

## Why choose WJEC Eduqas GCSE Design and Technology?

Design and Technology is purposeful, as well as being fun and exciting! Studying GCSE Design and Technology will build on what you learnt about designing and making in Key Stage 3. You will use your knowledge and skills to design and make new and better solutions to real problems - on your own and with others - working with materials you choose.

## What skills will I develop?

Studying Design and Technology will enable you to develop a wide range of transferable skills for further education, work and life:

- Creative and innovative thinking
- Use of imagination and experimentation
- Ability to critique and refine your own ideas
- Knowledge and understanding of all design and technological activity and influences
- Decision making skills
- Develop high quality, imaginative and functional prototypes
- Communication skills
- Independence
- Teamwork
- Perseverance

## What will I study?

**Year 10 breakdown:**

- \* CAD/CAM, Polymers = Acrylic keyring
- \* Iteration, User needs and wants, anthropometrics, ergonomics, sustainability & prototyping = pizza wheel cutter
- \* Timbers specialist unit = Trinket box
- \* Mini NEA lighting unit
- \* Metals & Papers and boards = aliminerals + packaging
- \* Textiles = stress doughnut/ bookmark
- \* Start NEA

**Year 11 breakdown:**

- \* NEA
- \* Revision

## Common Myths

### It's all about making things.

•The biggest change from KS3 is the theory content, there is a 50% written exam so there is a lot of theory content to cover.

### It's not as important as other subjects.

•DT is an ACCADEMIC subject. Universities (and employers) recognise it as a very important subject and a very challenging one.

### I have to be good at drawing and making.

•Drawing helps but you can communicate your ideas in other ways. Creativity and problem-solving skills are the most important alongside a relentless work ethic.

### What use is it? I don't want to go into a D&T job.

•Look what universities and employers are looking for – Interchangeable skills, creativity, independence, problem solving and innovation.

## What will I be doing?

### Understanding users

- who your product is for
- what their needs and preferences are
- how the product will be used

### Sustainable design

- including sustainability in every design
- awareness of all aspects of sustainability, from source to material processing and manufacture to the end product and end of life

### Knowing about materials

- learning about smart and modern materials
- considering their working properties
- selecting and using the best materials to make your design solutions

### Designing

- taking risks to create more imaginative ideas
- taking ideas forward stage by stage, with CAD and prototype models
- clearly communicating your design ideas to others

### Making

- working safely with tools, equipment and machinery – including CAD/CAM 3D printers
- making high quality working prototypes
- considering the costs and implications of commercial production

## Knowing how things work

- using mechanisms, electronics and computers to control products, including robots
- designing and making products to withstand forces and not fail in use
- knowing how energy can be stored and used

## Analysing products

- understanding how products have been designed and made
- considering the suitability, and sustainability, of everyday items
- learning about the work of past and present designers, makers and engineers.

## Evaluating your own and others' work

- expressing opinions and challenging assumptions about products and services
- making informed decisions and judgements,

## How will I be assessed?

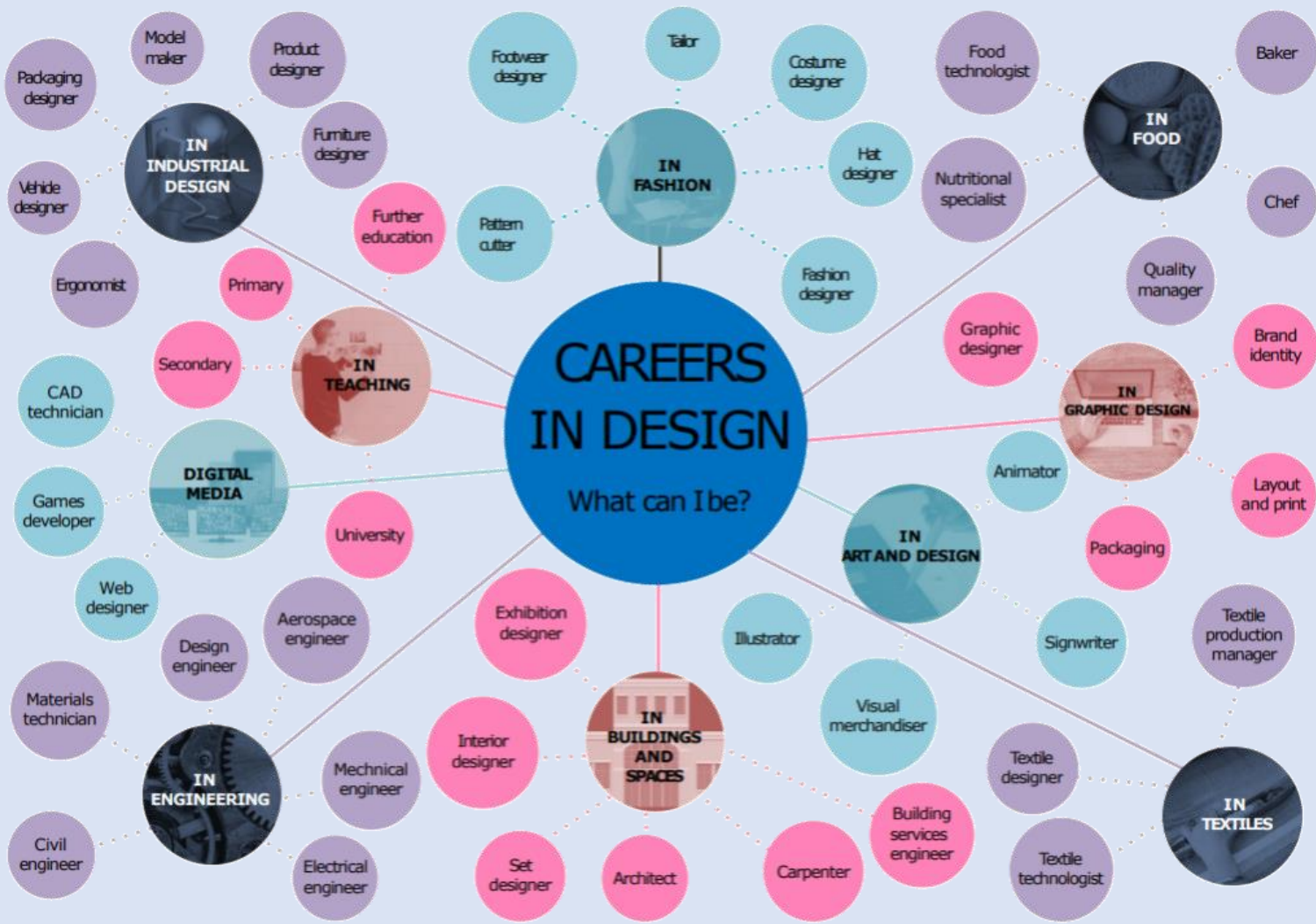
Year 10 Breakdown: Project work, Homework, End of unit tests & Mini NEA

