype. Electronic portfolios must use either Adobe or Power Point and be submitted on a CD. Students will not be penalised specifically on the basis of the amount of work that they produce, or the size of the paper used (for hard copy or electronic equivalent). However, excessively high or low amounts of work may restrict student's ability to evidence the skills outlined in the marking criteria.

Photographic evidence

As proof of the quality of students' making skills it is important that all stages of the manufacturing process are photographed in order to evidence that the product is an appropriate working solution to a need or want that is sufficiently developed to be tested and evaluated (for example, full sized products, scaled working models or functioning systems). Photographic evidence should also demonstrate that the final prototype/product is fit for purpose and in addition to being a working solution; addresses the needs/wants of the intended user and is successful in meeting the criteria of the specification. Images should show fully the details of the prototype/product, which will require photographs being taken from a range of angles to show details of all sides and features of a 3D outcome. Photographs should be coloured, well lit, and of a high resolution in order to clearly show details of the final outcome. Photographs should be submitted as jpegs, with a maximum individual file size of 3 MBs or as hard copy within the portfolio. There should be sufficient photographic evidence to support the award of marks, however a maximum quantity of 20 photographs per project is suggested.

Marking, standardisation and moderation

Once work has been submitted for marking it may not be given back to students.

Teachers should mark the project using the assessment criteria grids on the following pages. Please refer to the 'General Marking Guidance' provided in the CAB for further information on how to apply these assessment criteria grids accurately.

Teachers may annotate students' work but should also include comments on the CAB to justify the marks awarded.

Where marking has been carried out by more than one teacher in a centre, there must be a process of internal standardisation carried out to ensure that there is a consistent application of the assessment criteria.

Marks awarded by the centre will be subject to external moderation by Pearson. Moderation will ensure consistency with national standards. Pearson will notify centres of the students whose work has been selected for moderation. This sample will take cohort size into account.

The portfolio and CAB for each student in the sample **must** be sent to Pearson, in May in the year of assessment. Please see our *UK Information Manual* for the submission deadline date. A copy is made available to all examinations officers and is available on our website: qualifications.pearson.com

If the moderation indicates that centre assessment does not reflect national standards, an adjustment will be made to students' final marks to compensate.

For further information please refer to the Joint Council for Qualifications (JCQ) document *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)* on the JCQ website: www.jcq.org.uk. The assessment of this qualification must comply with these instructions.

Non-examined assessment criteria

Teachers must mark students' work using the following assessment criteria grids. Please refer to the 'General Marking Guidance' provided in the CAB for further information on how to apply these assessment criteria grids accurately.

Please note that the numbering in the assessment grids does not correlate exactly with the numbering used in the content section on pages 55 to 58.

1 – Investigate

Please refer to the information given on pages 55 to 56 relating to the content outlined for this grid.

Level	Mark	1.1 Investigation of needs and research (AO1 8 marks)
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Evidence of limited investigation and identification of partially relevant design possibilities, which are partially justified in relation to the contextual challenge. • Basic assessment of user needs and wants and the requirements of the prototype in response to the contextual challenge, with limited appropriate reference to form and function. • Superficial evidence of links between the design requirements and the research undertaken in relation to the contextual challenge.
Level 2	4–6	<ul style="list-style-type: none"> • Evidence of adequate investigation and identification of some relevant design possibilities, which are mostly justified in relation to the contextual challenge. • Mostly developed assessment of user needs and wants and the requirements of the prototype in response to the contextual challenge, with some appropriate reference to form and function. • Some developed evidence of links between the design requirements and the research undertaken in relation to the contextual challenge.
Level 3	7–8	<ul style="list-style-type: none"> • Evidence of developed investigation and identification of relevant design possibilities, which are fully justified in relation to the contextual challenge. • Developed assessment of user needs and wants and the requirements of the prototype in response to the contextual challenge, with fully appropriate reference to form and function. • Fully developed evidence of links between the design requirements and the research undertaken in relation to the contextual challenge.

