



Non-Exam Assessment

NCFE Level 1/2 Technical Award in Creative Design and Production (603/7003/8)

Centre copy

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Introduction

The non-exam assessment (NEA) is a formal synoptic assessment that requires the learner to independently apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable them to demonstrate an integrated connection and coherence between the different elements of the qualification.

The NEA will contribute **60%** towards the overall qualification grade and therefore it is important that the learner produces work to the highest standard that they can. The learner must not start the NEA until they have been taught the full course of study, to ensure that they are in the best position to complete the NEA successfully.

What is synoptic assessment?

Synoptic assessment is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects of the subject content and across the breadth of the assessment objectives in an integrated way. The Department for Education (DfE) has consulted with Awarding Organisations and agreed the following definition for synoptic assessment:

“A form of assessment which requires a candidate to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.”

Synoptic assessment enables learners to show that they can transfer knowledge and skills learnt in one context to resolve problems raised in another. To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills.

As learners progress through the course, they will use and build upon knowledge and skills learnt across units. The NEA will test the learners' ability to respond to a real-world situation.

Information for learners

Introduction

The non-exam assessment (NEA) is a formal synoptic assessment that will contribute **60%** towards your overall qualification grade. It takes the form of a synoptic project that will require you to draw on your knowledge and understanding of the entire qualification, it is therefore important that you produce work to the highest standard that you can.

You will be assessed on your ability to independently select, apply and bring together the appropriate knowledge, understanding, skills and techniques you have learnt throughout your course of study, in response to a brief, set in a real-world situation.

The NEA will be assessed holistically using a levels of response mark grid and against 5 integrated assessment objectives. These assessment objectives and their weightings are shown below.

Assessment objective (AO)
AO1 – Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding. 12 marks (12.5%)
AO2 – Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations. 12 marks (12.5%)
AO3 – Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions. 12 marks (12.5%)
AO4 – Demonstrate and apply relevant technical skills, techniques and processes The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector, by applying the appropriate processes, tools and techniques. 32 marks (33.3%)
AO5 – Analyse and evaluate the demonstration of relevant skills, techniques and processes. The emphasis here is for learners to analyse and evaluate the essential technical skills, processes, tools and techniques relevant to the vocational sector. 28 marks (29.2%)

Mark Scheme

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total marks for each question.

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently, do not change your approach to marking once you have been standardised.
- Reward learners positively, giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- If you are in any doubt about the application of the mark scheme, you must consult with your centre's internal quality assurer.

Guidelines for using extended response marking grids

Extended response mark grids have been designed to assess learners' work holistically. They consist of levels-based descriptors and indicative content.

Levels-based descriptors

Each level is made up of several descriptors for across the AO range – AO1 to AO5, which when combined provide the quality of response that a learner needs to demonstrate. Each levels-based descriptor is worth varying marks.

The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

Indicative content reflects content-related points that a learner may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content, as its purpose is as a guide for the relevance and expectation of the responses. Learners must be credited for any other appropriate response.

Application of extended response marking grids

When determining a level, you should use a bottom-up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors.

Past paper

Documentation

Declaration of Authenticity

The learner and assessor must complete the form at the end of the assessment and before any marking takes place. The assessor must check the number of tasks submitted by the learner is accurate.

The completed form must be retained within the centre and is not to be sent to the moderator or NCFE unless specifically requested.

Learner name:	
Task(s) submitted:	
Learner declaration:	
I certify that the work submitted for this NEA is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Learner signature:	
Date:	

Assessor name:	
Assessor declaration:	
I certify that the work submitted is the learner's own. The learner has clearly referenced any sources used in the work. I confirm that all work was conducted under conditions designed to assure the authenticity of the learner's work.	
Assessor signature:	
Date:	

NB: Once completed, the declaration of authenticity must be stored securely within the centre, in line with the following NCFE Regulations for Conduct of NEA. A copy of this declaration form must be made available to NCFE upon request.

GDPR Consent

Section A: This section must be completed by the learner

- NCFE may select your work for use at teacher training or standardisation events. Your work will be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required
- NCFE may select your work at some point in the future for use in teaching and learning resources published on the NCFE website. Your work would be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required
- you understand that this agreement may be terminated at any time through written request
- for further details about how we process your data please read more www.ncfe.org.uk/legal-information.

Please tick the option that applies, sign and date in the box below:

		Tick one only
I consent to my work being used in the manner detailed in Section A		
I do not consent to my work being used in the manner detailed in Section A		
Learner Signature:		
Date:		

Section B: This section must be completed by any participants who feature in the work

Over 13

- I am over 13 and I give my permission for my video and/or photographic image to be used as detailed in Section A (above).

Under 13

- I give my permission for my child's video and/or photographic image to be used as detailed in Section A (above).

