

CONDITIONS AND REQUIREMENTS

GCE Subject Level Conditions and Requirements for Design and Technology (2021)

November 2020

ofqual

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Introduction

About this document

This document is part of a suite of documents which sets out the regulatory requirements for awarding organisations offering reformed A levels and AS qualifications in 2021.

We have developed all our requirements for GCE qualifications with the intention that AS and A level qualifications should fulfil the purposes set out in the table below:

| A levels | AS qualifications |
|--|--|
| <ul style="list-style-type: none">■ define and assess achievement of the knowledge, skills and understanding which will be needed by students planning to progress to undergraduate study at a UK higher education establishment, particularly (although not only) in the same subject area;■ set out a robust and internationally comparable post-16 academic course of study to develop that knowledge, skills and understanding;■ permit UK universities to accurately identify the level of attainment of students;■ provide a basis for school and college accountability measures at age 18; and■ provide a benchmark of academic ability for employers. | <ul style="list-style-type: none">■ provide evidence of students' achievements in a robust and internationally comparable post-16 course of study that is a sub-set of A level content;■ enable students to broaden the range of subjects they study. |

Requirements set out in this document

This document sets out the GCE Subject Level Conditions for Design and Technology. These conditions will come into effect at 09:30 on 5 November 2020 for the following qualifications:

- all GCE A levels in Design and Technology; and
- all standalone GCE AS qualifications in Design and Technology
- for Learners completing the qualification in 2021, except where the GQCov Framework applies.

It also sets out our requirements in relation to:

- interpretation of the content document – an awarding organisation must comply with these requirements under Condition GCE(Design and Technology)1.1(c);
- assessment objectives – awarding organisations must comply with these requirements under Condition GCE(Design and Technology)1.2; and
- assessment – awarding organisations must comply with these requirements under Condition GCE(Design and Technology)2.3.

Appendix 1 reproduces the [subject content requirements for Design and Technology](#), as published by the Department for Education. Awarding organisations must comply with these requirements under Condition GCE(Design and Technology)1.1.

With respect to the qualifications listed above, awarding organisations must also comply with:

- our [General Conditions of Recognition](#), which apply to all awarding organisations and qualifications;
- our [GCE Qualification Level Conditions and Requirements](#); and
- all [relevant Regulatory Documents](#).

With respect to all other GCE qualifications in Design and Technology, taken by Learners completing the qualification in 2022 and after, an awarding organisation must continue to comply with the [GCE Subject Level Conditions and Requirements for Design and Technology](#).

Subject Level Conditions

GCE Subject Level Conditions for Design and Technology

Condition GCE(Design and Technology) 1: Compliance with content requirements

GCE (Design and Technology)1.1

In respect of each GCE Qualification in Design and Technology which it makes available, or proposes to make available, an awarding organisation must –

- (a) comply with the requirements relating to that qualification set out in the document published by the Secretary of State entitled '[Design and technology AS and A level subject content](#)', document reference DFE-00210-2015,
- (b) have regard to any recommendations or guidelines relating to that qualification set out in that document, and
- (c) interpret that document in accordance with any requirements, and having regard to any guidance, which may be published by Ofqual and revised from time to time.

GCE (Design and Technology)1.2

In respect of each GCE Qualification in Design and Technology which it makes available, or proposes to make available, an awarding organisation must comply with any requirements, and have regard to any guidance, relating to the objectives to be met by any assessment for that qualification which may be published by Ofqual and revised from time to time.

Condition GCE(Design and Technology) 2: Assessment

GCE (Design and Technology)2.1

Condition GCE4.1 does not apply to any GCE Qualification in Design and Technology which an awarding organisation makes available or proposes to make available.

GCE (Design and Technology)2.2

In respect of the total marks available for a GCE Qualification in Design and Technology which it makes available, an awarding organisation must ensure that –

- (a) 50 per cent of those marks are made available through Assessments by Examination, and
- (b) 50 per cent of those marks are made available through assessments that are not Assessments by Examination.

