

# Option Subjects

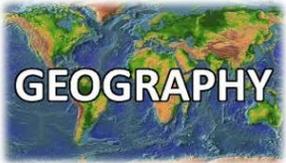


# Feedback... and what to do with it



- Geography – Students will have a review lesson(s) in class where they can make improvements to their mock answers and critique model answers. Teachers will ensure electronic versions of these materials are on Teams.

**Geography March Mock 2026**




**Paper 2- Challenges of the human environment (2025 paper)**

**REVIEW LESSON**

Section A – Urban Issues and Challenges

Name: \_\_\_\_\_

01.5 To what extent is managing environmental issues, such as waste disposal, a challenge in cities in LICs/NEEs? [9 marks] [+ 3 SPaQ marks]

Use Figure 2 and your own understanding. [6 marks]

<p>WWW-</p> <p>In figure 2 it shows that there is a lack of waste disposal measures due to no waste collection methods causing drains to get blocked damaging the environment as waste is also left in dishes. Collecting waste from houses allows waste to be removed from the streets. Also the widening of unpaved roads will also allow for other vehicles to travel easier allowing people to earn more money. However this is not enough as waste is only collected from 300 houses by 60 people to have a larger impact and fix the issue they need more people in order to collect waste.</p> <p>Extra space In Mumbai there is a lack of waste disposal with open sewage pipes. During the monsoon season these areas get flooded mixing with the sewage. This may cause damage to the environment killing animals. However the Indian government plans to improve the sewage system. In the Dharavi Slum there is no waste government waste collection people collect things such as plastic for money.</p> <p>Overall the environment is being damaged by the lack of waste disposal as no plants or animals can survive. 13</p>	<p>EBI-</p> <p>Water conservation can make cities more sustainable as it reduces the amount of water collected from the rain can and has been used to flush toilets. This makes cities more sustainable as we reduce water is saved for important uses and rain water is used for other uses when it can be. Therefore water conservation can make cities more sustainable. However there is a limitation as when rain water can be used for.</p> <p>At well, energy conservation can help to make cities more sustainable by the use of solar panels. These help generate renewable energy which does not damage the environment. In addition they can be added to buildings in the city to maximise the potential output.</p> <p>Extra space Therefore energy conservation can help cities be more sustainable. However solar panels are weaker than so many not be able to produce sufficient energy all year round.</p> <p>In conclusion, water and energy conservation can help to make a city more sustainable. However there is a limit to how much conservation can reduce therefore the best way to make a city sustainable is limited.</p>	<p>WWW-</p> <p>EBI-</p> <p>Score out of 6:</p> <p>Score out of 9: Spag out of 3:</p>
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# Independent Study Work



Geography – Revision materials will be posted on Teams.

Ideas for Independent study are below:

1. Check your **Teams page** – your teachers have been uploading resources for you and will continue to add to this.
2. Make sure you download (from Teams) the Paper 1 and Paper 2 **case study guides** we have produced.
3. Past papers and mark-schemes can be found on the **AQA website and Teams pages**.
4. **Seneca Learning** is a great online tool for covering the core knowledge.
5. We now have access to **Tassomai**. You can access this with your Microsoft login.
6. Use the **exam practise spaces in your work booklets** – ask your teacher to give you feedback.
7. Cut out your '**Geog Your Memory**' cards and ask someone else to test you.
8. Revisit the **revision cards** you have created throughout the course to revise the core content.
9. We recommend the **Oxford Revise revision guide**. This has your main content as well as exam practice.
10. Complete tasks from the '**marginal gains**' document (on Teams). Cross them off when you have completed them.

There are many more ways to revise and resources available to you. Talk to your teacher if you need any support.



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# Feedback... and what to do with it



- **Physical Education Mock Feedback**

- Each class has gone through the mock papers and students have completed RAG sheets to understand their personal areas for improvement.
- The weekly Everlearner homework tasks have been set and assigned to work on areas of the curriculum student need to develop.