Level	Mark	1.2 Specification (AO1 8 marks)
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Basic design brief that demonstrates a simplistic response to the contextual challenge, addressing some of the investigated needs and wants of the user. • Limited range of specification points that are basic and partially measurable, based on a superficial investigation of research in relation to the contextual challenge. • Basic justification of the performance requirements for the product in relation to the contextual challenge.
Level 2	4–6	<ul style="list-style-type: none"> • Generally sound design brief that demonstrates a coherent response to the contextual challenge, addressing many of the investigated needs and wants of the user. • Mostly developed range of specification points that are realistic and mostly measurable, based on a mostly relevant investigation of research in relation to the contextual challenge. • Generally sound justification of the performance requirements for the product in relation to the contextual challenge.
Level 3	7–8	<ul style="list-style-type: none"> • Fully sound design brief that demonstrates a realistic response to the contextual challenge, addressing most of the investigated needs and wants of the user. • Fully developed range of specification points that are realistic, technical and measurable, based on a fully relevant investigation of research in relation to the contextual challenge. • Fully sound justification of the performance requirements for the product in relation to the contextual challenge.

2 – Design

Please refer to the information given on pages 56 and 57 relating to the content outlined for this grid.

Level	Mark	2.1 Design ideas (AO2 8 marks)
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Basic selection and use of design strategies to inform decisions to generate a limited range of simplistic design ideas in response to the contextual challenge. • Limited consideration for the user needs and specification parameters. • Ideas demonstrate a basic understanding of some materials and processes.
Level 2	4–6	<ul style="list-style-type: none"> • Generally appropriate selection and use of design strategies to inform decisions to generate a range of design ideas in response to the contextual challenge. • Generally sound consideration for the user needs and specification parameters. • Ideas demonstrate a generally sound understanding of relevant materials, processes and techniques.
Level 3	7–8	<ul style="list-style-type: none"> • Fully appropriate selection and use of design strategies to inform decisions to generate a wide range of design ideas in response to the contextual challenge. • Fully sound consideration for the user needs and specification parameters. • Ideas demonstrate a fully sound understanding of relevant materials, processes and techniques.

Level	Mark	2.2 Review of initial ideas (AO3 8 marks)
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Superficial analysis of design ideas in response to the contextual challenge, which considers basic factors and makes limited connections between elements of the design. • Basic evaluation of design ideas leading to a limited refinement and development of designs, demonstrating a limited understanding of design considerations.
Level 2	4–6	<ul style="list-style-type: none"> • Generally developed analysis of design ideas, leading to appropriate refinement and development of designs, which considers appropriate factors and makes mostly relevant connections between elements of the design. • Competent evaluation of design ideas leading to appropriate refinement and development of designs, demonstrating a mostly sound understanding of design considerations.
Level 3	7–8	<ul style="list-style-type: none"> • Fully developed analysis of design ideas leading to effective refinement and development of designs, which considers comprehensive factors and makes fully relevant connections between elements of the design. • Effective evaluation of design ideas leading to considered refinement and development of designs, demonstrating a fully sound understanding of design considerations.

Level	Mark	2.3 Development of design ideas into a chosen design (AO1 4 marks, AO2 8 marks)
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> Limited use of research to inform ongoing developmental changes. Basic refinements of design ideas and a design solution that partially meets the design specification, informed by the basic application of technical knowledge of materials and a limited application of modelling/simulation techniques. Chosen design idea shows superficial technical details of some materials and components that could be interpreted by a third party.
Level 2	4–6	<ul style="list-style-type: none"> Some appropriate use of research to inform ongoing developmental changes. Some sound refinements of design ideas and a design solution that generally meets the requirements of the design specification, informed by the generally sound application of technical knowledge of materials and/or processes and the mostly appropriate application of modelling/simulation techniques. Chosen design idea shows generally appropriate application of calculations to determine some material quantities and technical details of most materials and components that could be interpreted by a third party.
Level 3	7–9	<ul style="list-style-type: none"> Generally appropriate use of research to inform ongoing developmental changes. Generally sound refinements of design ideas and a design solution that mostly meets the requirements of the design specification, informed by the mostly sound application of technical knowledge of materials and processes and the fully appropriate application of modelling/simulation techniques. Chosen design idea shows mostly appropriate application of calculations to determine most material quantities and technical details of materials, processes and components that could be interpreted by a third party.
Level 4	10–12	<ul style="list-style-type: none"> Fully appropriate use of research to inform ongoing developmental changes. Fully sound refinements of design ideas and a design solution that fully meets the requirements of the design specification, informed by the fully sound application of technical knowledge of materials and processes and the effective application of modelling/simulation techniques. Chosen design idea shows fully appropriate application of calculations to determine all material quantities and technical details of materials, processes and components that could be interpreted by a third party.