Name of participant (Printed)	Participant/Parent signature	Date

If any of the participants have declined permission, please tick here: ☐

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Learner instructions

- Read the project brief carefully before you start the **work**.
- You **must** clearly identify and label all of the work you produce during the supervised time.
- You **must** hand in all of your work to the supervisor at the end of each timed session.

Learner information

- This NEA will assess your knowledge and understanding from across the qualification.
- The maximum mark for this assessment is **96**.
- The maximum completion time for this NEA is **16 hours** (plus **2 hours** preparation and research time).
- All of the work you submit **must** be your own.
- All work needs to be saved and then used later as part of a digital submission of your digital portfolio. You will need to scan your work and take photographs of the prototypes and samples.

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name _____

Centre name _____

Centre number

Learner number

Learner signature _____

Preparation and research task

Maximum time: 2 hours

In addition to the allocated assessment time for this non-exam assessment (NEA), you are permitted to spend a maximum of **2 hours** to undertake research and develop a pack of resources that you can refer to during the formal NEA assessment time. During this 2-hour period, you may access all learning materials, internet access and other published materials.

You should use this time to create your own resource pack and it is this pack alone that you may use during the allocated time given to the NEA. This is the only support material that is permitted during the completion of NEA tasks (unless otherwise stated within each task instructions)

All research or data used in your final NEA **must** be referenced appropriately. As a minimum this should include the following:

- the use of quotation marks to clearly identify any passages not of your own words
- date accessed
- name of source / author

Evidence requirements: research pack of no more than four sides of A4, font size 12 (if word processed) to be returned to your assessor at the end of each task / session and submitted with the completed NEA.

Formal NEA

Maximum completion time

You have been provided with a total of **16 hours** to complete this NEA (plus **2 hours** for preparation and research).

You may use some or all of the time provided for each task.

You are allowed to use any remaining time allocated to one task to rework previous tasks up to the maximum time allowed.

You are not allowed to exceed the total number of hours.

You should not start your NEA until you have been taught the full course of study. This will ensure that you are in the best position to complete the NEA successfully.

Do not turn over until the assessor tells you to do so.

Project Brief

You are a freelance designer working on a new project. The local bakery in the community that you have been commissioned by, use a 'pay as you can' system for customers. Community and sustainability are important values of the bakery.

They would like you to design a new box for their takeaway bakery products.

Your proposal should be functional, although your design needs to show the company as fun and colourful.

The owners of the local bakery requires the takeaway box to be:

- functional and have an eye-catching design
- 21cm x 25cm x 10cm with a lid
- design to be inspired by either the Art Nouveau movement, or the Memphis style.

The bakery requires you to document and record your design process, so it can be used in their marketing. This will need to be in the form of a digital portfolio.

Assessment tasks and mark schemes

Task 1 (a)

Research methods and techniques	
Maximum time	3 hours
Content areas assessed	1. Design and production in context 2. Design materials and processes
Assessment objectives	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks
You are required to: Apply a range of research methods and techniques to develop at least three different initial ideas in response to the project brief. You will then select the most relevant examples of your research findings, including how they have informed your ideas and include them in your digital portfolio. You are permitted to use the internet to support your research, but you must reference the source of any work and / or ideas that are not your own. [12 marks]	
Evidence	• Evidence of research you could include in your digital portfolio: ○ annotated primary sources ○ annotated secondary sources ○ potential materials – samples, experiments ○ annotated sketches ○ notes on environmental issues linked to your design ideas ○ mind maps ○ mood boards ○ annotated draft sketches. ○ a list of references for the sources you have used ○ a copy of your internet browsing history.

Task 1 (a) - Research methods and techniques		
Band	Marks	Descriptors
4	10–12	AO3: Makes judgments on the research findings, to inform their design, that are excellent, highly detailed and highly relevant to the requirements of the brief. AO2: Applies an excellent understanding of a wide range of research methods and techniques that include comprehensive and highly detailed links to the requirements of the brief. AO1: Excellent recall of knowledge and understanding of environmental impacts of a product that is comprehensive, highly detailed and highly relevant to the requirements of the brief.
3	7–9	AO3: Makes judgments on the research findings, to inform their design, that are good, mostly detailed and mostly relevant to the requirements of the brief. AO2: Applies a good understanding of a range of research methods and techniques that include mostly detailed links to the requirements of the brief. AO1: Good recall of knowledge and understanding of environmental impacts of a product that is mostly detailed and mostly relevant to the requirements of the brief.
2	4–6	AO3: Makes judgments on the research findings, to inform their design, that are reasonable, have some detail and some relevance to the requirements of the brief, though this may be underdeveloped. AO2: Applies a reasonable understanding of research methods and techniques that include some links to the requirements of the brief and have some detail, though may be underdeveloped. AO1: Reasonable recall of knowledge and understanding of environmental impacts of a product that has some detail and some relevance to the requirements of the brief, though may be underdeveloped.
1	1–3	AO3: Makes limited judgments on the research findings, to inform their design, with minimal detail and little to no relevance to the requirements of the brief. AO2: Applies a limited understanding of a minimal range of research methods and techniques that include minimal detail and little to no relevance to the requirements of the brief. AO1: Limited recall of knowledge and understanding of environmental impacts of a product that has minimal detail and little to no relevance to the requirements of the brief.
0	0	No rewardable material