- **Paper 1 & 2**

Mock Question level analysis

Q1		Q2		Q3		Q4		Q5	Q6				Q7	Q8		Q9		Q10		Q11		Q12				
a: Consequence of sedentary lifestyles	b: Diet - using Protein	a: PES Benefits - Social	b: PES Benefits - Emotional	a: Optimum Weight Factors	b: Optimum Weight (Rugby)	a: Energy Balance	b: Water	Carbohydrate Loading	a: Deviance	b: Socio-Economic Groups	c: Data	d: Data	Open/Closed Skills	a: visual guidance	b: i) Demonstration Advantages	b: ii) Demonstration Disadvantages	a: Basic/Complex Skills Meaning	b: Basic/Complex Skills Examples	a: Influences on participation	b: Disability Influences	a: Data	b: Data Trends	c: Sponsorship	d: Commercialisation - rule changes	a: Sportmanship	b: TV Replays
1	1	1	2	2	3	4	1	4	1	1	1	1	4	1	2	2	2	2	2	4	1	1	2	2	1	2
0.9259	0.8148	0.9259	1.2222	1.6296	1.2963	1.7037	0.8889	0.8889	0.7037	0.7778	0.963	1	1.2963	0.7778	1.2593	1.4815	0.8077	1.1111	0.6296	1.5926	0.963	0.8889	1.2963	1.074074	0.888889	1.11
1	1	1	2	1	1	4	1	1	13	1	1	1	2	1	2	2	0	1	0	1	1	1	2	2	1	1
1	1	1	2	2	2	4	1	0	14	1	1	1	4	1	2	2	1	1	3	1	1	1	2	0	1	1
1	0	1	2	2	1	0	1	0	8	1	0	1	0	1	1	1	1	1	2	4	1	1	2	2	0	1
1	1	1	1	1	1	1	1	1	9	1	1	1	4	0	1	2	0	1	0	1	1	1	0	2	1	1
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1	1	1	2	2	3	3	0	2	15	1	1	1	4	1	1	2	2	2	3	1	1	1	0	1	1	1
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1	1	1	1	2	1	3	1	1	12	1	1	1	2	1	1	1	0	1	1	3	1	1	1	0	1	1
1	1	1	2	2	3	3	1	2	16	0	1	1	1	1	1	2	0	1	0	2	1	1	2	0	1	1
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1	1	1	2	2	2	0	1	1	11	1	1	1	1	1	0	2	0	2	0	0	1	1	1	2	1	1
1	1	1	1	2	1	0	1	0	8	1	1	1	1	1	0	2	0	2	0	0	1	1	1	2	1	1
									0																	
1	1	1	0	2	1	0	1	0	7	1	1	1	1	0	1	1	0	0	2	1	1	0	2	2	1	1

# Independent Study Work



## Physical Education

Revision materials will be posted on Teams. Ideas for Independent study are below:

1. Check your **Teams page** – your teacher has been uploading resources for you and will continue to add to this.
2. The **Everlearner**, weekly tasks to be completed and videos to watch **www.theeverlearner.com**
3. Past papers, mark-schemes and key information can be found on the **Pearson Edexcel Website**
4. Make sure you use your **RAG sheet** from the mocks for Paper 1 and Paper 2 to target specific areas for improvement.
5. Create **knowledge organisers** for regular recall of core knowledge.

There are many more ways to revise and resources available to you. Talk to your teacher if you need any support.



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# Independent Study Work



**Dance** – Revision materials will be posted on Teams.

Ideas for Independent study are below:

1. Check your **Teams page** – your teacher has been uploading resources for you and will continue to add to this.
2. Past papers, mark-schemes and key information can be found on the **AQA website and TEAMS.**
3. **Arts Pool** are offering a Revision Session that you can sign up for.
4. Watch the videos of the Set Works on TEAMS this vital for core knowledge in Section C.
5. Watch the interviews with the choreographers, read the Transcripts, Fact Files and the Anthology to help with core knowledge for Section C.
6. Use the **Revision Guide** to help with all sections of the written paper.
7. Revise from your '**Dance Flash Cards**' and ask someone else to test you.
8. Create **knowledge organisers** for regular recall of core knowledge.

There are many more ways to revise and resources available to you. Talk to your teacher if you need any support.



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# Feedback... and what to do with it

- **Dance** – Mock papers handed back to students and talked through with the teacher. Mark scheme used by students to see where improvements could be made. Model answers handed out to make improvements to own work. Electronic versions of these will also be on TEAMS.