Year 11 Breakdown: Exam 50% - Design and make in the 21<sup>st</sup> Century  
A mix of short, structured and extended writing questions

Non Examined Assessment (NEA) 50% -  
Design and make task  
Identify, investigate and outline design possibilities  
Design and make prototypes  
Analyse and evaluate design decisions

# Careers

Careers for the future Technology is developing all the time and keeping up with fast-paced change is essential. The jobs people will be doing tomorrow will be radically different from many of those done today. Future proofing your prospects is essential if you are to have control over your choices. GCSE D&T opens doors to a wide range of careers, the knowledge and skills you learn, such as teamwork and time management will be valued by employers.



GCSE Design Technology can lead to studying A Level Product design at Long road, Bishops Laney or at The Oakes in Cambridge, along with many other appropriate courses.





# What do other students have to say about it?

“It’s hard work but very rewarding”

“It’s fun”

“It gives me lots of skills that I will use in life”

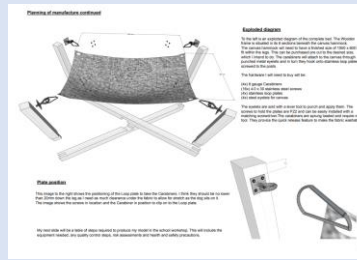
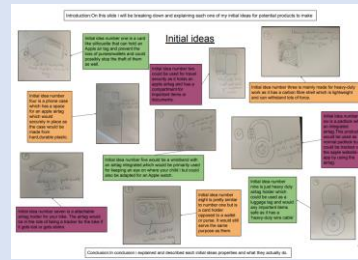
“I didn’t realise how academic it would be”

“I like the creativity and the design work”

“I like how taking this course can lead to lots of other courses at college, uni and job opportunities”

## GCSE Design Technology Course breakdown

- 100% course pass success rate
- 68% Students achieved a grade 5 or above
- 21% Students achieved a grade 7 or above
- SVC students have achieved significantly above national average results for the past 3 years.
- SVC students consistently achieve results in the top 10% of schools nationally.



Stage	Outline of activity	Equipment	Quality control / Assurance	Risk assessment	Health and Safety	Image
1	Research the machine and its function. Identify the main components and their functions. Draw a simple sketch of the machine.	Books, internet, CAD software, 3D printer, laser cutter, wood, metal, plastic, glue, screws, nuts, bolts, washers, rivets, etc.	Check for accuracy of dimensions and tolerances. Use a vernier caliper and micrometer to measure parts. Use a dial indicator to check alignment and squareness.	Use a risk assessment to identify potential hazards and assess the risk of injury or damage. Use appropriate safety equipment and procedures.	Wear eye protection and safety glasses. Use appropriate PPE for the equipment used. Follow safe working practices for the equipment used.	
2	Design and draw the machine. Create a detailed technical drawing of the machine, including a perspective view, a top view, and a side view. Label the main components and their functions.	Books, internet, CAD software, 3D printer, laser cutter, wood, metal, plastic, glue, screws, nuts, bolts, washers, rivets, etc.	Check for accuracy of dimensions and tolerances. Use a vernier caliper and micrometer to measure parts. Use a dial indicator to check alignment and squareness.	Use a risk assessment to identify potential hazards and assess the risk of injury or damage. Use appropriate safety equipment and procedures.	Wear eye protection and safety glasses. Use appropriate PPE for the equipment used. Follow safe working practices for the equipment used.	
3	Make a model of the machine. Construct a simple model of the machine using wood, metal, plastic, glue, screws, nuts, bolts, washers, rivets, etc.	Books, internet, CAD software, 3D printer, laser cutter, wood, metal, plastic, glue, screws, nuts, bolts, washers, rivets, etc.	Check for accuracy of dimensions and tolerances. Use a vernier caliper and micrometer to measure parts. Use a dial indicator to check alignment and squareness.	Use a risk assessment to identify potential hazards and assess the risk of injury or damage. Use appropriate safety equipment and procedures.	Wear eye protection and safety glasses. Use appropriate PPE for the equipment used. Follow safe working practices for the equipment used.	