Indicative content

NB: It is not a requirement that the learner formulates a response in their digital portfolio specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

AO1: Recall knowledge and show understanding

As one of the client's needs is to consider the impact on the environment, learners may make reference in their annotations of research findings (such as work of other designers / magazine articles), which may include the following areas of knowledge:

- sustainable design:
 - the 6 Rs: recycle, reuse, repair, rethink, reduce, refuse.
- unsustainable design:
 - removal of trees for use in raw materials
 - loss of habitat for wildlife
 - finite resources
 - pollution from manufacturing processes
 - damage to the environment in resource obtainment
 - transportation of resources / ecological footprint
 - damage to the environment in product disposal
 - pollution from waste materials
 - increased disposal in landfills.

AO2: Apply knowledge and understanding

When considering placement within the bands, attention should be given to the range of different types of research method used, as well as the relevance and usefulness of the findings in terms of the brief. The digital portfolio may include a range of research methods and techniques such as:

- research methods and techniques:
 - primary:
 - interviews – such as interviewing a practitioner who works with sustainable materials, this could be evidence with a transcription with highlighted text and annotations to show how parts of the interview will inform the learner's own work
 - real-world observations such as observing a technician working with a reusable material, photographs of this process could be annotated with learners' notes to show how parts of the observation will inform their own ideas
 - questionnaires to the class to find out preferences of what they like to see in packaging designs in existing retail outlets displays of high street shops, responses could be collated to show how the findings have informed ideas for their own design work
 - work of others such as looking at examples of existing packaging, notes or photographs could be annotated to show how these examples may inform their own design ideas
 - secondary:

- books such as key texts on design movements, pages could be scanned and annotated to show how this has informed ideas for own design work
- magazines that relate to design, extracts could be annotated to show this has informed own design ideas
- websites such as those of design practitioners that are using eco-friendly materials, printouts could be annotated to show how this will inform own ideas
- work of others, such as following high street shops that promote eco-friendly products, screenshots could be annotated to show how this will inform own design ideas
- product analysis such as exploring existing products that are made from recycled materials, photographs / scans could be annotated to show how this will inform own design ideas
- resource availability such as looking at retailers that sell/source eco-friendly materials, notes could show details such as the costs and availability.

AO3: Analyse and evaluate knowledge and understanding

Judgements of how their initial ideas meet the needs of the brief will vary depending on the nature of the learner's idea though may include reference to:

- annotated investigations that review:
 - drawings / sketches with annotations to show how these meet the client needs, in terms of a bespoke item, annotations may compare ideas to existing products on the market
 - mood boards with annotations to show how images have been collected and collated to communicate the chosen design movement
 - initial ideas with annotations to show how their ideas have drawn on research findings regarding popular products on the high street that promote the use of eco-friendly materials

Note: This is not an exhaustive list and credit should be given for other appropriate research methods and techniques in relation to the requirements of the brief.

Task 1 (b)

Interpreting a design brief	
Maximum time	1 hour
Content areas assessed	1. Design and production in context 2. Design materials and processes 3. Design brief and production processes
Assessment objectives	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks
You are required to: Write a post for your project blog which explains how your three initial ideas may meet the needs of the client. Your post should include: - the design style / movement you intend to reflect - an outline of all your three initial ideas (including images, such as rough sketches) - a judgement of how your initial ideas meet the needs of the client, informed by your research findings. Your blog post should be typed and should include images (you are not required to post this online). You are not permitted to use the internet for this task. [12 marks]	
Evidence	An email blog post outlining your proposal to the client (in an appropriate word-processed document and included in your digital portfolio).