Qu	Part	Marking guidance	Total marks
08	1	<p>Give two reasons why the physical skill 'balance' is important to a dancer.</p> <p>1 mark for each correct reason (max 2 marks)</p> <p>eg: allows positions to be held (1), stops falling (1), reduces risk of injury (1), maintains accuracy (1), makes the dance look effortless (1), allows difficult actions to be performed (1) etc.</p>	2
08	2	<p>Describe one exercise or activity a dancer could do to improve balance.</p> <p>1 mark for a simple suitable response.</p> <p>eg: Stand on one leg (1).</p> <p>2 marks for a more detailed response.</p> <p>eg: To improve my balance I would work on increasing my core strength by performing the plank every day and then gradually increasing the time I hold it for (2).</p>	2
09	1	<p>Define the dance term 'focus'.</p> <p>Use of the <u>eyes</u> to enhance performance or interpretative qualities.</p>	1
09	2	<p>Give two reasons why the use of focus is important during a performance.</p> <p>1 mark for each correct reason (max 2 marks)</p> <p>eg: shows the mood (1), meaning (1), idea (1), choreographic intent (1) style (1), style fusions (1), show the character (1), engages the audience (1), enhances actions (1), shows the audience where to look (1), shows the audience who to look at (1), makes the dancers look more confident (1) etc.</p>	2

This could forebode an ominous end as they are at different places in life. Set creates structure as at 6:17, the duet perform ~~again~~ in the forest. Here the mood is intimate and the trees provide protection and imply secrecy but they also pose barriers and obstacles, showing that the relationship will always have barriers. This is a climax. The splicing section of Flow 2 features a ~~curry~~ and the rocky terrain could show the ~~erratic~~, <sup>climbing</sup> ~~the~~ risky state of the relationship.

'Artificial Things' backdrop combined with the vitrine and frame complements the streaky costumes with the same palette. The dancers could be trapped in a Durovic painting. Dave climbs inside the mannequin ~~at the end~~ during Family Portraits, creating a highlight and bizarre mood. The frame traps the dancers.

# Feedback... and what to do with it, MFL



Students have gone through the mock papers and completed feedback and improvement plan sheets to understand their individual areas of improvement- (Listening, Reading and Writing, Speaking in January) Students have to use the feedback handout to make improvement to their own work and complete targeted revision (Teams – exam prep folder and Languagenut – fixed questions

QLA - Exam papers analysed topic by topic to close the gaps

students analysed their gaps and strengths then planned how to improve in the certain topics and skills

Time allowed: 35 minutes approximately (including 5 minutes' reading time before the test)

Time allowed: 45 minutes

For Examiner's Use	
Question	Mark
1-2	2/2
3-5	3/3
6	3/3
7-9	2/3
10-14	4/5
15-16	2/4 TV!
17-18	3/3
19	2/2
20-21	3/4
22	2/2
23	4/4
24	1/2
25	1/2
<b>TOTAL</b>	<b>32</b>

8668/LF

LISTENING	READING
S- Strengths W- Weaknesses O- Opportunities T- Threats	S- Strengths W- Weaknesses O- Opportunities T- Threats
<b>Plan of Action</b> W.W.W (What went well?) Health 1st 2009 Question 7-10 = noun learning What were the barriers to my success? Not enough revision EBI: 13-17 = positive + negatives of phone apps 22-23 = restaurant + gym?	<b>Plan of Action</b> W.W.W (What went well?) 7 = speech - gym = positive regarding 10 = in health → 6/6 What were the barriers to my success? EBI: 4 = health 6 = environment
<b>SPEAKING</b> S- Strengths W- Weaknesses O- Opportunities T- Threats <b>Plan of Action</b> W.W.W (What went well?) Grammar, just situation What were the barriers to my success? EBI: Additional detail, past, complex structure, phone card Strengths - Which topics were you good at? Weaknesses - Which topics let you down? What type of questions did you struggle with? What let you down in the Writing? Opportunities - What resources were available to help make improvements? Threats - What stopped you from revising/practising?	<b>WRITING</b> S- Strengths W- Weaknesses O- Opportunities T- Threats <b>Plan of Action</b> W.W.W (What went well?) Photo card - Question 1 What were the barriers to my success? EBI: Question 3 - translation?

5 - reading → 1st, volunteering  
 W - speaking + listening → health, environment, photo card  
 O - revision using online resources  
 T - focus on other subjects

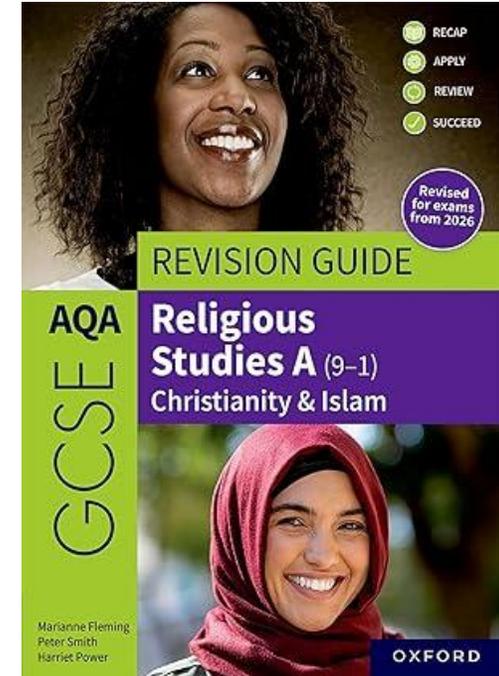
1. past papers,
2. Languagenut,
3. exam prep folder on teams,
4. after school sessions on Mondays and Thursdays every week