GCE(Design and Technology)2.3

An awarding organisation must ensure that in respect of each assessment for a GCE Qualification in Design and Technology which it makes available it complies with any requirements, and has regard to any guidance, which may be published by Ofqual and revised from time to time.

Subject content requirements

Requirements in relation to subject content for GCE Qualifications in Design and Technology

The subject content for GCE Qualifications in Design and Technology is set out in the Department for Education's [Design and Technology AS and A level subject content](#), document reference DFE-00210-2015 (the 'Content Document').

Condition GCE(Design and Technology)1.1(c) requires awarding organisations to interpret the Content Document in line with any requirements, and having regard to any guidance, published by Ofqual.

We set out our requirements for the purposes of Condition GCE(Design and Technology)1.1(c) below.

Prototypes and practical work

An awarding organisation must interpret the Content Document as if –

- (c) in paragraphs 3, 6 and 14, the requirement to make a prototype allows a Learner to make or produce a mock-up or clear and detailed intentions of prototypes rather than a finished product, and
- (d) in paragraph 14, a Learner may watch a demonstration of the use of a range of relevant specialist tools, techniques, processes, equipment and machinery rather than use them him or herself.

Assessment objectives

Assessment objectives – GCE Qualifications in Design and Technology

Condition GCE(Design and Technology)1.2 allows us to specify requirements relating to the objectives to be met by any assessment for GCE Qualifications in Design and Technology.

The assessment objectives set out below constitute requirements for the purposes of Condition GCE(Design and Technology)1.2. Awarding organisations must comply with these requirements in relation to all GCE Qualifications in Design and Technology they make available.

| | Objective | Weighting (A level) | Weighting (AS) |
|-----|---|---------------------|----------------|
| AO1 | Identify, investigate and outline design possibilities to address needs and wants | 10-15% | 10-15% |
| AO2 | Design prototypes that are fit for purpose | 20-25% | 20-25% |
| AO3 | Analyse and evaluate – <ul style="list-style-type: none"> ■ design decisions and outcomes, including for prototypes designed or made by themselves and others ■ wider issues in design and technology | 20-25% | 20-25% |
| AO4 | Demonstrate and apply knowledge and understanding of – <ul style="list-style-type: none"> ■ technical principles ■ design and making principles | 35-40% | 35-40% |

Assessment requirements

Assessment requirements – GCE Qualifications in Design and Technology

Condition GCE(Design and Technology)2.3 allows us to specify requirements in relation to assessments for GCE Qualifications in Design and Technology.

We set out below our requirements for the purposes of Condition GCE(Design and Technology)2.3. Awarding organisations must comply with these requirements in relation to all GCE Qualifications in Design and Technology they make available.

Mathematical skills, knowledge and understanding

The subject content for GCE Qualifications in Design and Technology is set out in the document published by the Secretary of State entitled '[Design and technology GCE AS and A level subject content](#)', document reference DFE-00210-2015 (the 'Content Document').

Paragraph 9 of the Content Document states that –

Design and technology specifications may offer one or more of the endorsed titles [...]

- design and technology (product design)
- design and technology (fashion and textiles)
- design and technology (design engineering)

Appendix 1 to the Content Document specifies, for each of the endorsed titles, the mathematical skills, knowledge and understanding which Learners will be required to apply in GCE Qualifications in Design and Technology ('Mathematical Skills').