Task 1 (b) - Interpreting a design brief		
Band	Marks	Descriptors
4	10–12	AO3: Makes judgements about the initial ideas that are excellent, highly detailed and highly relevant to the requirements of the brief (including the set design movement). AO2: Applies an excellent understanding of how to interpret a design brief and chosen design movement that is comprehensive, highly detailed and highly relevant to the requirements of the brief. AO1: Demonstrates an excellent understanding of how to interpret a design brief and design movement that is comprehensive, highly detailed and highly relevant to the requirements of the brief.
3	7–9	AO3: Makes judgments for the initial idea that are good, mostly detailed and mostly relevant to the requirements of the brief (including the set design movement). AO2: Applies a good understanding of how to interpret a design brief and design movement that is mostly detailed and mostly relevant to the requirements of the brief. AO1: Demonstrates a good understanding of how to interpret a design brief and design movement that is mostly detailed and mostly relevant to the requirements of the brief.
2	4–6	AO3: Makes judgments for the initial idea that are reasonable, have some detail and some relevance to the requirements of the brief (including the set design movement), though may be underdeveloped. AO2: Applies a reasonable understanding of how to interpret a design brief and design movement that has some detail and some relevance to the requirements of the brief, though may be underdeveloped. AO1: Demonstrates a reasonable understanding of how to interpret a design brief and design movement that has some detail and some relevance to the requirements of the brief, though may be underdeveloped.
1	1–3	AO3: Makes limited judgments for the initial idea that has minimal detail and little to no relevance to the requirements of the brief (including the set design movement). AO2: Applies a limited understanding of how to interpret a design brief and design movement that has minimal detail and little to no relevance to the requirements of the brief. AO1: Demonstrates a limited understanding of how to interpret a design brief and design movement and has minimal detail and little to no relevance to the requirements of the brief.
0	0	No rewardable material

Indicative content

NB: Learners may make different decisions when developing their initial ideas.

Credit should be given for how they recall and apply their knowledge and understanding of design briefs and design movements and how they use this to respond to the requirements of the brief. It is not a requirement that the learner formulates a response in their email specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

AO1: Recall knowledge and show understanding

Interpreting a design brief:

- client needs
- copyright issues
- interpreting key information: product purpose

Arts and Crafts key features:

- emphasis on nature as a starting point for ideas (for example, floral imagery)
- wide range of materials.

or

Post-modern features:

- parody – ridicules convention
- pastiche – unorthodox combinations
- bricolage – reuse – recycle materials.

AO2: Apply knowledge and understanding

Interpreting a design brief:

- (client needs) reference to environmental issues/types of items/eye catching
- (interpreting key information - product purpose) – reference to attracting new customers/eye catching.

Key features of the selected design movement will be applied to the requirements of the brief and inform the initial ideas, for example, a box design incorporating a floral pattern (arts and crafts, which incorporates a floral design (arts and crafts)).

AO3: Analyse and evaluate knowledge and understanding

Judgements of how their initial ideas meet the needs of the brief will vary depending on the nature of the learner's idea though may include reference to:

- (client needs) for example, fit in / be suitable for the bakery.
- (client needs) for example, item has low impact on environment/can be made from sustainable materials
- interpreting key information:
 - resources required including environmental impacts
 - copyright issues, for example, use of images if creating a post-modern design.

Note: This is not an exhaustive list and credit should be given for other appropriate responses to the requirements of the brief.

Task 2

Developing the designs	
Maximum time	3 hours
Content areas assessed	2. Design materials and processes 3. Design brief and production processes 5. Review processes and solution
Assessment objectives	AO4 – 12 marks AO5 – 12 marks
You are required to: Select one of your initial ideas. Expand and develop your selected idea further by working through design solutions and applying relevant design principles. You should: • create a drawing (either hand rendered or computer aided design (CAD) which includes size / dimension information • identify what materials would be suitable for developing your design • review your drawing and consider your application of design principles and the suitability of the materials you identified. You are permitted to use the internet to support your research, but you must reference the source of any work and / or ideas that are not your own. [24 marks]	
Evidence	• Evidence you could include in your digital portfolio: ○ drawings: 2D designs, hand rendered or CAD ○ notes on experimental ideas ○ images of material samples ○ annotations on the drawings ○ a list of references for the sources you have used ○ a copy of your internet browsing history.

Task 2 - Developing the designs (AO4)		
Band	Marks	Descriptors
4	10–12	AO4: Excellent and highly proficient demonstration and application of technical production processes to create CAD or hand drawn designs that are comprehensive and highly detailed. AO4: Excellent demonstration and application of the design process (including how to adjust and redesign ideas) that are comprehensive and highly relevant. AO4: Excellent demonstration and application of design principles when developing design ideas, which includes reference to appropriate materials, that are comprehensive, highly detailed and highly relevant to the requirements of the brief.
3	7–9	AO4: Good and mostly proficient demonstration and application of technical production processes to create mostly detailed CAD or hand drawn designs. AO4: Good demonstration and application of the design process (including how to adjust and redesign ideas) that are mostly detailed and mostly relevant. AO4: Good demonstration and application of design principles when developing ideas, which includes reference to appropriate materials, that are mostly detailed and mostly relevant to the requirements of the brief.
2	4–6	AO4: Reasonable demonstration and application of technical processes, that show some proficiency to create CAD or hand drawn designs that have some detail, though may be underdeveloped. AO4: Reasonable demonstration and application of the design process (including how to adjust and redesign ideas) that have some detail, and some relevance, though may be underdeveloped. AO4: Reasonable demonstration and application of design principles when developing ideas, which includes reference to appropriate materials, that has some detail and some relevance to the requirements of the brief, though may be underdeveloped.
1	1–3	AO4: Limited demonstration and application of technical processes, that show limited proficiency, to create CAD or hand drawn designs that have minimal detail. AO4: Limited demonstration and application of the design process (including how to adjust and redesign ideas) that have minimal detail and are mostly irrelevant. AO4: Limited demonstration and application of design principles when developing ideas, which includes reference to appropriate materials, that has minimal detail and are mostly irrelevant to the requirements of the brief.
0	0	No rewardable material

Indicative content

NB: Credit should be given for their application of technical processes for either digital design software or hand-drawn techniques.

