

## GCE D&T 6GR04 Product Design: Graphics Product Assessment Guidance.

The assessment guidance outlined below underpins the assessment criteria published in the Edexcel GCE Design and Technology: Product Design Specification. The guidance emphasises some of the key points that must be considered carefully when awarding marks to candidate work. It is designed to help supervising teachers assess candidate work with close reference to the assessment criteria. The criteria published in the GCE Design and Technology Specification are the official resource that must be used when assessing candidate work. Please be aware that the guidance produced here is not an alternative set of assessment criteria nor does it replace the published criteria.

Assessment Criteria	Assessment Guidance - Key Issues to Consider When Marking 6GR04
A. Research and analysis	<ul style="list-style-type: none"> <li>• Real investigation should be evidenced, through a detailed understanding of the problem being tackled.</li> <li>• The client's/users' initial thoughts should be documented.</li> <li>• The issues raised in the analysis should be clearly linked to the research being undertaken</li> </ul>
B. Product specification	<ul style="list-style-type: none"> <li>• Specification points should have some method of measurability.</li> <li>• Specification points should be justified</li> <li>• In most cases specification points should cover both 2 and 3d elements.</li> <li>• Specification points should obviously develop from the research.</li> </ul>
C. Design and development	<ul style="list-style-type: none"> <li>• Designs need to use research and relate back to specification points.</li> <li>• Alternative design ideas should be explored.</li> <li>• The client/user should be involved in all aspects of key decision making.</li> <li>• Developments should focus on the individual sub-systems of a design problem and alternatives should be explored, using relevant technical knowledge.</li> <li>• Modelling should be used as a design tool to establish/test possible solutions, rather than a practise piece prior to manufacturing.</li> <li>• CAD should be used in the production development either/both 2d and 3d elements</li> <li>• 2 and 3d elements should be evidenced in both designing and development.</li> </ul>

<p>D. Planning</p>	<ul style="list-style-type: none"> <li>• The planning must not be retrospective</li> <li>• The quality control must be specifically detailed stating what will take place to test a quality point.</li> <li>• Time slots need to be focused in specific timings, rather than lessons or weeks.</li> </ul>
<p>E. Making</p>	<ul style="list-style-type: none"> <li>• The work must have a range of making tasks that are demanding.</li> <li>• They need to be executed with precision and accuracy.</li> <li>• There needs to be evidence of both 2 and 3d practical outcomes.</li> <li>• The product must not rely too heavily on CAM outputs.</li> <li>• The product should be a graphic product and not be more suitable to a resistant materials outcome.</li> <li>• The problem must be selected from the pathways given in the Edexcel Specification.</li> </ul>
<p>F. Testing and Evaluation</p>	<ul style="list-style-type: none"> <li>• The tests should cover the main aspects of the specification</li> <li>• The tests need to be explained and justified</li> <li>• Their needs to be objective evaluation and consideration of the measurable issues in the specification</li> <li>• Third party evaluation needs to be provided Modifications should be suggested and life cycle assessment should be offered.</li> </ul>