In designing and setting the Assessments by Examination for a GCE Qualification in Design and Technology which it makes available, or proposes to make available, an awarding organisation must ensure that –

- (a) questions and tasks rewarding the use of Mathematical Skills assess those skills within the context of other areas of the subject content, and not in isolation,
- (b) in the Assessments by Examination for a GCE Qualification in Design and Technology with a 'design engineering' endorsed title, at least 25 per cent of the marks in those assessments are made available through questions and tasks that reward the use of Mathematical Skills,
- (c) in the Assessments by Examination for a GCE Qualification in Design and Technology which does not have a 'design engineering' endorsed title, at least 15 per cent of the marks in those assessments are made available through questions and tasks that reward the use of Mathematical Skills,
- (d) the questions and tasks outlined in (b) and (c) are set at a Level of Demand that is not lower than that which is expected of Learners in assessments for the higher tier in a GCSE Qualification in Mathematics, and

- (e) without prejudice to the above requirements and those outlined in the Content Document, in each set of assessments¹ Mathematical Skills are assessed across a range of Levels of Demand which supports effective differentiation in relation to the qualification.

Scientific skills, knowledge and understanding

Appendix 1 to the Content Document also specifies, for each of the endorsed titles, the scientific skills, knowledge and understanding which Learners will be required to apply for GCE Qualifications in Design and Technology (the 'Science Requirements').

In respect of each GCE Qualification in Design and Technology which it makes available, or proposes to make available, an awarding organisation must explain and justify in its assessment strategy how it has addressed the Science Requirements within both the specification and assessments for that qualification.

Non-examination Assessment

Condition GCE(Design and Technology)2.2(b) states that an awarding organisation must ensure that, of the total marks available for a GCE Qualification in Design and Technology, 50 per cent of those marks are made available through assessments that are not Assessments by Examination.

In respect of that 50 per cent, an awarding organisation must ensure that the marks are comprised as follows –

- (a) assessment objective AO1 is assessed in its entirety through assessments that are not Assessments by Examination,
- (b) assessment objective AO2 is assessed in its entirety through assessments that are not Assessments by Examination, and
- (c) at least 10 per cent of the marks available for the qualification are made available in respect of assessment objective AO3.

In relation to paragraph (c) above, a Learner's analysis and evaluation of design decisions and outcomes must only be assessed through the assessments which are not Assessments by Examination.

Non-examination Assessment (A level)

The requirements in this section apply to GCE A level qualifications in Design and Technology which an awarding organisation makes available or proposes to make available.

In respect of the assessments which are not Assessments by Examination, an awarding organisation must ensure that each Learner is required to complete a task which –

- (a) requires the Learner to produce the following evidence –
 - (i) either –
 - (A) a final prototype(s), or

¹ For the purposes of these requirements, a 'set of assessments' means the assessments to be taken by a particular Learner for a GCE Qualification in Design and Technology. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

- (B) a mock-up and/or clear and detailed intentions in relation to a prototype,
based on a design brief developed by the Learner, and
- (ii) such additional evidence as is necessary to enable the consideration of that Learner's level of attainment in respect of all of the relevant criteria against which Learners' performance in that assessment will be differentiated, and
- (b) must be taken under conditions specified by the awarding organisation, including, in particular, conditions which –
 - (i) ensure that the evidence generated by each Learner can be Authenticated, and
 - (ii) require each Learner to produce the evidence in (a)(i) above under Immediate Guidance or Supervision.

Non-examination Assessment (AS)

The requirements in this section apply to GCE AS qualifications in Design and Technology which an awarding organisation makes available or proposes to make available.

In respect of the assessments which are not Assessments by Examination, an awarding organisation must ensure that each Learner is required to complete a task which –

- (a) requires the Learner to produce the following evidence –
 - (i) a design brief developed in response to a contextual challenge set by the awarding organisation,
 - (ii) either –
 - (A) a final prototype(s) based on that design brief, or
 - (B) a mock-up and/or clear and detailed intentions in relation to a prototype, and
 - (iii) such additional evidence as is necessary to enable the consideration of that Learner's level of attainment in respect of all of the relevant criteria against which Learners' performance in that assessment will be differentiated, and
- (b) must be taken under conditions specified by the awarding organisation, including, in particular, conditions which –
 - (i) ensure that the evidence generated by each Learner can be Authenticated, and
 - (ii) require each Learner to produce the evidence in (a)(ii) above under Immediate Guidance or Supervision.

