

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education Ordinary Level

DESIGN AND TECHNOLOGY

6043/02

Paper 2 Project Theme

October/November 2005

No Additional Materials are required.

INSTRUCTIONS TO SUPERVISORS

This project theme should be given to candidates at the beginning of the first term in the year of the examination.

This document consists of **4** printed pages.



DESIGN PROJECT

The theme for the project is **Supporting Learning**.

You are to design and make an artefact that is related to the theme

Supporting Learning

Initially, you should explore and make a brief analysis of a number of design situations where a response to **Supporting Learning** features in the specification.

Solutions to design problems developed from the theme **Supporting Learning** may be provided in many different ways and may, for example, include the following principles: mechanical; frictional; magnetic; electrical; electronic; or combinations of these principles.

You may interpret the theme of **Supporting Learning** as widely as you wish. To assist but not restrict your thinking, the following topic areas are offered:

- Different developmental stages of children
- Novel, fun and exciting ways of learning
- Needs of children or adults with learning difficulties
- Number, language and practical skills
- Learning how to tell the time
- Learning how to use specific games or toys
- Learning outside of the classroom
- Learning through play
- Using educational games, toys and equipment to support learning
- Instructions to use equipment or complete a procedure or task
- Learning about Health and Safety procedures

From your analysis you are to identify a design situation for which you are to design and make an artefact which provides a response to the theme **Supporting Learning**.

There are two parts to the project:

- (i) Design Folio – Part A
- (ii) Design Artefact – Part B

Part A – Design Folio

The folio is to be A3 size maximum format and should consist mainly of illustrations and drawings, supplemented where necessary by the written word. Photographs may be included where helpful. Pages should be numbered and a list of contents, referenced with page numbers, included. The folio should include the following sections in the order given:

(i) List of contents

(ii) General analysis of the topic

Identification and brief analysis of a range of products and/or systems that incorporate a response to the theme **Supporting Learning**.

(iii) (a) Brief

An identified design task described in general but accurate terms.

(b) Specification

A design specification. Concise itemised requirements to be met by the solution.

(iv) Exploration of ideas

Exploration of a range of ideas for meeting the design specification.

(v) Development of proposed solution

Detailed development of the selected idea, including form, materials and constructions to be used.

(vi) Final design

Drawing(s) showing the complete intended solution.

(vii) Production plan

Identified sequential stages and processes with consideration of some of the more complex tasks to be used in the construction of the solution.

(viii) Evaluation

This will be based mainly on how well the product matches the design requirements as identified in the specification. Other sections of the folio should reveal the ongoing evaluation by the candidate as the design is developed by showing the criteria for decisions made.

Part B – Design Artefact

The production of the artefact should involve a range of skills. It can be made of a single material or a range of materials appropriate to the product.

Candidates should avoid large-scale tasks, which might prejudice the quality of the completed artefact.

Notes for Teachers

Support of the candidate by the teacher through advice and guidance is crucial throughout the project but the candidate is to exercise judgements and make personal decisions in the formulation and making of the design. The practical work is to be entirely that of the candidate under normal guidance of the teacher. Counselling will be necessary in helping candidates select a project suitable in scope and demand appropriate to their abilities.

Candidates are to be made familiar with the scheme of assessment as detailed in the syllabus at the onset of the project. The 'Teachers' Guide to Assessment', as detailed in the syllabus, should also be used to inform candidates of the various requirements for the assessment of the work.

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