# Design Technology GCSE

## Why choose Design Technology at GCSE?



Design Technology encourages you to develop design and thinking skills that will open up a world of possibility, giving you the tools to create the future. You will follow a new specification that offers exciting opportunities to be both creative and practical. It will involve the development of many transferable skills that can be applied throughout your learning, whether during A level or further education.

The course provides a broad depth of experience upon which to draw and enables a full understanding of the design process and industry. You will relate to authentic real-life situations, analyse existing products and design and make a product to solve a problem that you have identified within a selected set context.

## **Structure of the course**



#### • Component 1: Edexcel 1DT0/1B, 1E, 1F

50% of the qualification, 100 marks

The paper consists of two sections. Section A is assessed on the core content covered by all subjects, and Section B is assessed on the specialist category students have chosen:

1DT0/1B - Papers and boards (Graphics), 1DT0/1E – Textiles.

### <u>Component 2: Non-examined assessment</u>

50% of the qualification, 100 marks

Students select a question and identify a problem they then design and make solutions for. There are four parts to the assessment: Investigate, Design, Make and Evaluate.

Head of Subject: Carmelita Osborne <a href="mailto:cosborne@nsg.northants.sch.uk">cosborne@nsg.northants.sch.uk</a>

### Methods of study and assessment



#### <u>Year 10:</u>

You will study core technical aspects of all design areas including; metals, papers and boards, polymers, systems, fibres and textiles, and timbers. You will cover your selected specialist area in more detail.

A mini NEA is also completed where students complete a design project from the research stages through to manufacture and evaluation of a final outcome.

#### Year 11:

A full NEA is completed where students identify a problem and develop a range of potential solutions, develop those ideas until a final outcome is produced which will then be tested and evaluated.

### Methods of study and assessment



#### Non-examined assessment

Students will **investigate** a chosen topic, this includes considering needs of users, researching a chosen problem, and creating a product specification.

They will go on to **design** solutions using a combination of hand sketching, rendering and computer aided design. These designs will be developed before reviewing the chosen design.

The **making** process includes model making, practicing various techniques, and manufacture taking into account quality and accuracy.

Finally the final outcome will be tested and evaluated.

### 



#### **Example NEA topics:**

Theme 1

• Primary Schools

Theme 2

• Hotels

Theme 3

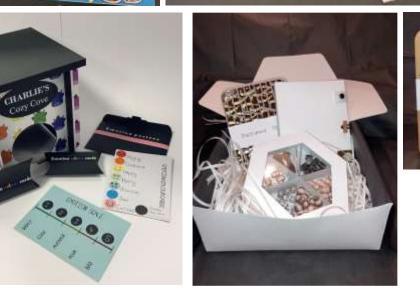
Supermarkets





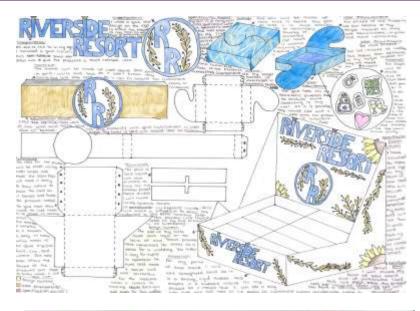
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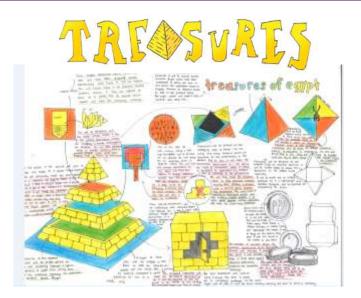






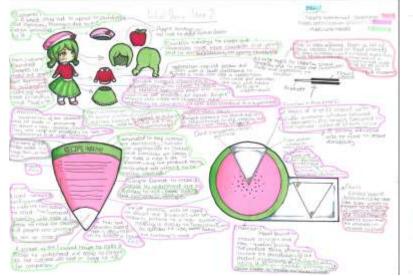
### **GRAPHICS- PAPER AND BOARD: Example designs**



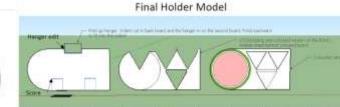




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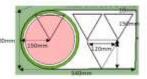




I later realised that this model of my card holder would not work very well. (Blue lines on final image for edits) instead of having an indext of the back board for the hanger, the hanger would be fixed in black on the back board in the same location, otherwise the hanger could easily come off due to the thin connection on the second board. The stands will also be cut into the back board itself instead of being glued on and would fold out in the same way. This will also make it more durable.