Contextual challenges (AS)

The requirements in this section apply to GCE AS qualifications in Design and Technology which an awarding organisation makes available or proposes to make available.

The Content Document requires–

students to undertake a small-scale design, make and evaluate project in response to a realistic contextual challenge, taking into account the needs and wants of the user.

This provision must be interpreted in line with the requirements published under Condition GCE(Design and Technology)1.1(c).

In respect of each set of assessments, an awarding organisation must not communicate the contextual challenges that it has set before 1 June in the calendar year preceding the year in which the qualification is to be awarded.

Marking of non-examination assessments

Evidence generated by a Learner in an assessment for a GCE Qualification Design and Technology which is not an Assessment by Examination may be marked –

- (a) by the awarding organisation or a person connected to the awarding organisation,
- (b) by a Centre, or
- (c) through a combination of (a) and (b).

In any event, the awarding organisation must demonstrate to Ofqual's satisfaction in its assessment strategy that –

- (a) it has taken all reasonable steps to identify the risk of any Adverse Effect which may result from its approach to marking the assessments (and to Moderation where appropriate) and
- (b) where such a risk is identified, it has taken all reasonable steps to prevent that Adverse Effect or, where it cannot be prevented, to mitigate that Adverse Effect.

Appendix 1 – Subject content (published by Department for Education)



Department
for Education

Design and technology

GCE AS and A Level subject content

December 2015

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Content for design and technology

Introduction

1. The AS and A level subject content sets out the knowledge, understanding and skills common to all AS and A level specifications in design and technology.
2. It provides the framework within which awarding organisations create the detail of the subject specification. AS and A Level specifications in design and technology must reflect the subject aims and objectives.

Aims and objectives

3. Design and technology is an inspiring, rigorous and practical subject. Specifications in design and technology should encourage students to use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes/products¹ that solve real world problems, considering their own and others' needs, wants, aspirations and values. Specifications should enable students to identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes/products. Students should acquire subject knowledge in design and technology, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture.
4. Students should take every opportunity to integrate and apply their understanding and knowledge from other subject areas studied during Key Stage 4, with a particular focus on science and mathematics, and those subjects they are studying alongside AS and A level design and technology.
5. Due to the need for students to demonstrate expertise in depth in specialist areas, three subject endorsements are available, linked to design disciplines that reflect possible higher education routes and industry.
6. All specifications must encourage students to:
 - be open to taking design risks, showing innovation and enterprise whilst considering their role as responsible designers and citizens

¹ The term 'product' is understood throughout to be a generic term for all final outcomes of design practice including systems and objects. The term 'prototype' refers to a design outcome which is a preliminary version of a product from which other forms may be developed.

- develop intellectual curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world
- work collaboratively to develop and refine their ideas, responding to feedback from users, peers and expert practitioners
- gain an insight into the creative, engineering and/or manufacturing industries
- develop the capacity to think creatively, innovatively and critically through focused research and the exploration of design opportunities arising from the needs, wants and values of users and clients
- develop knowledge and experience of real world contexts for design and technological activity
- develop an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use
- be able to make informed design decisions through an in-depth understanding of the management and development of taking a design through to a prototype/product
- be able to create and analyse a design concept and use a range of skills and knowledge from other subject areas, including mathematics and science, to inform decisions in design and the application or development of technology
- be able to work safely and skillfully to produce high-quality prototypes/products
- have a critical understanding of the wider influences on design and technology, including cultural, economic, environmental, historical and social factors
- develop the ability to draw on and apply a range of skills and knowledge from other subject areas, including the use of mathematics and science for analysis and informing decisions in design

Subject content

7. AS and A level specifications in design and technology must specify that students engage in both practical and theoretical study in design and technology. Specifications must require students to cover the design and technology skills, knowledge and understanding as set out below. These have been separated into:

- technical principles
- designing and making principles

8. AS level specifications must require students to undertake a small-scale design, make and evaluate project in response to a realistic contextual challenge, taking into account the needs and wants of the user. The project must enable students to draw, as

appropriate, on the requirements set out in paragraphs 12 and 14 of the core content and the additional requirements set out in the relevant endorsed title.