It is not a requirement that the learner formulates a response in their drawings and annotations specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

AO4: Analyse and evaluate the demonstration of relevant skills and techniques and processes.

Learners may choose to apply digital design software (or hand drawn) skills to:

- develop ideas
- conceptual design
- virtual modelling
- techniques (hand drawn):
 - drawing
 - sketching
- output:
 - diagrams
 - working drawings
- qualities:
 - isometric
 - oblique
 - perspective.

Learners will apply a range of stages of the design process, such as:

- applying research findings
- applying principles of good design
- redesigning
- identifying materials (this will be informed by the learner's design ideas):
 - plastics
 - papers, card and board
 - hardwood.

Learners work may apply a range of design principles. When considering placement within the band attention should be given to the effectiveness of the chosen design principles, rather than the range engaged with. Typical examples of design principles may include:

- emphasis, balance, contrast, harmony, repetition, texture, proportion, scale, movement space
- Dieter Rams' 10 Principles of Good Design.

Note: This is not an exhaustive list and credit should be given for other appropriate responses in relation to the requirements of the brief.

Task 2 - Developing the designs (AO5)		
Band	Marks	Descriptors
4	10–12	AO5: Excellent analysis and evaluation of own technical production processes when creating CAD or hand drawn designs that are comprehensive and highly detailed. AO5: Excellent analysis and evaluation of own design processes when adjusting and redesigning ideas that are comprehensive and highly detailed. AO5: Excellent analysis and evaluation of own design principles used when developing design ideas, which include reference to appropriate materials, that are comprehensive, highly detailed and highly relevant to the requirements of the brief.
3	7–9	AO5: Good analysis and evaluation of own technical processes when creating CAD or hand drawn designs that are mostly detailed and coherent. AO5: Good analysis and evaluation of own design processes when adjusting and redesigning ideas that are mostly detailed and coherent. AO5: Good analysis and evaluation of own design principles when developing own design ideas, which includes reference to appropriate materials, that are mostly detailed and mostly relevant to the requirements of the brief.
2	4–6	AO5: Reasonable analysis and evaluation of own technical processes when creating a CAD or hand drawn design that have some detail, though may be underdeveloped. AO5: Reasonable analysis and evaluation of own design processes when adjusting and redesigning ideas that have some detail, though may be underdeveloped. AO5: Reasonable analysis and evaluation of own design processes when developing own ideas, which includes reference to appropriate materials, has some detail and some relevance to the brief, though may be underdeveloped.
1	1–3	AO5: Limited analysis and evaluation of own technical processes when creating a CAD or hand drawn design that has minimal detail and is mostly irrelevant. AO5: Limited analysis and evaluation of own design processes when adjusting and redesigning ideas that has minimal detail and is mostly irrelevant. AO5: Limited analysis and evaluation of own design processes when developing own ideas, which includes reference to appropriate materials, has minimal detail and is mostly irrelevant to the requirements of the brief.
0	0	No rewardable material

Indicative content

AO5: Analyse and evaluate the demonstration of relevant skills and techniques, and processes

Learners will analyse and evaluate digital design software (or hand drawn) skills, as relevant to their work on areas such as:

- develop ideas
- conceptual design
- virtual modelling
- techniques (hand drawn):
 - drawing
 - sketching
- output:
 - diagrams
 - working drawings
- qualities:
 - isometric
 - oblique.

Learners will analyse and evaluate a range of stages of the design process, such as:

- use of research findings
- principles of good design
- redesigning
- identifying materials (this will be informed by the learner's design ideas):
 - plastics
 - papers, card and board.

Learners will analyse and evaluate a range design principles, such as:

- emphasis, contrast, harmony, texture, space
- Dieter Rams' 10 Principles of Good Design.

Note: This is not an exhaustive list and credit should be given for other appropriate responses in relation to the requirements of the brief.

