

#### 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 - Exploring the customer

### Introduction- Have you:

- Fully explained and justified why you have chosen this potential customer.

### Customer Profile - Have you:

- Written in detailed, justified sentences to explain the customer's wants and needs using ACCESSFMM and included extra, relevant information (e.g. about the company if relevant).

### Customer Interview – have you included:

- Written a wide variety of questions that vary across all of ACCESSFMM and other areas for consideration?
- Written questions that are relevant to the product you wish to make but are not leading.
- Created specific questions that will help you to write your own design brief and asked follow up questions where needed.

### Key vocabulary:

- **Client** – A person or company requiring the services of a designer or design company
- **User** – A person who will use the product

### Additional relevant information – have you included:

- Found examples of existing products that could be suitable for your potential customer and analysed these.
- Written specification points and identified potential products you could make based on what you have learned.

### Possible extra ideas for inclusion:

- Complete a product analysis with your client, asking them to give you feedback on the existing products you identified.
- Create a moodboard of colours, shapes, patterns, textures and products you think your potential customer would like and asked them for feedback on this.

### Summary- Have you:

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

- **Potential Customer** – A customer who could potentially want or need the product/ services
- **Need** – requiring something because it is essential
- **Want** – a desire to have something

## Student guide - Exploring the customer

### Example interview

These are examples of the types of questions you could ask – yours should be relevant to your context!

1. Who do you live with at home?
2. How much time do you spend at home?
3. What activities do you do at home?
4. Who do you spend the most time with at home?
5. Is there a room you would like to spend more time in?
6. Are there any products that you use every day that help you at home?
7. What is your occupation? Do you work at home? If yes, what tasks do you complete at home?
8. Do you have any personal problems that affect the time you spend at home?
9. What types of problems do you have when you spend time at home (or when you complete a specific activity)
10. Can you think of any solutions to the problems you have at home?

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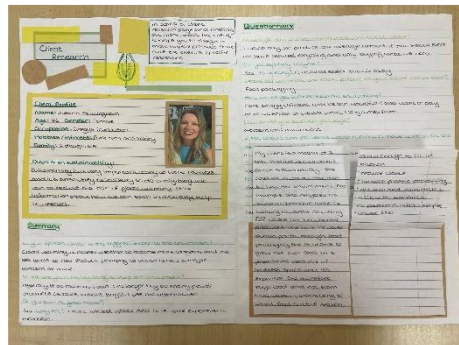
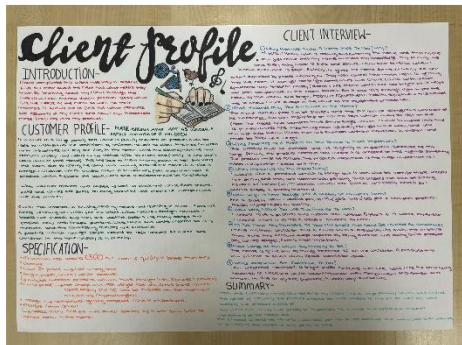
# Parent guide – Exploring the customer

## Introduction to this page

This page is the first opportunity to find out information about the person who they will be designing for. Choosing the correct customer is essential to allow students to access the higher mark bands. The customer should be relevant to their chosen context.

Students should use this page to identify potential problems or issues their customer has in relation to their chosen context. It will be the starting point for their research and design work.

The page should be very full with information about the customer's issues, needs and wants. This should also include an interview with detailed responses and students should start to consider what they **must** include in a product they design and what that product **could** be.



## How can you support your child at home?

Look over your child's page, their page should be written in such detail that you fully understand:

- Who the customer is and why they have been chosen
- What issues the customer has (in relation to their chosen context – *caring for animals, a souvenir from a place of interest or working/studying at home*)
- What your child **must** include in any product they design (specification points) and potential products they **could** design.

Read over their work and discuss what they have written, could you help them to see research opportunities they could have missed? Could you suggest questions they could ask their customer to provide them with more information or suggest products they could design that might help to solve the problem(s) identified?

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

**ACCESSFMM** stands for **A**esthetics, **C**ost, **C**ustomer, **E**nvironment, **S**ize, **S**afety, **F**unction, **M**aterials, **M**anufacture.