#### Working drawing

The recipe card holder will be made up of 4 total layers: a back board, 2 in-between boards then a coloured version of the in-between boards on top, as well as a layer of acetate. These will be stuck together with PVA wood glue as I have found out through research that this would the most suitable choice.





### **TEXTILES: Example manufacture**



**Example NEA topics:** 

Theme 1

• Primary Schools

Theme 2

Hotels

#### Theme 3

Supermarkets



Click on this audio symbol to here what we do in Year 10 Textiles. narkets

You will be able to apply all of the decorative and construction skills learnt in year 9



-Screen printing -Block printing -Couching -Tie-dye -Batik -Applique -Mola -Hand embroidery -Free machine embroidery -Seams -Hems -Button & button holes -Pockets



Click on this audio symbol to hear how the work in Year 10 links to the non exam assessment in Year 11.

What can I make?.....Anything your skills will allow!

### **TEXTILES: Example designs**

NORTHAMPTON SCHOOL FOR GIRLS

space for Salf | Respect for Others | Respect for Learning

**Example NEA topics:** 

Theme 1

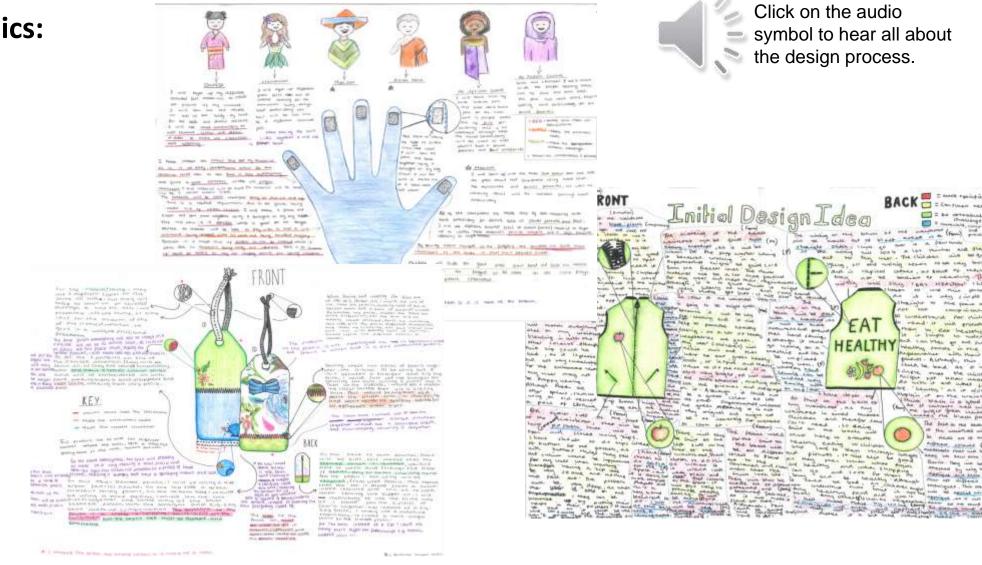
• Primary Schools

Theme 2

• Hotels

Theme 3

Supermarkets



### **Future career options**



The variety of skills students develop including creativity, digital design, analysis, and the impact we have on the environment can lead to careers in various areas including:

- Product designer
- · Graphic Designer
- Fashion Designer
- Interior / Stage Designer
- · Architect
- Engineer
- Fashion buyer
- Social Media Manager
- Digital Content Creator