Level	Mark	2.4 Communication of design ideas (AO2 8 marks)
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Basic selection and partially appropriate use of graphical techniques to communicate design ideas. • Basic selection and partially appropriate use of computer-aided design (CAD) techniques to communicate design ideas. • Basic selection and partially appropriate use of written techniques to communicate design ideas.
Level 2	4–6	<ul style="list-style-type: none"> • Relevant selection and generally appropriate use of graphical techniques to communicate design ideas. • Relevant selection and generally appropriate use of computer-aided design (CAD) techniques to communicate design ideas. • Relevant selection and generally appropriate use of written techniques to communicate design ideas.
Level 3	7–8	<ul style="list-style-type: none"> • Considered selection and fully appropriate use of techniques to communicate design ideas. • Considered selection and fully appropriate use of computer-aided design (CAD) techniques to communicate design ideas. • Considered selection and fully appropriate use of written techniques to communicate design ideas.

Level	Mark	2.5 Review of chosen design (AO3 6 marks)
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Superficial analysis of the refinements made to the chosen design in response to the contextual challenge, which considers a limited range of factors and makes partially appropriate connections between elements of the design. • Basic evaluation of the refinements made to the chosen design, with limited reference to feedback made by others, and the consideration of the materials and components.
Level 2	3–4	<ul style="list-style-type: none"> • Generally developed analysis of the refinements made to the chosen design in response to the contextual challenge, which considers a generally relevant range of factors and makes mostly appropriate connections between elements of the design. • Competent evaluation of the refinements made to the chosen design, with mostly sound reference to feedback made by others, and the consideration of the materials, components and manufacturing techniques.
Level 3	5–6	<ul style="list-style-type: none"> • Fully developed analysis of the refinements made to the chosen design in response to the contextual challenge, which considers fully appropriate factors and makes fully appropriate connections between elements of the design. • Effective evaluation of the refinements made to the chosen design, supported by fully sound reference to feedback made by others and the consideration of the materials, components and manufacturing techniques.

3 – Make

Please refer to the information given on page 58 relating to the content outlined for this grid.

Level	Mark	3.1a Manufacture – selection of materials (AO2 8 marks)
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none">• Basic selection of materials that are generally appropriate for the chosen prototype.• Show limited understanding of the material properties of the materials used in the prototype.
Level 2	4–6	<ul style="list-style-type: none">• Considered selection of materials that are mostly appropriate for the chosen prototype.• Show a generally sound understanding of material properties of the materials used in the prototype.
Level 3	7–8	<ul style="list-style-type: none">• Effective selection of materials that are fully appropriate for the chosen prototype.• Show a fully sound understanding of material properties of the materials used in the prototype.

Level	Mark	3.1b Manufacture – skills and processes (AO2 16 marks)
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Produce a prototype that demonstrates basic making skills. • Basic selection of fixtures, components and fittings, which are generally appropriate for the chosen prototype. • Simplistic use of tools, equipment and techniques for the manufacture of the prototype. • Demonstrate an adequate degree of safe working practice for self and others.
Level 2	5–8	<ul style="list-style-type: none"> • Produce a prototype that demonstrates generally competent making skills. • Generally considered selection of fixtures, components and fittings, which are mostly appropriate for the chosen prototype. • Generally competent use of tools, equipment and techniques for the manufacture of the prototype. • Demonstrate a generally high degree of safe working practice for self and others.
Level 3	9–12	<ul style="list-style-type: none"> • Produce a prototype that demonstrates mostly competent making skills. • Mostly considered selection of fixtures, components and fittings, which are fully appropriate for the chosen prototype. • Mostly competent use of tools, equipment and techniques for the manufacture of the prototype. • Demonstrate a high degree of safe working practice for self and others.
Level 4	13–16	<ul style="list-style-type: none"> • Produce a prototype that demonstrates fully competent making skills. • Fully considered selection of fixtures, components and fittings, which are entirely appropriate for the chosen prototype. • Fully competent use of tools, equipment and techniques for the manufacture of the prototype. • Demonstrate a sustained high degree of safe working practice for self and others.

