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**DESIGN AND TECHNOLOGY**

**6043/02**

Paper 2 Project Theme

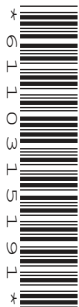
**October/November 2017**

Additional Materials:      None.

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**READ THESE INSTRUCTIONS FIRST**

This project theme should be given to candidates at the beginning of the first term in the year of the examination.



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This document consists of **4** printed pages.

The theme for the project is **learning aid**.

You are to design and make an artefact in response to the theme

## **learning aid**

Initially, you should explore the theme of **learning aid** widely and make a brief analysis of a number of potential design situations which interest you.

Solutions to design problems developed from the theme **learning aid** may be provided in many different ways and may, for example, include the following principles: mechanical; frictional; magnetic; electrical; electronic; or combinations of these principles.

You may interpret the theme of **learning aid** as widely as you wish. To assist but not restrict your thinking, the following topic areas, which may help you identify a related design problem from your exploration of **learning aid**, are offered:

- babies;
- pre-school children;
- young adults;
- pets;
- reading and writing;
- mathematical principles or formulae;
- adults with learning difficulties;
- games;
- skill developer;
- sporting rules;
- scientific principles;
- remembering important dates or events;
- important concepts in school subjects.

From your analysis, you are to identify a design situation for which you are to design and make an artefact which provides a response to the theme **learning aid**.

There are two parts to the project:

- (i) Design Folio – Part A
- (ii) Design Artefact – Part B

## Part A – Design Folio

The folio is to be A3 size maximum format and should consist mainly of sketches and drawings, supplemented where necessary by notes of explanation and detail. Photographs of the finished artefact should be included where helpful. Pages should be numbered. The folio should include a list of contents referenced with page numbers and the following sections in the order given:

**(i) List of contents**

**(ii) General analysis of the theme**

An investigation of the theme identifying several potential design problem areas.

**(iii) (a) Brief**

An identified design task described in general but accurate terms.

**(b) Specification**

A design specification. Concise itemised requirements to be met by the solution.

**(iv) Generation and exploration of ideas**

Exploration of a range of ideas for meeting the design specification.

**(v) Development of proposed solution**

Detailed development of the selected idea, including form, materials and constructions to be used, including detailed drawings and a materials list.

**(vi) Final design**

Drawing(s) showing the complete intended solution.

**(vii) Production plan**

Identified sequential stages and processes with consideration of some of the more complex tasks to be used in the construction of the solution.

**(viii) Evaluation**

This will be based mainly on how well the product matches the design requirements as identified in the specification. Other sections of the folio should reveal the ongoing evaluation by the candidate as the design is developed by showing the criteria for decisions made.

## Part B – Design Artefact

The production of the artefact should involve a range of skills. It can be made in a single material or a range of materials including new technologies where appropriate.

Candidates should avoid large-scale tasks, which might prejudice the quality of the completed artefact.

### Notes to Teachers

Support of the candidate by the teacher through advice and guidance is crucial throughout the project but the candidate is to exercise judgements and make personal decisions in the formulation and making of the design. The practical work is to be entirely that of the candidate under normal guidance of the teacher. Counselling will be necessary in helping candidates select a project suitable in scope and demand appropriate to their abilities.

Candidates are to be made familiar with the scheme of assessment, as detailed in the syllabus at the onset of the project. The 'Teachers' guide to assessment', as detailed in the syllabus, should also be used to inform candidates of the various requirements for the assessment of the work.

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