At A level, students will undertake a substantial design, make and evaluate project that enables students to draw, as appropriate, on the requirements set out in paragraphs 12, 13, 14 and 15 in the core content, and the requirements set out in the relevant endorsed title. The project should be of sufficient complexity and offer an appropriate degree of uncertainty of outcome to enable students to demonstrate their ability to initiate, sustain and manage the iterative processes of designing, making, testing, refining, improving and evaluating, in response to a context of their choice and the needs and wants of a user or market.

Specification titles

9. Design and technology specifications may offer one or more of the endorsed titles listed below. The endorsed title should prepare students for tertiary education and/or work-based study and training in the design, creative, engineering and/or manufacturing industries:

- design and technology (product design)
- design and technology (fashion and textiles)
- design and technology (design engineering)

10. The subject content has been arranged to define a core content of knowledge and understanding applicable to all AS and A level specifications with additional content for each endorsed title.

Core technical principles

11. All AS and A level specifications must require students to demonstrate the mathematical and scientific knowledge, understanding and skills set out in appendix 1.

12. Specifications must require students to develop knowledge and understanding of:

- how manufactured products typically involve multiple materials, processes and techniques and that designers need to be able to discriminate between them and select them appropriately for use, experimenting in order to improve, refine and realise a design
- the requirements for product design, development and manufacture, including: fitness for purpose; meeting the criteria of specifications; accuracy of production; appropriate use of digital technologies; aesthetics; ergonomics and anthropometrics

- the use of media, communication and presentation techniques, including drawing and sketching, and writing reports to record, explain and communicate their design decisions, providing sufficient information to enable others to interpret their design intentions
- digital design and digital manufacture, including computer-aided design (CAD)/computer-aided manufacturing (CAM), modelling and simulation
- safe working practices, including identifying hazards and understanding the need for risk assessments
- how skills and knowledge from other subject areas, including mathematics and science, inform decisions in design and the application or development of technology

13. In addition, all A level specifications must require students to develop knowledge and understanding of:

- the main features of manufacturing industries, including stages of production, quality assurance and quality control, modern manufacturing methods and systems when combining or processing materials, sustainability, and services to the customer including legal requirements
- the regulatory and legislative framework for health and safety and the impact on designing and making
- the use of feasibility studies on the practicability of proposed solutions to problems
- design for manufacturing, repair or maintenance, and product life
- how to achieve an optimum use of materials and components by taking into account the relationship between material cost, form, and manufacturing processes, and the scale of production
- the implications of intellectual property, registered designs, registered trademarks, copyright, design rights and patents
- the role of marketing, enterprise, innovation and collaboration in the development of products

Core designing and making principles

14. All AS and A level specifications must require students to develop knowledge and understanding of:

- user-centred design: the investigation and analysis of a problem within a context, and the needs, wants and values of users, to define a design opportunity or problem leading to the production of a design brief and specification to direct, inform and evaluate their design practice
- design theory, including key historic movements/figures and their methods

- the application of knowledge and understanding in a product development process to design, make and evaluate prototypes/products
- how the appraisal of technological developments, both current and historic, needs to take into consideration social, moral and ethical factors and how these can impact on the work of designers and technologists
- how to critically analyse and evaluate their own ideas and decisions whilst using iterative design and make processes
- in relation to the subject endorsement, how to select and safely use a range of specialist tools, techniques, processes, equipment and machinery appropriate to the design and manufacture of domestic, commercial and industrial products and systems
- how to measure, determine, and apply the degree of accuracy and precision required for products to perform as intended
- how to evaluate their prototypes/products taking into account the views of potential users, customers or clients