Paper/EBI:	Resources I can use to improve:
AO1: Listening	
AO2: Speaking	
AO3: Reading	
AO4: Writing	
Grammar point(s) to revise	
Topic work to revise	
Specific skill to revise	



# RS

- We have completed individualised feedback in our lessons for each student. All students have been given specific things to work on e.g. quotes, structure, 12 markers, etc.,.
- All revision materials we use in the lesson are uploaded onto Teams at the end of the lesson so that you can go back through anything you need a bit more time on or, if you are ill, you can catch up on what you have missed.
- Our plan for all of our lessons from now until the exam is still up on Teams so you know exactly what you need to catch up on if you miss a lesson or where to look in your notes if there is something specific you want to go back over.
- If you want to do more work independently at home, I recommend the Oxford University Press revision guide that we use in lessons and I showed you at parents evening.
- If you complete any timed 12 markers in your spare time, bring them to me and I will get them marked as quickly as possible.



# History and Independent study work



1 **Content:** All independent revision resources for **Paper 1** have been uploaded to your class **TEAMS**. These can be downloaded to use as you need. **Paper 2** and **Paper 3** resources to follow, as our revision lessons progress.

2 **Exam question practice:** These can be found within **ALL** the revision resources that are being uploaded to TEAMS. **Exam question practice alongside content is essential for success.**

3 **Additional revision resources: Please use the links to access further revision**

**resources** <https://www.tassomai.com> <https://www.bbc.co.uk/bitesize/examspecs/zw4bv4j>  
<https://senecalearning.com/en-GB/> <https://quizlet.com/login>

4 **Revision workbooks:** The link below is a really useful resource with all 3 papers covered across all 4 topics.  
[My Revision Notes: Pearson Edexcel GCSE \(9-1\) History: Four units in one: Amazon.co.uk: Slater, Sam, Waugh, Steve, Wright, John: 9781510469440: Books](#)

5 I am happy to support outside of school hours. I will be continuing to run sessions after school on Thursday and Friday 3pm – 4pm until our final History exam. Any questions at all please drop me an email:  
**areast@lincroft.academy**

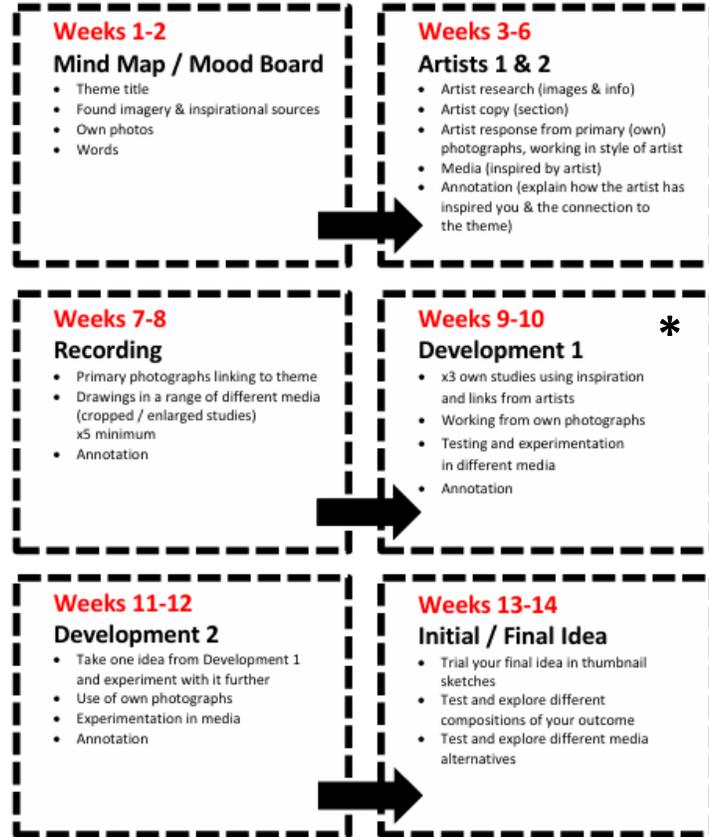


# Art

**EXAM DATES**  
**5 & 6 May 2026**  
 (7 May: extra time)  
 10 Hours

**eduqas ESA Schedule & Checklist**  
 (All exam preparation **MUST BE COMPLETED**  
**BEFORE** the start of your 10 hour exam)

