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| **Page** | **Title** | **Assessment Criteria** |
| **1** | **Front Cover** |  |
| **2** | **Time Plan** |  |
|  |  | **Assessment Criteria: 1 -**Max marks 8  Investigating the design context |
| **3** | **Design situation**  **Target market** | Students should be able identify a  target market and profile the  intended consumer/ user. |
| **Design Brief** | Students should be able to select a  design brief which will allow them to  display a wide range of skills and  address all assessment criteria. |
| **4** | **Analysis** | Students should be able to analyse  the design brief by using a word web  or by key word analysis |
| **4/5/6/7**  **8** | **Research**  **Analysis of Research** | Students should be able to identify,  generate and analyse research |
| **9** | **Systems Diagram** | Students should be able produce a  systems analysis |
| **10** | **Design Specification** | Students should be able to produce  design criteria |
|  |  |  |
|  |  | **Assessment Criteria: 2 –**Max’ marks 32  Development of design proposals  ( including modelling ) |
| **11**  **12**  **13**  **14** | **Circuit Idea 1**  **Circuit Idea 2**  **Circuit Idea 3**  **Chosen Circuit** | Students should be able to produce  ideas based on electronic building  blocks and develop them into  innovative ones by demonstrating  creativity, flair and originality in the way  in which they combine and refine them |
| **15**  **16**  **17**  **18**  **19**  **20** | **Breadboard 1**  **Breadboard 2**  **PCB Development**  **Case Idea 1**  **Case Idea 2**  **Working Drawing** | Students should be able to produce  development work through  experimentation in order to produce a  final design solution |
| **21**  **22** | **Flowchart**  **Cutting List** | Students should be able to present a  coherent and appropriate design  strategy, with clear evidence of a  planned approach |
| **23**  **24** | **Research**  **Case: Materials and Manufacture** | Components and materials chosen with  full regard to their working properties |
| **25** | **Impact of Design Issues** | Students should be able to describe the implications of a wide range of issues  including social, moral, and  environmental sustainability. |
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|  |  | **Assessment Criteria: 3 –**Max marks 32  Making |
| **26**  **27** | **Completed Project Photos**  *(and previous flowchart)* | Students should be able to produce a  final outcome to demonstrate making,  modelling and finishing skills |
| Students should be able to demonstrate  that quality controls are evident  throughout the project |
| Students should be able to produce an  outcome that is suitable for a target  market |
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|  |  | **Assessment Criteria: 4 -**Max marks 12  Testing and Evaluation |
|  |  | Students should be able to test and  evaluate as appropriate throughout the  designing and making process |
| **28** | **Test of Finished Project**  **Survey of Finished Project** | Students should be able to test aspects  of the final outcome against the design  criteria and specification |
| **29** | **Evaluation Against Specification** | Students should be able to evaluate  and justify the need for modifications to  their product |
| **Further Modifications**  **Of Project** |

**Assessment Criteria 5:** Communication **–** Max marks 6

Students should be able to produce a concise and relevant design folder that demonstrates an appropriate selection of material for inclusion.

Students should be able to communicate decisions in a clear and cogherent manner with use of technical language.

Students should be able to produce legible text that is easily understood and shows a grasp of grammar, punctuation and spelling.