15. In addition, all A level specifications must require students to develop knowledge and understanding of:

- a range of strategies, techniques and approaches to explore, create and evaluate design ideas, such as user-centred design, circular economy, and systems thinking
- approaches to project management, such as critical path analysis, scrum or six sigma
- design for manufacture, including planning for accuracy and efficiency when making prototypes and making recommendations for small, medium and large scale production
- the environmental factors affecting disposal of waste, surplus materials, components and by-products, sustainability, and costs
- the application of relevant standards to their design tasks including those published by the British Standards Institute (BSI) and the International Organisation for Standardisation (ISO) specific to the subject
- the stages of a product life cycle

Additional specialist knowledge

Product design

16. All A and AS level design and technology (product design) specifications must require students to have knowledge and understanding of:

- the characteristics and working properties of materials relevant to product design and manufacture, including: metals, woods, polymers, textiles, composites, smart and modern materials
- the use of adhesives, permanent, and semi-permanent fixings
- the use of surface finishes and coatings to enhance appearance, and methods of preventing corrosion and decay such as paints, varnishes, sealants, preservatives, anodising, plating, coating, galvanization and cathodic protection
- the performance characteristics of woods, metals, and polymers including toughness, hardness, elasticity and durability in relation to specific product applications
- the application of smart and modern materials
- production processes including moulding, extrusion, laminating, milling, turning, casting, stamping, and forming; the use of ICT, prototyping, jigs and fixtures

17. In addition, all A level design and technology (product design) specifications must require students to have a knowledge and understanding of:

- industrial and commercial practice including manufacturing processes and systems, product manufacture and maintenance, production scales, and quality control in relation to manufacturing and the design industries
- modular/cell production systems, just-in-time manufacturing, bought-in parts and components and the use of standardised parts
- rapid prototyping

Fashion and Textiles

18. All A and AS level design and technology (fashion and textiles) specifications must require students to have knowledge and understanding of:

- the characteristics and working properties of materials relevant to fashion and textiles design, development, and manufacture, including:
 - the sources and classification of the main fibre groups, fabrics and yarns
 - the production processes associated with mixtures and blends
 - laminating as a finishing process
- methods of joining fabrics including the use of fastenings
- the working properties and physical characteristics of fibres and fabrics in relation to their suitability for various products
- the performance characteristics of fibres and fabrics including tensile strength, elasticity, resilience, durability, flammability, and weight

- the qualities given to fabrics by the construction methods used, finishes and surface decoration, and through surface pattern technologies
- the applications of smart materials, e-textiles, and technical textiles
- how materials, other than fibres and fabrics, can be used in textiles and fashion design and development
- a variety of components and their appropriateness for a range of products in relation to the end-user, fabrics used, and design considerations

19. In addition, all A level design and technology (fashion and textiles) specifications must require students to have a knowledge and understanding of:

- industrial and commercial practice including manufacturing processes, the use of ICT, pattern cutting, product manufacture, re-use and recycling, production scales, testing systems, and quality control in relation to textiles and the fashion design industry
- the use of pattern drafting and toiles

Design Engineering

20. All A and AS level design and technology (design engineering) specifications must require students to have knowledge and understanding of:

- system design processes and methods
- the use of 'blue sky' and incremental innovation, and of new/emerging technologies
- visualisation and simulation including the application of computer aided design (CAD) and computer aided engineering (CAE) software
- the characteristics and working properties of materials relevant to engineering including smart and modern materials
- the principles of electronics including sensing, control, and output systems
- static and dynamic forces in structures, including the forces of: tension, compression, torsion and bending; stress, strain and elasticity; rigidity and modes of failure
- mechanical systems
- energy sources, energy storage, transmission, and utilisation
- programmable and control devices including how to use such devices to solve problems in system design
- how to represent systems and components through the use of circuit diagrams, flowcharts and constructional diagrams
- how to develop and use production plans