Task 3

Plan of production stages for design solution	
Maximum time	2 hours
Content areas assessed	2. Design materials and processes 3. Design brief and production processes
Assessment objectives	AO1 – 4 marks AO2 – 4 marks AO4 – 4 marks
You are required to: Refer to your chosen design idea and create a plan for the production processes and techniques required to create a prototype of your design solution. This should include a risk assessment of any tools, materials and techniques you plan to use. You are permitted to use the internet to support your research, but you must reference the source of any work and / or ideas that are not your own. The production plan and risk assessment must relate to your own design idea, and you must not use a pre-populated template from the internet. [12 marks]	
Evidence	• Evidence you could include in your digital scrapbook: ○ production plan ○ risk assessment of required materials, tools and techniques ○ a list of references for the sources you have used ○ a copy of your internet browsing history.

Task 3 - Plan of production stages for design drawing		
Band	Marks	Descriptors
4	10–12	AO4: Excellent demonstration and application of safe working practices and processes to create a risk assessment (including intended tools, materials and techniques), which is comprehensive and highly proficient. AO2: Applies an excellent understanding of production plan, processes, techniques and safe working practices that is comprehensive, highly detailed and highly relevant to the requirements of the brief. AO1: Excellent recall of knowledge and understanding of production plan, processes, techniques and safe working practices that is comprehensive, highly detailed and highly relevant to the requirements of the brief.
3	7–9	AO4: Good demonstration and application of safe working practices and processes to create a risk assessment (including intended tools, materials and techniques), which is mostly detailed and mostly proficient. AO2: Applies a good understanding of production plan, processes, techniques and safe working practices that is mostly detailed and mostly relevant to the requirements of the brief. AO1: Good recall of knowledge and understanding of production plan, processes, techniques and safe working practices that is mostly detailed and mostly relevant to the requirements of the brief.
2	4–6	AO4: Reasonable demonstration and application of safe working practices and processes to create a risk assessment (including intended tools, materials and techniques), which has some detail and some proficiency, though this may be underdeveloped. AO2: Applies a reasonable understanding of production plan, processes, techniques and safe working practices that shows some detail and some relevance to the requirements of the brief, though may be underdeveloped. AO1: Reasonable recall of knowledge and understanding of production plan, processes, techniques and safe working practices that has some detail and some relevance to the requirements of the brief, though may be underdeveloped.
1	1–3	AO4: Limited understanding and application of safe working practices and processes to create a risk assessment (including intended tools, materials and techniques), which has minimal detail and limited proficiency. AO2: Applies a limited understanding of production plan, processes, techniques and safe working practices that has minimal detail and is mostly irrelevant to the requirements of the brief. AO1: Limited recall of knowledge and understanding of production plan, processes, techniques and safe working practices that has minimal detail and minimal relevance to the requirements of the brief and is inconsistent.
0	0	No rewardable material

Indicative content

AO1: Recall knowledge and show understanding

Learners may recall a range of requirements for a production plan, such as:

- production stages:
 - sourcing materials and equipment
 - selection of tools and equipment
 - production techniques and processes to be used
 - testing
 - quality assurance
 - contingency.

Processes and techniques recalled may include:

- production processes:
 - using the design proposal to plan production processes
 - source materials
 - testing
 - quality control:
 - random sampling
 - visual
 - tolerances
- quality assurance:
 - responding to defects
 - inspection procedures
 - materials:
 - buying
 - testing
 - checking
- production techniques:
 - cutting, joining and construction techniques
 - forming shape techniques
 - tools and equipment used for production techniques.

AO2: Apply knowledge and understanding

NB: Learners' application of knowledge and understanding of the production stages, processes and techniques in their action plan will be informed by their response to the brief in terms of their design solution. The knowledge and understanding recalled should be applied to their own design solution in terms of planning how they are going to create a prototype. Examples of the knowledge listed for AO1 should be applied to their own design and production plan, though typical responses may include:

- material required to realise prototype of design solution (for example paper, card and board):
 - (paper, card and board) tools: scissors and other appropriate tools needed
 - (paper, card and board) resources: ink, paint and other appropriate resources needed

- (paper, card and board) production techniques: cutting, joining and other appropriate techniques needed
- testing: strength, suitability for design, environmental impact.

AO4: Demonstrate and apply relevant technical skills, techniques, and processes

NB: Learners may include a range of information on the risk assessment as it will be informed and shaped by their response to the brief. Typical responses should include an analysis of the risks that are posed by their creative choices and then demonstrated in their risk assessment, this may include references to:

- risk assessment:
 - hazards: something that can cause harm
 - risks: the likelihood that the hazard will cause harm
 - control measures: actions, activities and/or equipment used or taken to prevent, eliminate or reduce the risk of a hazard occurring
 - personal protective equipment (PPE)
- health and safety legislation:
 - the Management of Health and Safety at Work Regulations 1999
- PPE at work:
 - eyes:
 - safety goggles
 - head and face:
 - face shield
 - face mask
 - whole body:
 - disposable overalls
 - apron.

Note: This is not an exhaustive list and credit should be given for other appropriate responses in relation to the requirements of the brief.