\*Weekly Homework  
 \*Art Intervention: Thursdays: 3.05pm – 3.45pm  
 \*Art Club: Thursdays: 3.05pm – 4.30pm



## Y11 Art Intervention & Art Club (updated) Mondays & Thursdays until 4.30pm



Y11 ESA 2026						
Week Beginning	A/B				Task	Homework / Art Club / Intervention
05.01.26	B		Hol	Th	Introduction to paper & titles. Mind Map & Mood Board.	Decide on title/buy book/find images.
12.01.26	A		M	Tu Th	Mind Map & Mood Board	Complete Mind Map & Mood Board.
19.01.26	B		M	Th	Artist 1: Research & Response	Take own photos for Artist 1 Response.
26.01.26	A		M	Tu Th	Artist 1: Research & Response	Take own photos for Artist 2 Response.
02.02.26	B		M	Th	Artist 2: Research & Response & Trip	Complete Artist 1 Response. Annotate.
09.02.26	A	Exp Day	M	Tu Th	Artist 2: Research & Response & Trip (present research)	Complete Artist 2 Response. Annotate.
16.02.26		Half Term				Take own photos to draw from.
23.02.26	B	Mocks	M	Th	Recording (own photos, drawings & annotation)	Complete drawings in different media.
02.03.26	A	Mocks	M	Tu Th	Recording (own photos, drawings & annotation)	Complete drawings in different media.
09.03.26	B		M	Th	Development 1 & 'Experimentation with Media' Day	Continue with Development 1.
* 16.03.26	A		M	Tu Th	Development 1 (x3 studies - artist links & own photos)	Complete Development 1. Annotate.
23.03.26	B		M	Th	Development 2 (one idea from Dev 1) - experiment further	Continue with Development 2.
30.03.26		Easter				Easter - complete work so far
06.04.26		Easter				Easter - complete work so far
13.04.26	A		M	Tu Th	Development 2 (one idea from Dev 1) - experiment further	Complete Development 2. Annotate.
20.04.26	B		M	Th	Final Idea (thumbnails / different compositions & media)	Continue with Final Idea.
27.04.26	A		M	Tu Th	Final Idea Plan (chosen idea & media)	Complete Final Idea. Annotate.
04.05.26	B	Bank Hol.	Tu	W Th*	ESA 10hrs (May 5 & 6) *Extra Time (May 7 - am)*	

### Independent Study Work (Externally Set Assignment tasks – left & above)

1. Use Art Intervention & Art Club support sessions to complete tasks.
2. Borrow equipment / use own to complete tasks at home.
3. All PowerPoints & information are on Teams (students have handouts also).

# Feedback... and what to do with it



- **Art** –Mark scheme (below) used by teachers & students to assess ESA (exam project). **Component 1** has been marked and moderated with raw marks being given to students in May. **Component 2** will be marked and moderated in May, with the raw marks also being given to students in May.

## How you are assessed: Component 2 (/80)\*

Component	A01 Weighting % Marks	A02 Weighting % Marks	A03 Weighting % Marks	A04 Weighting % Marks
<b>Component 1: Portfolio</b> 60% of GCSE 120 marks	15% 30	15% 30	15% 30	15% 30
<b>Component 2: Externally Set Assignment</b> 40% of GCSE 80 marks	10% 20	10% 20	10% 20	10% 20
<b>Total Weighting</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Total Marks (200)</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>

A01	A02	A03	A04
<b>Critical Understanding</b>	<b>Creative Making</b>	<b>Reflective Recording</b>	<b>Personal Presentation</b>
Develop ideas through investigations, demonstrating critical understanding of sources.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record ideas, observations and insights relevant to intentions as work progresses.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
/20	/20	/20	/20

\* Component 1 (/120)

