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| **Page** | **Title** | **Assessment Criteria** |
| **1** | **Front Cover** |  |
| **2** | **Time Plan** |  |
|  |  | **Assessment Criteria: 1 -**Max marks 8Investigating the design context |
| **3** | **Design situation****Target market** | Students should be able identify atarget market and profile theintended consumer/ user.  |
| **Design Brief** | Students should be able to select adesign brief which will allow them todisplay a wide range of skills andaddress all assessment criteria. |
| **4** | **Analysis** | Students should be able to analysethe design brief by using a word webor 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 asystems analysis |
| **10** | **Design Specification** | Students should be able to producedesign criteria |
|  |  |  |
|  |  | **Assessment Criteria: 2 –**Max’ marks 32Development 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 produceideas based on electronic buildingblocks and develop them intoinnovative ones by demonstratingcreativity, flair and originality in the wayin 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 producedevelopment work throughexperimentation in order to produce afinal design solution |
| **21****22** | **Flowchart****Cutting List** | Students should be able to present acoherent and appropriate designstrategy, with clear evidence of aplanned approach |
| **23****24** | **Research****Case: Materials and Manufacture** | Components and materials chosen withfull regard to their working properties |
| **25** | **Impact of Design Issues**  | Students should be able to describe the implications of a wide range of issuesincluding social, moral, andenvironmental sustainability. |
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|  |  | **Assessment Criteria: 3 –**Max marks 32Making |
| **26****27** | **Completed Project Photos***(and previous flowchart)* | Students should be able to produce afinal outcome to demonstrate making,modelling and finishing skills |
| Students should be able to demonstratethat quality controls are evidentthroughout the project |
| Students should be able to produce anoutcome that is suitable for a targetmarket |
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|  |  | **Assessment Criteria: 4 -**Max marks 12Testing and Evaluation |
|  |  | Students should be able to test andevaluate as appropriate throughout thedesigning and making process |
| **28** | **Test of Finished Project****Survey of Finished Project** | Students should be able to test aspectsof the final outcome against the designcriteria and specification |
| **29** | **Evaluation Against Specification** | Students should be able to evaluateand justify the need for modifications totheir 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.