

4.4.4.3 Section C: Generating design ideas (20 marks)

Students should explore a range of possible ideas linking to the contextual challenge selected. These design ideas should demonstrate flair and originality and students are encouraged to take risks with their designs. Students may wish to use a variety of techniques to communicate. Students will not be awarded for the quantity of design ideas but **how well their ideas address the contextual challenge selected**. Students are encouraged to be imaginative in their approach by experimenting with different ideas and possibilities that avoid design fixation. In the highest band students are expected to show some innovation by generating ideas that are different to the work of the majority of their peers or demonstrate new ways of improving existing solutions

Mark band	Description
16–20	<p>Imaginative, creative and innovative ideas have been generated, fully avoiding design fixation and with full consideration of functionality aesthetics and innovation.</p> <p>Ideas have been generated, that take full account of on-going investigation that is both fully relevant and focused.</p> <p>Extensive experimentation and excellent communication is evident, using a wide range of techniques.</p> <p>Imaginative use of different design strategies for different purposes and as part of a fully integrated approach to designing.</p>

Student Guide - Evaluation of Initial Ideas against Specification

Introduction- Have you:

- Fully explained and justified why you are evaluating your initial design ideas against the specification.

Evaluation against specification – have you:

- Drawn out a table that includes your specification point codes on one edge and the numbers of your design ideas on the other:
- Evaluated how well each design idea meets each specification point by using a colour coding system (red – does not meet the criteria, amber – partially meets the criteria, green – fully meets the criteria).
- Completed an overall evaluation of each design idea, explaining the main strengths and areas of development for each design idea. *E.g. Design Idea 1 This design shows inspiration from Phillipe Stark’s Apriti door handle; the shape and material choice is the main aesthetic and this suits my clients requirements well, however the neutral colour choice means this product could be lost within the colour scheme of my client’s living room. I could start to research other suitable colour options. The complex design and scale of this design idea means this design could not be manufactured and sold for £150 or less and so this would need to be further developed by simplifying the design or researching alternative material choices.*

	Aesthetics A1	Aesthetics A2	Cost C1						
1									
2									
3									
4									
5									
6									

	Aesthetics A1	Aesthetics A2	Cost C1						
1	Green	Amber	Red	Green	Amber	Green	Amber	Amber	Green
2									
3									
4									
5									
6									

Possible extra ideas for inclusion:

- Add small sketches next to your summary to show how your designs could be further developed to fully meet all of the criteria.
- Add a review of initial ideas against the design brief.

Summary- Have you:

- Summary of key findings from this page and what do you need to do next. You should explain which design idea you will develop into your final design concept and why you have chosen it.

Potential page layout

Evaluation of initial ideas against specification			Design idea 1 summary	Design idea 2 summary																																																																						
Introduction			Design idea 3 summary	Design idea 4 summary																																																																						
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Summary/ next steps																																																																										

Parent guide – Additional Research – Designer Inspiration

Introduction to this page

This page gives students the opportunity to demonstrate evaluation skills which will allow them to gain marks in this section and also in the evaluation section.

Students should use this page to identify which design idea most closely meets their specification, and therefore which design idea is most appropriate to develop.

Evaluating their designs at this stage also allows them to identify any parts of their design that does not fully meet the design specification, and therefore what they need to do to further develop this design.

How can you support your child at home?

Look over your child's page, their page should:

- Contain a table that evaluates every design idea against all of the specification points (using red, amber and green to show whether each design fully, partially or does not meet the specification point).
- Contain a specific summary for each design idea that identifies both strengths, weaknesses and consideration of how the design could be improved.

You could discuss each design idea with your child, could you challenge them to find any additional potential areas for improvement that would make their product more suited to their clients needs and wants?

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