Level	Mark	3.2 Quality and accuracy (AO2 12 marks)
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Produce a simplistic prototype that partially meets the end user needs in relation to a basic design problem. • Produce a prototype that meets limited aspects of the design specification. • Show a basic understanding of the need for accuracy.
Level 2	4–6	<ul style="list-style-type: none"> • Produce a generally functioning prototype that adequately meets the end user needs in relation to a partially demanding design problem. • Produce a prototype that meets some aspects of the design specification. • Show a partially sound understanding of the need for accuracy.
Level 3	7–9	<ul style="list-style-type: none"> • Produce a mostly functioning prototype that mostly meets the end user needs in relation to a generally demanding design problem. • Produce a prototype that mostly meets the design specification. • Show a generally sound understanding of the need for accuracy.
Level 4	10–12	<ul style="list-style-type: none"> • Produce a fully functioning prototype that fully meets the end user needs in relation to a demanding design problem. • Produce a prototype that fully meets the design specification. • Show a fully sound understanding of the need for accuracy.

4 – Evaluate

Please refer to the information given on page 58 relating to the content outlined for this grid.

Level	Mark	4.1 Testing and evaluation (AO3 6 marks)
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none">• Superficial analysis of the prototype developed in response to the contextual challenge, taking into account the end user and product specification, and showing a partially considered approach to testing against measurable criteria.• Basic evaluation of the prototype, taking into account the intended purpose of the prototype, including its sustainability through a life cycle analysis and drawing partially appropriate conclusions from testing against measurable criteria.
Level 2	3–4	<ul style="list-style-type: none">• Generally developed analysis of the prototype developed in response to the contextual challenge, taking into account the end user and product specification, and showing a generally considered approach to testing against measurable criteria.• Competent evaluation of the prototype, taking into account the intended purpose of the prototype, including its sustainability through a life cycle analysis and drawing generally appropriate conclusions from testing against measurable criteria.
Level 3	5–6	<ul style="list-style-type: none">• Fully developed analysis of the prototype developed in response to the contextual challenge, taking into account the end user and product specification, and showing a fully considered approach to testing against measurable criteria.• Effective evaluation of the prototype, taking into account the intended purpose of the prototype, including its sustainability through a life cycle analysis and drawing fully appropriate conclusions from testing against measurable criteria.

Security and backups

It is the centre's responsibility to keep the work that students have submitted for assessment secure.

Secure storage is defined as a securely-locked cabinet or cupboard. As students are producing prototypes, secure storage is defined as a classroom studio or workshop that is locked or supervised from the end of one session to the start of the next.

The rules on storage also apply to electronic data. For example, centres should collect memory sticks for secure storage between sessions or restrict student access to specific areas of the centre's IT network.

For materials stored electronically, centres are strongly advised to use firewall protection and virus-checking software, and to employ an effective backup strategy, so that an up-to-date archive of students' evidence is maintained.

Further information

For up-to-date advice on teacher involvement and administration of non-examination assessments, please refer to the Joint Council for Qualifications (JCQ) document *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)* available on the JCQ website: www.jcq.org.uk

Assessment Objectives

Students must:		% in GCSE
A01	Identify, investigate and outline design possibilities to address needs and wants	10
A02	Design and make prototypes that are fit for purpose	30
A03	Analyse and evaluate: <ul style="list-style-type: none"> • design decisions and outcomes, including for prototypes made by themselves and others • wider issues in design and technology 	20
A04	Demonstrate and apply knowledge and understanding of: <ul style="list-style-type: none"> • technical principles • designing and making principles 	40
Total		100

Breakdown of Assessment Objectives

Component	Assessment Objectives				Total % for all Assessment Objectives
	A01 %	A02 %	A03 %	A04 %	
Component 1	0	0	10	40	50
Component 2	10	30	10	0	50
Total for GCSE	10	30	20	40	100

3 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website: qualifications.pearson.com

Discount code and performance tables

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the school and college performance tables (please see *Appendix 8: Codes*). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: www.gov.uk/government/organisations/department-for-education

Students should be advised that if they take two GCSEs with the same discount code, schools and colleges they wish to progress to are likely to take the view that this achievement is equivalent to only one GCSE. The same view may be taken if students take two GCSEs or other Level 2 qualifications that have different discount codes but have significant overlap of content. Students or their advisers who have any doubts about their subject combinations should check with the institution they wish to progress to before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English. All student work must be in English.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, or affects timeframes or the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: www.jcq.org.uk.

