



Subject: GCSE Design & Technology AQA	Components		Composite	Mission statement
	What new knowledge do we introduce?		What do students <i>do</i> with this knowledge?	By the end of year 11 a Sybil Andrews English student will...
	Year 10	Year 11		
Autumn	<p>Students must know and understand the impact of new and emerging technologies (NET) on contemporary and potential future scenarios in relation to the following areas: <i>Industry, Enterprise, Sustainability, People, Culture, Society, Environment, Production techniques and systems.</i> After this unit Students must know and understand different materials properties. During this topic students will look at the basics of <i>designing, metals and practical skills</i> in a short project.</p>		<p>In Design Technology students will work on a multitude of projects aimed at specifically working on specific areas for the GCSE. These are with the purpose of preparing students for their exam and NEA (Formally called coursework). During these project students will complete design, practical, project and unit tests. During Y10 these skills should be seen as an opportunity to practice, develop and fine tune skills in preparation for their final NEA and exam.</p> <p><u>Coursework information: Substantial design and make task</u> Assessment criteria: Identifying and investigating design possibilities Producing a design brief and specification Generating design ideas Developing design ideas Realising design ideas Analysing & evaluating</p>	<p>By the end of the GCSE Design and Technology which will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when 'designing and</p>
Spring	<p>Topic 2: Students must know and understand different materials properties. During this topic students will explore materials and their working properties in relation to wood and timbers. During this section this will largely be based on <i>practical work and designing</i>. After this unit (time</p>			

During this section students will be completing NEA work in which this counts toward 50% of student's final grade. Students must complete a 20 A3 page project with a final prototype.



	<p>permitting) students must know and understand different materials properties. During this topic students will look at the <i>basics of designing</i> and textiles in a short project.</p>			
Summer	<p>Topic 3: Students must know and understand different materials properties. During this topic students will explore materials and their working properties in relation to polymers and electronics. During this section this will largely be based on developing a miniature lighting unit and developing the electronics through <i>designing and practical work</i>. After this unit students will start assessed project work (NEA – Non Exam Assessment, formally called coursework).</p>	<p>Student can have up to 2 weeks after the Easter holiday's depending on Exam guidelines each year. Following this, students will start revising and recapping previous learning former years in preparation for the exam usually in June.</p>	<p>In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner. Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA. Students will produce a prototype and a portfolio of evidence. Work will be marked by teachers and moderated by AQA</p>	<p>making' and apply 'technical and practical' expertise.</p>
Rationale for these specific components and composite outcomes:	<p>These units are some of the areas in the exam paper at the end of year 11 in addition to models covered in KS3 projects. Further to, these are aimed to be implemented in shorter miniature applicational design and making projects which will prepare them for year 11.</p>	<p>During year 11 students will complete NEA project work which counts towards final level and then will finally revise for the exam.</p>		
<p>How is challenge embedded into the KS3 curriculum? During lessons student will always be presented with tasks. Depending on the topic they will either have challenge+ tasks set for students to push themselves and expand on knowledge/thinking or</p>			<p>How does the KS4 curriculum above build on prior knowledge Should students continue studying Design & Technology at KS4 we develop further iterative design skills and independences in</p>	



application. Alternatively, the work might be levelled. As a result, they will have a level ladder. During this task they are expected to meet their target level as a minimum and will be encouraged to go beyond. Finally, we try to give students a challenge targets in KS4 which is based on teacher's judgement aimed at stretching the students.

materials and development of ideas. Should students go on to study KS5 they will a good foundation of materials properties and development knowledge for creating and making prototypes.