

GCSE Design and Technology – NEA Guide

2.5 Review of chosen design (AO3 6 marks)

Exemplars of 2.5 Review of chosen design

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

Stage	What students need to do:
2.5 Review of chosen design	2.5a Produce a chosen design solution for the product that meets the design brief and product specification.
	2.5b Consideration given to the materials, techniques and processes required to produce the chosen design solution.
	2.5c Incorporation of feedback from research into the chosen design.

What the NEA content requires students to do:

2.5a Produce a design solution for a product that meets the design brief and product specification.

Students are required to analyse the chosen developed design idea against the list of specification criteria. Students will need to review the chosen design against all of the specification criteria, to confirm that they have:

1. Met the criteria which were previously partially met or not met at all.
2. Still met the criteria that were previously met, by checking for any adverse impact of developing the chosen design idea.

2.5b Consideration given to the materials, techniques and processes required to produce the chosen design solution.

Students are required to demonstrate consideration for the materials, processes and techniques that would be used to make the prototype. They can do this by considering material, process and technique options during the development of the chosen design.

2.5c Incorporation of feedback from research into the chosen design.

Students are expected to seek authentic feedback from the user/client or user group identified for their project, which as stated previously is best sourced from a real person (external to the school, or a school based peer/teacher acting as a real user or roleplaying as a user). This feedback can be used to support the validation of the chosen design, or during the development of the chosen design, and will build a strong justification for the chosen idea meeting the full list of specification criteria.

Artificially created feedback is not worthy of credit where the student writes their own feedback from a fictitious user.

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Level	Mark	2.5 Review of chosen design (AO3 6 marks)
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none">• Superficial analysis of the refinements made to the chosen design in response to the contextual challenge, which considers a limited range of factors and makes partially appropriate connections between elements of the design.• Basic evaluation of the refinements made to the chosen design, with limited reference to feedback made by others, and the consideration of the materials and components.
Level 2	3–4	<ul style="list-style-type: none">• Generally developed analysis of the refinements made to the chosen design in response to the contextual challenge, which considers a generally relevant range of factors and makes mostly appropriate connections between elements of the design.• Competent evaluation of the refinements made to the chosen design, with mostly sound reference to feedback made by others, and the consideration of the materials, components and manufacturing techniques.
Level 3	5–6	<ul style="list-style-type: none">• Fully developed analysis of the refinements made to the chosen design in response to the contextual challenge, which considers fully appropriate factors and makes fully appropriate connections between elements of the design.• Effective evaluation of the refinements made to the chosen design, supported by fully sound reference to feedback made by others and the consideration of the materials, components and manufacturing techniques.

How this assessment grid differentiates student evidence of review of chosen design.

Review of chosen design evidence is differentiated by the quality of a student’s analysis of their chosen design against the specification criteria. This analysis should focus on:

- The refinements made to the initial design idea during development.
- The criteria that were originally met which might now inadvertently not be met following development.

With authentic engagement from a user/client or user group, students are able to validate their decisions through authentic feedback rather than just to self-validate the value of their refinements.

Students should validate specific material, process, and technique decisions at this stage in the portfolio (just prior to manufacturing). This will be evidenced by:

- Looking at the considerations of potential materials, processes, and techniques during the development.
- Detailing where specific and important choices were made.
- Changes to the design relating to technical factors that lead to related refinements.

To achieve suitable levels of analysis and communication of decisions, students (as previously referenced for review activities) will need to communicate these beyond the use of a limited referencing system (i.e. more than through a subjective “RAG” style system), which would fail to support communication of the students’ decision making process.