21. In addition, all A level design and technology (design engineering) specifications must require students to have a knowledge and understanding of:

- industrial and commercial practice including manufacturing processes and systems, the use of ICT, prototyping, product manufacture and maintenance, production scales, and quality control in relation to the engineering industries
- how to interface electrical/electronic circuits with mechanical and pneumatic systems and components
- communication protocols, including an understanding of interfacing with wireless devices, embedded devices, and smart objects
- product lifecycle management, engineered lifespans including planned obsolescence, the need for maintenance of machinery, product support, and end of life (EOL)
- how testing, including the use of destructive and non-destructive methods, is used to inform and modify designs
- the prediction of performance through modelling, including the use of IT based tools

Appendix 1: mathematics and science

All AS and A level specifications in design and technology must require students to demonstrate their application of knowledge, understanding and skills of mathematics and science in both theoretical and practical ways.

Design and technology uses mathematics and science to support decisions made in the processes of designing and making.

Mathematics

| Ref | Mathematical skills requirement | Potential applications: product design | Potential applications: fashion and textiles | Potential applications: design engineering |
|-----|---|---|--|---|
| a | Confident use of number and percentages | Calculation of quantities of materials, costs and sizes | Calculation of quantities of materials, costs and sizes | Calculation of quantities of materials, components, costs and sizes |
| b | Use of ratios | Scaling drawings | Pattern grading | Scaling drawings |
| c | Calculation of surface areas and/or volumes | Determining quantities of materials | Determining quantities of materials | Determining quantities of materials |
| d | Use of trigonometry | Calculation of sides and angles as part of product design | Calculation of sides and angles as part of fashion and textiles product design | Projectile motion. Representation of frequency, period, amplitude and phase |

| | | | | |
|---|--|---|--|---|
| e | Construction, use and/or analysis of graphs and charts | Representation of data used to inform design decisions and evaluation of outcomes. Presentation of market data, user preferences, outcomes of market research | Representation of data used to inform design decisions and evaluation of outcomes. Presentation of market data, user preferences, outcomes of market research | Representation of data used to inform design decisions and evaluation of outcomes. Velocity-time graphs. Stress-strain and resistance-temperature graphs |
| f | Use of coordinates and geometry | Use of datum points and geometry when setting out design drawings | Use of datum points and geometry when setting out patterns | Use of datum points and geometry within engineering drawings |
| g | Use of statistics and probability as a measure of likelihood | Interpret statistical analyses to determine user needs and preferences. Use data related to human scale and proportion to determine product scale and dimensions | Interpret statistical analyses to determine user needs and preferences. Use data related to human scale and proportion to determine required sizes and dimensions of fashion products | Understanding of dimensional variations in mass produced components. Defects in batches and reliability linked to probabilities |

Science

| Ref | Scientific knowledge and skills | Potential applications: product design | Potential applications: textiles and fashion | Potential applications: design engineering |
|-----|--|--|---|--|
| a | Use scientific laws - Newton's laws of motion, Hooke's law, Ohm's law as appropriate to the designed product | | | Applied to electronic circuit design, projectiles, linear and circular movement of objects under the influence of forces, and problems involving stress, strain and elasticity |
| b | Describe the conditions which cause degradation | Ensure products are designed to take account of potential corrosion due to environmental factors | Ensure products are designed to take account of potential degradation through environmental factors | Ensure products are designed to take account of potential corrosion due to environmental factors |
| c | Know the physical properties of materials and explain how these are related to their uses | Understand the appropriate use of materials, including glass and ceramics, polymers, composites, woods, and metals, based on their physical properties | Understand the appropriate use of materials, including textiles, fibres, polymers, technical textiles, ceramics, and metals, based on their physical properties | Understand the appropriate use of materials, including ceramics, polymers, composites, woods, and metals based on their physical properties |



Department
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