Malpractice

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in controlled assessments discovered before the candidate has signed the declaration of authenticity form does not need to be reported to Pearson.

Candidate malpractice found in controlled assessments after the declaration of authenticity has been signed, and in examinations **must** be reported to Pearson on a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report candidate malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible should be emailed to pqsmalpractice@pearson.com. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual components are not graded.

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

The first certification opportunity for this qualification will be 2019.

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Progression

Students can progress from this qualification to:

- GCEs, e.g. GCE A Level or AS in Design and Technology
- Level 3 vocational qualifications, e.g. the BTEC Level 3 qualifications in Engineering
- employment, e.g. in a design- or technology-based industry where an Apprenticeship may be available.

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Appendix 1: Mathematical skills

This appendix is taken from the document *Design and Technology GCSE subject content* published by the Department for Education (DfE) in November 2015.

The mathematical skills listed will be assessed in the examination only. The minimum level of mathematics in the examinations will be equivalent to Key Stage 3 mathematics.

Mathematical skills that will be assessed		Examples of design and technology applications
1 Arithmetic and numerical computation		
a	Recognise and use expressions in decimal and standard form	Calculation of quantities of materials, costs and sizes
b	Use ratios, fractions and percentages	Scaling drawings, analysing responses to user questionnaires
c	Calculate surface area and volume	Determining quantities of materials
2 Handling data		
a	Presentation of data, diagrams, bar charts and histograms	Construct and interpret frequency tables; present information on design decisions
3 Graphs		
a	Plot, draw and interpret appropriate graphs	Analysis and presentation of performance data and client survey responses
b	Translate information between graphical and numeric form	Extracting information from technical specifications
4 Geometry and trigonometry		
a	Use angular measures in degrees	Measurement and marking out, creating tessellated patterns
b	Visualise and represent 2D and 3D forms including two dimensional representations of 3D objects	Graphic presentation of design ideas and communicating intentions to others
c	Calculate areas of triangles and rectangles, surface areas and volumes of cubes	Determining the quantity of materials required

These mathematical skills will be assessed in the examination in both Section A and Section B. A minimum of 15 marks of the examination will be for mathematical skills, with questions involving mathematics always in an applied context.

These skills will be sampled in the examination but will all be covered over the lifetime of the qualification. Examples of mathematical questions are Questions 2(b) and 4(b) in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Design and Technology Sample Assessment Materials (SAMs)*.

Appendix 2: Calculators

Students may use a calculator in assessments for this qualification, and centres are responsible for making sure that calculators used by their students meet the requirements highlighted in the table below.

Students must be told these regulations beforehand and they must be familiar with them before their assessments for this qualification.

Students must have a calculator with them for their examinations which they may use.

<p>Calculators must be:</p> <ul style="list-style-type: none"> • of a size suitable for use on a desk • either battery or solar powered • free of lids, cases and covers that have printed instructions or formulae. 	<p>Calculators must not:</p> <ul style="list-style-type: none"> • be designed or adapted to offer any of these facilities: <ul style="list-style-type: none"> o language translators o symbolic algebraic manipulation o symbolic differentiation or integration o communication with other machines or the internet • be borrowed from another candidate during an examination for any reason* • have retrievable information stored in them, and this includes: <ul style="list-style-type: none"> o databanks o dictionaries o mathematical formulae o text.
<p>The candidate is responsible for:</p> <ul style="list-style-type: none"> • the calculator's power supply • the calculator's working condition • clearing anything stored in the calculator. 	

*An invigilator may give a student a replacement calculator.

Appendix 3: Scientific skills, knowledge and understanding

This appendix is taken from the document *Design and Technology GCSE subject content* published by the Department for Education (DfE) in November 2015.

Students must know and apply the following scientific skills, knowledge and understanding.

