

4.4.4.1 Section A: Identifying & investigating design possibilities (10 marks)

By analysing the contextual challenge students will **identify design possibilities**, investigate client needs and wants and factors including economic and social challenges. Students should also use the work of others (past and/or present) to help them form ideas. Research should be concise and relate to their contextual challenge. Students are also advised to use a range of research techniques (primary/secondary) in order to draw accurate conclusions. Students should be encouraged to investigate throughout their project to help inform decisions.

Mark band	Description
9 – 10	<p>Design possibilities identified and thoroughly explored, directly linked to a contextual challenge demonstrating excellent understanding of the problems/opportunities.</p> <p>A user/client has been clearly identified and is entirely relevant in all aspects to the contextual challenge and student has undertaken a comprehensive investigation of their needs and wants, with a clear explanation and justification of all aspects of these.</p> <p>Comprehensive investigation into the work of others that clearly informs ideas.</p> <p>Excellent design focus and full understanding of the impact on society including; economic and social effects.</p> <p>Extensive evidence that investigation of design possibilities has taken place throughout the project with excellent justification and understanding of possibilities identified.</p>

Student guide - Investigating the context

Introduction- Have you:

- Fully explained and justified why you have chosen this context.

Task Analysis - Have you:

- Created an expanded mind map of your context – **it should be very full.**
- Presented my work so it is aesthetically pleasing and easy to read.

Summary boxes – have you included:

- Design challenges you could explore that meet the context.
- Questions you might have in relation to the context or further research
- A range of existing products/brands that meet the context (words and/or images).
- Identified a range of possible clients that would be suitable to use. *You could begin to consider their needs and wants or any social/economic challenges.*

Possible extra ideas for inclusion:

- Identified a range of possible areas of further research.
- Small sketches of initial thoughts for responses.
- Begin to consider existing designers who could inspire your work.

Summary- Have you:

- Summary of key findings from this page and what do you need to do next.

Key vocabulary:

- **Challenge** – overall issue e.g. dog health
- **Issue** – smaller problems within an issue e.g. dog weight, exercise of a pet, healthy diet, etc.
- **Social** – people's disabilities or age, faiths and beliefs, fashion and trends.
- **Economic** – money, industry and trade of a place or society.

Parent guide - Investigating the context

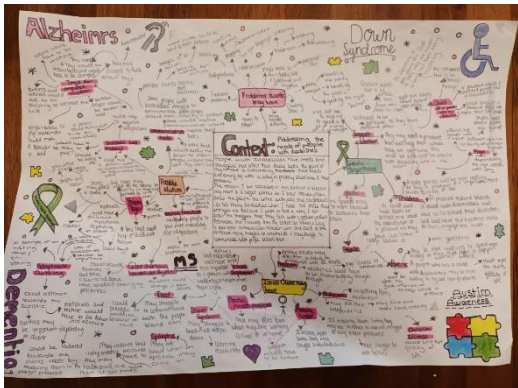
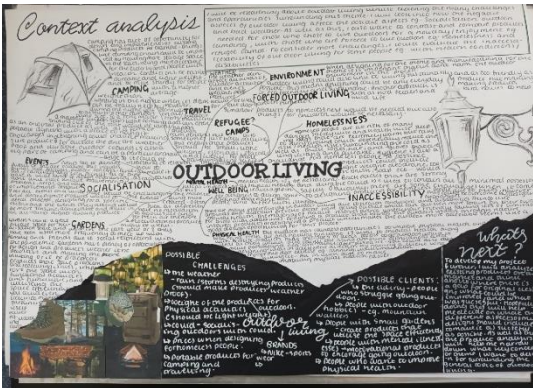
Introduction to this page

This year students have chosen to explore of context of their choice from the following options (generated by the exam board):

- **working from home**
- **care of animals**
- **a souvenir from a place of interest**

This page is a mind map of all of the potential initial responses there are to the chosen context.

The page should be very full with potential problems/ issues, design problems/ opportunities or challenges and potential products they could design.



How can you support your child at home?

Look over your child's page, can they add in any extra information:

e.g. if they have written **travel** they could explore *types of transport, things people take with them when travelling, different destinations, different cultures, products that are commonly used when travelling, types of people who might travel etc.* and for each of these they could add additional information about problems that could be encountered, issues people commonly experience, products that already exist to solve these problems (good or bad), potential people who are likely to use these.

Read over their work and discuss what they have written, could you help them to see design opportunities they could have missed? Could you suggest products you have seen that link to the context and could be a source of inspiration for them?

Could you encourage them to add in the extra ideas for inclusion (in green) to help them gain more marks.