

# GCSE Design and Technology – NEA Guide

## 2.2 Review of initial ideas (AO3 8 marks)

### Exemplars of 2.2 Review of initial ideas

Use [this live link](#) to view the latest exemplar materials for this assessment grid.

Stage	What students need to do:
<b>2.2 Review of initial ideas</b>	2.2a Analysis and evaluation of how each design idea meets the design brief and product specification.
	2.2b Determine which designs follow the design brief and product specification and should be taken forward for development.
	2.2c Modification of design ideas to fit the design brief and product specification.

### What the NEA content requires students to do:

#### 2.2a Analysis and evaluation of how each design idea meets the design brief and product specification.

Students are required to review all of the design ideas they produced for evidence in 2.1. They are strongly encouraged to involve the user/client or user group in making decisions in relation to their chosen design to develop further in 2.3. Students are required to review all of their ideas for 2.2 in order to arrive at an authentic decision of one design they will develop for 2.3 evidence.

#### More than one design progressing to development

If the student wants to develop more than one design idea from 2.1, the separate ideas should be combined so that only one solution is being developed and gaining credit for grid 2.3.

Review of initial ideas evidence should compare each design objectively against each of the specification criteria from 1.2 evidence. Students may wish to:

1. Organise their analysis into a table using the specification criteria along an axis, as a way of managing this activity onto 1 or at most 2 pages.
2. State whether each design meets, partially meets, or does not meet each criterion, and justify each of these decisions (ideally based upon user/client feedback).
3. Use an objective scoring system to support the decision of a chosen design idea, alongside the user/client feedback. For example, a colour-based system (e.g. RAG), numbers, or another method to visually communicate the overarching suitability of each design against the full list of specification criteria (A referencing system alone will be highly subjective and therefore insufficient, please see “How this assessment grid differentiates student evidence of review of initial ideas” below for further clarification).

It is important that the chosen design that will be developed is clearly identifiable, and it is clear why this decision has been made in relation the specification criteria. This includes identifying which criteria were only partially or not met and will form the focus of the development.

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Level	Mark	2.2 Review of initial ideas (AO3 8 marks)
	0	No rewardable material.
<b>Level 1</b>	1–3	<ul style="list-style-type: none"><li>• Superficial analysis of design ideas in response to the contextual challenge, which considers basic factors and makes limited connections between elements of the design.</li><li>• Basic evaluation of design ideas leading to a limited refinement and development of designs, demonstrating a limited understanding of design considerations.</li></ul>
<b>Level 2</b>	4–6	<ul style="list-style-type: none"><li>• Generally developed analysis of design ideas, leading to appropriate refinement and development of designs, which considers appropriate factors and makes mostly relevant connections between elements of the design.</li><li>• Competent evaluation of design ideas leading to appropriate refinement and development of designs, demonstrating a mostly sound understanding of design considerations.</li></ul>
<b>Level 3</b>	7–8	<ul style="list-style-type: none"><li>• Fully developed analysis of design ideas leading to effective refinement and development of designs, which considers comprehensive factors and makes fully relevant connections between elements of the design.</li><li>• Effective evaluation of design ideas leading to considered refinement and development of designs, demonstrating a fully sound understanding of design considerations.</li></ul>

### How this assessment grid differentiates student evidence of review of initial ideas:

Review of initial ideas evidence is differentiated by the quality of the students analysis and evaluation work. This will explain the decisions made to move from a wide range of design ideas to one solution, which will then be developed until it is suitable for manufacture. Considerations for appropriate levelling will include:

1. Whether the user is involved in making decisions about how designs meet, partially meet, or do not meet the specification, rather than being based upon the personal view of the student.
2. Whether the referencing system (colour or otherwise) is complementary to the analysis and justification evidence or used in place of it. This would be seen through a lack of justification of the decisions that have been made.
3. Whether it is clear which design (or combination of designs) have performed best against the specification criteria, where they still require improvement (which will be the focus in the development), and why the final choice for development is the most appropriate.
4. Whether ideas are reviewed in isolation to one another, or against one another to find the strongest solutions across the range of design ideas.