Scientific knowledge and skills that will be assessed	Examples of design and technology applications
1 Use scientific vocabulary, terminology and definitions	
a Quantities, units and symbols	Appropriate use of scientific terms when developing a design brief and specifications
b SI units (e.g. kg, g, mg; km, m, mm; kJ, J), prefixes and powers of ten for orders of magnitude (e.g. tera, giga, mega, kilo, centi, milli, micro and nano)	Calculation of quantities, measurement of materials and selection of components
c Metals and non-metals and the differences between them, on the basis of their characteristic physical and chemical properties	Classification of the types and properties of a range of materials
2 Life cycle assessment and recycling	
a The basic principles in carrying out a life cycle assessment of a material or product	Selection of materials and components based on ethical factors, taking into consideration the ecological and social footprint of materials
3 Using materials	
a The conditions which cause corrosion and the process of corrosion and oxidation	Understanding of properties of materials and how they need to be protected from corrosion through surface treatments and finishes. Appreciate how oxidation can be used when dyeing materials.
b The composition of some important alloys in relation to their properties and uses	Selecting appropriate materials
c The physical properties of materials, how the properties of materials are selected related to their uses	Knowledge of properties of materials to be applied when designing and making
d The main energy sources available for use on Earth (including fossil fuels, nuclear fuel, biofuel, wind, hydroelectricity, the tides and the Sun), the ways in which they are used and the distinction between renewable and non-renewable sources	Understanding of how to choose appropriate energy sources

Scientific knowledge and skills that will be assessed	Examples of design and technology applications
3 Using materials (<i>continued</i>)	
e The action of forces and how levers and gears transmit and transform the effects of forces	Knowledge of the function of mechanical devices to produce different sorts of movement, changing the magnitude and direction of forces

These skills will be sampled in the examination but all will be covered over the lifetime of the qualification. Examples of questions that include scientific knowledge and skills are Questions 1(a)(i) and 4(d) in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Design and Technology Sample Assessment Materials (SAMs)*.

Appendix 4: Links to other relevant subjects

The following table show how this qualification links to other relevant subjects.

In addition to maths and science, the GCSE in Design and Technology embeds knowledge, techniques and practices from a wide range of subjects, including art and design, business, computer science and geography. As part of the teaching of the qualification, teachers should use this appendix with the identified links to the subject content, to ensure that students gain an awareness and appreciation of the ways in which these subject areas relate to and inform decisions in design.

Links to other subjects	Examples of links to other subjects criteria	Examples of Design and Technology Content
Business	How technology, including e-commerce and digital communication, influences business activity.	1.2.2e – Communication 1.17.1 – Develop and use a range of communication techniques and media to present the design ideas
	The impact of ethical and environmental considerations on businesses, including sustainability.	2.3.2 – Environmental factors 3.2.7 – Social footprint 3.2.8 – Ecological footprint 3.3.5 – Social factors 3.3.6 – Cultural and ethical factors
Art and Design	The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study.	1.15.1 – Analysing a product 1.15.1 – Strategies, techniques and approaches employed when investigating and analysing the work of others
	Develop their ideas through investigations informed by selecting and critically analysing sources.	1.17.1 – Develop and use a range of communication techniques and media to present the design ideas 1.17.2 – Record and justify design ideas clearly and effectively using written techniques
	Refine their ideas as work progresses through experimenting with media, materials, techniques and processes.	2.2 – Review of Initial Ideas 2.3 – Development of design ideas into a chosen design 2.5 – Review of chosen design 4.1 – Testing and evaluation

Links to other subjects	Examples of links to other subjects criteria	Examples of Design and Technology Content
Geography	Effective presentation, communication and evaluation of material.	1.2.2e – Communication 1.17.1 – Develop and use a range of communication techniques and media to present the design ideas 4.1 – Testing and evaluation
	Recognising the changing characteristics and distribution of demand and supply, past and present impacts of human intervention, and issues related to their sustainable use and management at a variety of scales.	2.3.2 – Environmental factors 3.2.7 – Social footprint 3.2.8 – Ecological footprint 3.3.5 – Social factors 3.3.6 – Cultural and ethical factors
Computer Science	Think creatively, innovatively, analytically, logically and critically.	1.6.1 – Sensors 1.6.2 – Control devices and components 1.6.3 – Outputs 1.15.1 – Strategies, techniques and approaches employed when investigating and analysing the work of others
	Understand the impacts of digital technology to the individual and to wider society.	2.3.2 – Environmental factors 3.2.7 – Social footprint 3.2.8 – Ecological footprint 3.3.5 – Social factors 3.3.6 – Cultural and ethical factors

Appendix 5: Command word taxonomy

The following table lists the command words used in the external assessments.