Task 4

Developing and reviewing a prototype	
Maximum time	5 hours
Content areas assessed	1. Design and production in context 3. Design brief and production processes 5. Review processes and solution
Assessment objectives	AO4 – 12 marks AO5 – 12 marks
You are required to: Use your design idea and production plan, from Task 3, to develop your design solution by creating: a prototype of your design (either actual size or scaled). As you create your design prototype, you should gather evidence of your application of production processes and techniques. You should provide annotations to explain what you were doing and why at each point in the design process. You should take further images of your completed prototype and provide evaluative annotations. You should also provide a formative review of the design production process. This may include how you redesigned your prototype throughout the process. It is acceptable for you to ask someone else to take the pictures for you (such as another member of the class or tutor) as long as the annotations are only added by yourself. You may use a computer to add evidence to your digital portfolio. You are not permitted to use this internet for this task. [24 marks]	
Evidence	- Evidence of research you could include in your digital scrapbook and blog: - annotated images of production techniques applied when creating the prototype - annotated images of your prototype - a written / word-processed formative review of your production processes and techniques.

Task 4 - Developing and reviewing a prototype (AO4)		
Band	Marks	Descriptors
4	10–12	AO4: Excellent and highly proficient demonstration and application of technical production processes (including redesigning, where appropriate) to create a prototype that is comprehensive and highly detailed. AO4: Excellent demonstration and application of design principles when developing create a prototype that is comprehensive, highly detailed and highly relevant to the requirements of the brief.
3	7–9	AO4: Good and mostly proficient demonstration and application of technical production processes (including redesigning, where appropriate) to create a prototype samples that is mostly detailed and coherent. AO4: Good demonstration and application of design principles when developing a prototype, where appropriate, that is mostly detailed and mostly relevant to the requirements of the brief.
2	4–6	AO4: Reasonable demonstration and application of technical production processes (including redesigning, where appropriate), that show some proficiency, to create a prototype that has some detail, though may be underdeveloped. AO4: Reasonable demonstration and application of design principles when developing a prototype that has some detail and some relevance to the requirements of the brief, though may be underdeveloped.
1	1–3	AO4: Limited demonstration and application of technical production processes (including redesigning, where appropriate), that show limited proficiency to create a prototype that has minimal detail. AO4: Limited demonstration and application of design principles when developing a prototype that has minimal detail and are mostly irrelevant to the requirements of the brief.
0	0	No rewardable material

Indicative content

AO4: Demonstrate and apply relevant technical skills, techniques, and processes

Learners may choose to apply production process techniques, such as:

- cutting, joining and construction techniques
- forming shape techniques
- tools and equipment used for production techniques
- surface treatments and finishing techniques.

Learners may apply a range of stages of the design process, such as:

- applying research findings
- applying principles of good design
- testing
- redesigning.

Learners may apply a range design principles, such as:

- emphasis, contrast, harmony, texture, space
- Dieter Rams' 10 Principles of Good Design.

Note: This is not an exhaustive list and credit should be given for other appropriate responses in relation to the requirements of the brief.

Task 4 - Developing and reviewing a prototype (AO5)		
Band	Marks	Descriptors
4	10–12	AO5: Excellent analysis and evaluation of own technical production processes (including redesigning, where appropriate) when creating a prototype that is comprehensive and highly detailed. AO5: Excellent analysis and evaluation of own design principles used when developing a prototype that is comprehensive, highly detailed and highly relevant to the requirements of the brief.
3	7–9	AO5: Good analysis and evaluation of own technical production processes (including redesigning, where appropriate) when creating a prototype that is mostly detailed and coherent. AO5: Good analysis and evaluation of own design principles used when developing a prototype that is mostly detailed and mostly relevant to the requirements of the brief.
2	4–6	AO5: Reasonable analysis and evaluation of own technical production processes (including redesigning, where appropriate) when creating a prototype that has some detail, though may be underdeveloped. AO5: Reasonable analysis and evaluation of own design principles used when developing a prototype that has some detail and some relevance to the requirements of the brief, though may be underdeveloped.
1	1–3	AO5: Limited analysis and evaluation of own technical production processes (including redesigning, where appropriate) when creating a prototype that has minimal detail. AO5: Limited analysis and evaluation of own design principles used when developing a prototype that has minimal detail and is mostly irrelevant to the requirements of the brief.
0	0	No rewardable material

Indicative content

AO5: Analyse and evaluate the demonstration of relevant skills and techniques, and processes.

Learners may choose to analyse and evaluate process techniques, such as:

- cutting, joining and construction techniques
- forming shape techniques
- tools and equipment used for production techniques
- surface treatments and finishing techniques.

Learners may analyse and evaluate a range of stages of the design process, that informed or impacted upon their application of practical skills such as:

- applying research findings
- applying principles of good design
- testing
- redesigning.

Learners may choose to analyse and evaluate a range design principles, that informed or impacted upon their application of practical skills such as:

- emphasis, contrast, harmony, texture, space
- Dieter Rams' 10 Principles of Good Design.

