

A Level Product Design

Cycle 4

Week	Lesson	Topic	Task/project	Spec point	Page No.	Homework	Independent study: 5 hours per week	Assessment
1&2	1	Theory for Mock	Focus groups	3.2.1 Design methods and processes	39			Responses to examination style questions Improvements to questions using markscheme and teacher feedback
	2	Theory for Mock	Product comparison	3.2.3 How technology and cultural changes can impact on the work of designers	41			Responses to examination style questions Improvements to questions using markscheme and teacher feedback
	3	Theory for Mock	Energy conservation during manufacturing	3.1.11 Design for manufacturing, maintenance, repair and disposal	35	Complete homework sheet on theory learnt. <u>Challenge:</u> complete a exam style question based on topic from lesson and using marking criteria. <u>Further challenge:</u> Peer or self assess your work with green pen and make improvements needed to consolidate learning.		Responses to examination style questions Improvements to questions using markscheme and teacher feedback
	4	Theory for Mock	Designers— Memphis Group	3.2.2 Design theory	40			Responses to examination style questions Improvements to questions using markscheme and teacher feedback
	5	Theory for Mock	Quality Control	3.2.9 Design for manufacture and project management	47			Responses to examination style questions Improvements to questions using markscheme and teacher feedback
	6	Theory for Mock	TQM	3.2.9 Design for manufacture and project management	47	Complete homework sheet on theory learnt. <u>Challenge:</u> complete a exam style question based on topic from lesson and using marking criteria. <u>Further challenge:</u> Peer or self assess your work with green pen and make improvements needed to consolidate learning.		Responses to examination style questions Improvements to questions using markscheme and teacher feedback
	7	Theory for Mock	Virtual modelling techniques	3.1.7 Digital design and manufacture	30			Responses to examination style questions Improvements to questions using markscheme and teacher feedback
	8	Theory for Mock	Quality assurance	3.2.9 Design for manufacture and project management	47			Responses to examination style questions Improvements to questions using markscheme and teacher feedback
	9	Theory for Mock	Design for disassembly	3.1.11 Design for manufacturing, maintenance, repair and disposal	36	Complete homework sheet on theory learnt. <u>Challenge:</u> complete a exam style question based on topic from lesson and using marking criteria. <u>Further challenge:</u> Peer or self assess your work with green pen and make improvements needed to consolidate learning.		Responses to examination style questions Improvements to questions using markscheme and teacher feedback

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3&4	1	Theory for Mock	WEEE Directive Evaluation	3.2.10 National and international standards in product design	48			Responses to examination style questions Improvements to questions using markscheme and teacher feedback
	2	Theory for Mock	Product Analysis: Ergonomics and safety	3.1.8 The requirements for product design and development	32	Revise for mini mock exam		Responses to examination style questions Improvements to questions using
	3	Mini Mock exam	In class exam workshop					In class assessment
	4	Tailored revision for gaps in specification knowledge	Multi			Target revision based on gaps in knowledge	Target revision based on gaps in knowledge	Responses to examination style questions Improvements to questions using markscheme and teacher feedback
	5	Tailored revision for gaps in specification knowledge	Multi			Target revision based on gaps in knowledge	Target revision based on gaps in knowledge	Responses to examination style questions Improvements to questions using markscheme and teacher feedback
	6	Tailored revision for gaps in specification knowledge	Multi			Target revision based on gaps in knowledge	Target revision based on gaps in knowledge	Responses to examination style questions Improvements to questions using markscheme and teacher feedback
	7	Tailored revision for gaps in specification knowledge	Multi			Target revision based on gaps in knowledge	Target revision based on gaps in knowledge	Responses to examination style questions Improvements to questions using markscheme and teacher feedback
	8	Tailored revision for gaps in specification knowledge	Multi			Target revision based on gaps in knowledge	Target revision based on gaps in knowledge	Responses to examination style questions Improvements to questions using markscheme and teacher feedback
	9	Tailored revision for gaps in specification knowledge	Multi			Target revision based on gaps in knowledge	Target revision based on gaps in knowledge	Responses to examination style questions Improvements to questions using

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5&6 Mock Exam	1	Tailored revision for gaps in specification knowledge	Multi			Target revision based on gaps in knowledge	Target revision based on gaps in knowledge	Responses to examination style questions Improvements to questions using markscheme and teacher feedback
	2	Tailored revision for gaps in specification knowledge	Multi			Target revision based on gaps in knowledge	Target revision based on gaps in knowledge	Responses to examination style questions Improvements to questions using markscheme and teacher feedback
	3	Tailored revision for gaps in specification knowledge	Multi			Target revision based on gaps in knowledge	Target revision based on gaps in knowledge	Responses to examination style questions Improvements to questions using markscheme and teacher feedback
	4	Tailored revision for gaps in specification knowledge	Multi			Target revision based on gaps in knowledge	Target revision based on gaps in knowledge	Responses to examination style questions Improvements to questions using markscheme and teacher feedback
	5	Tailored revision for gaps in specification knowledge	Multi			Target revision based on gaps in knowledge	Target revision based on gaps in knowledge	Responses to examination style questions Improvements to questions using markscheme and teacher feedback
	6	OFF TIME TABLE MOCK EXAM	OFF TIME TABLE MOCK EXAM					OFF TIME TABLE MOCK EXAM
	7	OFF TIME TABLE MOCK EXAM	OFF TIME TABLE MOCK EXAM					OFF TIME TABLE MOCK EXAM
	8	OFF TIME TABLE MOCK EXAM	OFF TIME TABLE MOCK EXAM					OFF TIME TABLE MOCK EXAM
	9	OFF TIME TABLE MOCK EXAM	OFF TIME TABLE MOCK EXAM					OFF TIME TABLE MOCK EXAM

My Expected Grade				
Teacher Assessed Grade (circle)				
SBE	BE	E	AE	SAE
Comment:				

Student Self Evaluation

WWW	EBI
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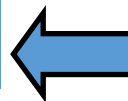
LEARNING TOOLS

Tick when you think you are able to define the meaning of the keyword

KEYWORDS	PAR	Energy conservation	Riviting	
BSI	Electroplating	Neoprene	Knockdown	
TQM	ecofilm	MIG	laminating	
PSE	Responsible design	TIG		

Challenge!

Add more keywords/terms to the table



Why are we exploring forming, redistribution and addition processes

You are researching different processes so that you:

- ◆ Can begin to form an understanding of how manufactures produce a range of products in industry
- ◆ Can explain why different processes are selected
- ◆ Can reference and use this information to help you answer questions in the your examinations and also enhance your design portfolio for the NEA

Why are we researching material properties (timbers focus) & their suitability?

- If you can demonstrate understanding of material properties you will be able to apply this knowledge to both your NEA and the examinations.
- Understanding characteristics of material helps us make appropriate choices for our product concepts.