Command word	Definition
Calculate	Work out a numerical problem using mathematical processes or formulae using the appropriate processes in their response. Requires showing how the answer has been worked out. Points-based mark scheme may credit use of correct formulae, use of correct steps/stages of calculation (evidenced by showing workings), correct outcome.
Describe	Give an account of the main characteristics of something or the steps in a process. Statements in the response should be developed but do not need to include a justification or reason.
Discuss	Identify the issue/situation/problem/concept/argument within the question. Explore aspects of the issue/element/situation/problem/concept/argument. Investigate the issue/situation etc. by reasoning or argument. Does not require a conclusion.
Evaluate	Measure the value or success of something and ultimately provide a substantiated judgement/conclusion. Review information and then bring it together to form a conclusion, drawing on evidence such as strengths, weaknesses, alternatives and relevant data.
Explain	Providing an answer and a reason or set of reasons qualifying the answer, such as reasons why something can be considered to fulfil a need, provide a purpose, communicate an intention. The answer must contain some element of reasoning/justification; may be used to support a given statement.
Give/State/Name	All of these command words are really synonyms. They generally all require recall of one or more pieces of information.
Identify	Usually requires some key information to be selected from a given stimulus/resource.
Use annotated sketches to show	Using graphical depiction with annotation, give an account of a 'process' showing the steps or stages of the process in the correct sequence/order, or give an account of 'something' showing a series of features/points/trends. The number of points/depth of answer required will be indicated by the mark allocation.

Please refer to the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Design and Technology Sample Assessment Materials (SAMs)* for the application of these command words.

Appendix 6: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles^[1] and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- consulting with key stakeholders on content and assessment, including learned bodies, subject associations, higher-education academics, teachers and employers to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCSE (9 to 1) Qualification Level Conditions and Requirements* and *GCSECE Subject Level Conditions and Requirements for Design and Technology*, published in April 2014.

^[1] Pearson's World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 7*.

From Pearson's Expert Panel for World Class Qualifications

May 2014

"The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia, and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- benchmarking assessments against UK providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice."

Sir Michael Barber (Chair)

Chief Education Advisor, Pearson plc

Professor Lee Sing Kong

Director, National Institute of Education, Singapore

Bahram Bekhradnia

President, Higher Education Policy Institute

Professor Jonathan Osborne

Stanford University

Dame Sally Coates

Principal, Burlington Danes Academy

Professor Dr Ursula Renold

Federal Institute of Technology, Switzerland

Professor Robin Coningham

Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz

Harvard Graduate School of Education

Dr Peter Hill

Former Chief Executive ACARA

All titles correct as at May 2014

Appendix 7: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'^[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves:^[2]

Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate.^[3]

Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

^[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

^[2] Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

^[3] PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

Appendix 8: Codes

Type of code	Use of code	Code
Discount codes	<p>Every qualification eligible for performance tables is assigned a discount code indicating the subject area to which it belongs.</p> <p>Discount codes are published by the DfE.</p>	Please see the GOV.UK website*
Regulated Qualifications Framework (RQF) codes	<p>Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code.</p> <p>The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students’ final certification documentation.</p>	<p>The QN for this qualification is:</p> <p>603/0698/1</p>
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students’ qualifications.	GCSE – 1DT0
Component codes	These codes are provided for reference purposes. Students do not need to be entered for individual components.	<p>Component 1:</p> <p>1DT0/1A – Metals</p> <p>1DT0/1B – Papers and boards</p> <p>1DT0/1C – Polymers</p> <p>1DT0/1D – Systems</p> <p>1DT0/1E – Textiles</p> <p>1DT0/1F – Timbers</p> <p>Component 2: 1DT0/02</p>

*<https://www.gov.uk/government/publications/key-stage-4-qualifications-discount-codes-and-point-scores>

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