Note: This is not an exhaustive list and credit should be given for other appropriate responses in relation to the requirements of the brief.

Task 5

Reviewing the design project	
Maximum time	2 hours
Content areas assessed	4. Presentation of design solution 5. Review processes and solution 6. Working in the design production industries
Assessment objectives	AO3 – 4 marks AO4 – 4 marks AO5 – 4 marks
You are required to: Create a digital presentation in a blog format for the bakery owners which includes: - a review of the design production industry skills you have used throughout the project - a summative review of your final design solution. Note: You will not be presenting your digital presentation, but you are assessed on the quality of your digital presentation slides. Your slides can include any of the evidence you have gathered whilst completing your digital scrapbook. Finally, you must also ensure that your digital scrapbook for the whole project is fully complete. You may use a computer to create your slides and add evidence to your digital scrapbook. You are not permitted to use the internet for this task. [12 marks]	
Evidence	- A digital presentation in an appropriate blog file format. - Completed digital scrapbook in an appropriate file format.

Task 5 - Reviewing the design project		
Band	Marks	Descriptors
4	10–12	AO5: Excellent analysis and evaluation of own design production industry skills used throughout the design project that is comprehensive and highly detailed. AO4: Excellent demonstration and application of methods of presentation for a design solution that is comprehensive and highly detailed and highly relevant to the requirements of the brief. AO3: Excellent analysis and evaluation of the final design solution that is comprehensive and highly detailed supported by excellent and highly relevant links to design principles, design process and meeting the needs of the brief.
3	7–9	AO5: Good analysis and evaluation of own design production industry skills used throughout the design project that are mostly detailed and coherent. AO4: Good demonstration and application of methods of presentation for a design solution that is mostly detailed and mostly relevant to the requirements of the brief. AO3: Good analysis and evaluation of the final design solution that is mostly detailed supported by good and mostly relevant links to design principles, design process and meeting the needs of the brief.
2	4–6	AO5: Reasonable analysis and evaluation of own design production industry skills used throughout the design project that has some detail, though may be underdeveloped. AO4: Reasonable demonstration and application of methods of presentation for a design solution that has some detail and some relevance to the requirements of the brief, though may be underdeveloped. AO3: Reasonable analysis and evaluation of the final design solution that has some detail supported by reasonable links, that have some relevance, to design principles, design process and meeting the needs of the brief, though may be underdeveloped.
1	1–3	AO5: Limited analysis and evaluation of own design production industry skills used throughout the design project that has minimal detail. AO4: Limited demonstration and application of methods of presentation for a design solution that has minimal detail and minimal relevance to the requirements of the brief. AO3: Limited analysis and evaluation of the final design solution that has minimal detail supported by limited and minimal links to design principles, design process and meeting the needs of the brief.
0	0	No rewardable material

Indicative content

AO5: Analyse and evaluate the demonstration of relevant skills and techniques, and processes.

Learners may comment on how they used design production industry skills throughout their project in a range of ways. They may also link these skills with examples from their own project and make additional links to other content areas. This is acceptable as long as the focus of the evaluation is the skill being discussed. Key skills evaluated may include:

- self-reflection
- resilience
- focus
- communication
- motivation
- thinking creatively:
 - invention
 - innovation
 - process.

AO4: Demonstrate and apply relevant technical skills, techniques and processes.

Learners' design solution presentations will be submitted electronically. They may wish to add accompanying audio, images and video to enhance their presentation. Typical skills demonstrated may include:

- presentation skills:
 - use of presentation software (for example, to add audio, image, effects)
 - individual presentation preparation (for example, slides are creatively prepared, not overly reliant on text, convey information clearly)
- clear purpose of presentation
 - review
 - evaluate.

AO3: Analyse and evaluate knowledge and understanding.

Learners may review how their design solution meets the requirements of the brief in a range of ways, though these may include:

- design principles (for example, aesthetics)
- design process (for example, effectiveness of redesigning)
- meeting the needs of the brief:
 - how challenges faced were resolved
 - future developments/modifications
- the extent to which the solution reflected the chosen design movement (as stated in the brief):
 - arts and crafts movement:
 - key factors:
 - reaction to industrialisation

- aimed to improve the quality of design
 - often handmade, hand-crafted items which were labour-intensive and expensive
 - emphasis on nature as a starting point for ideas floral imagery
- wide range of materials:
 - wood
 - metal
 - textiles, especially printing and embroidery
 - glass
 - ceramics
- post-modernism
 - key factors:
 - a broad movement
 - celebrates the unconventional
 - links to retro, techno punk and grunge
 - functional products
 - key features:
 - parody
 - pastiche
 - bricolage.

Note: This is not an exhaustive list and credit should be given for other appropriate responses in relation to the requirements of the brief.