Y11 Art ESA: Component 2 (Weeks 1-8 Assessment)	
Name	
Target Grade	Component 1: 60% of GCSE (estimated grade)
<b>Tasks to complete:</b>	<input checked="" type="checkbox"/>
<b>Mind Map &amp; Mood Board</b> (theme title, words, found images & own photos)	
<b>Artist 1: Artist Research</b> (artist name, images & info)	
<b>Artist 1: Artist Copy</b> (section using chosen media)	
<b>Artist 1: Own Photos</b> (responding to artist)	
<b>Artist 1: Artist Response</b> (created from own photos using chosen media)	
<b>Artist 2: Artist Research</b> (artist name, images & info)	
<b>Artist 2: Artist Copy</b> (section using chosen media)	
<b>Artist 2: Own Photos</b> (responding to artist)	
<b>Artist 2: Artist Response</b> (created from own photos using chosen media)	
<b>Media Experiments</b> (title, own photos, drawings & annotation) - see below: Quick Sketches (20/40/60 secs) / Continuous Line (60/120 secs) Non-Dominant Hand (60/120 secs) Tone (2 mins) / Chalk + Black Paper (5 mins) Negative Space (15 mins) / Colour Pencil (15 mins) / Watercolour + Pen (20 mins) Tissue Paper Collage + Pen (15 mins) / Sugar Paper Collage + Pen (15 mins) Oil Pastel Transfer (20 mins) / Wit + Tracing Paper (20 mins)	
<b>Drawing:</b> Tonal Pencil / Ink & Bleach / Monoprinting	
<b>Drawing Developments:</b> Monoprinting + oil pastel/watercolour/colour pencils	
<b>Drawing Developments:</b> Cropped/enlarged sections of drawings (photocopies)	
<b>Successes (www)</b>	
<b>Actions Required (ebi)</b>	



**1.Content:** All independent revision resources for **Paper 1** have been uploaded to your class **TEAMS**. These can be downloaded to use as you need. **Paper 2 resources are also being added to our teams channel**

**2 Exam question practice:** Theses can be found within **ALL** the revision resources that are being uploaded to TEAMS. **Exam question practice alongside content is essential for success.**

**3. Students final NEA projects will be marked and moderated with raw marks being given back to students**

**4. additional video and audio resources are on our teams channel under classroom materials and please keep updated for the various audio revisions podcasts Mr Perrins will be adding over the next few weeks**

### Media Studies

J200/01	Television and promoting media	1 h 45 min	Mon	18 May pm
J200/02	Music and news	1 h 15 min	Tue	2 June pm



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# Music



- Mock papers have been handed back to the students and talked through. The mark scheme has been looked at to see where marks might have been lost and alternative correct answers given.
- Students have identified areas of weakness which will be focussed on in lessons from now on, as all NEA has been completed.
- Extended answer questions, score reading/melodic dictation and world instruments will be a particular focus.



# Independent Study Work



Music– Revision materials will be added to on Teams.

Ideas for Independent study are below:

1. You have been given **knowledge organisers** for every topic within the Areas of Study.
2. You have been given **study guides** and **revision guides** for every Area of Study.
3. Check your Music **Teams page** – all resources given out will be posted on there too.
4. Past papers and the audio files will be on **Teams** – if you complete a paper, give it to your teacher to mark.
5. Use **MADTSHIRT** to analyse any music you listen to.
6. Use the Rhinegold **textbook** to help with all sections of the listening paper.
7. Make your own **Flash Cards** and ask someone else to test you.
8. Create your own **knowledge organisers** for regular recall of core knowledge.

There are many more ways to revise and resources available to you. Talk to your teacher if you need any support.



# DT



The AQA GCSE DT qualification is made up of a non-exam assessment project (NEA) and a written exam paper. Each produce 50% of the overall final level.

Written Paper Assessment	
Section A	Core technical principles
Section B	Specialist technical principles
Section C	Designing & making principles

NEA Assessment Criteria		
A	Identifying & investigation design possibilities	10 marks
B	Producing a design brief & specification	10 marks
C	Generating design ideas	20 marks
D	Developing design ideas	20 marks
E	Realising design ideas	20 marks
F	Analysing & evaluating	20 marks

Throughout the course students learn theory work and produce several different practical based projects, all of which develops the students' knowledge and understanding of the requirements of DT in readiness for their NEA project and the Written Exam Paper



# DT

Keeping track of each student and producing feedback in their NEA is completed in 2 parts. An online mark sheet which is colour coded to show progression through the different deadlines. Also, which gives guidance into the areas that need development. This can be emailed to each student.

The second is a more basic overview mark sheet filled in by hand showing what has been achieved, what needs improvement and what is missing.



## Section A: Identifying and investigating design possibilities (10 marks)

9-10	Design possibilities identified and thoroughly explored, directly linked to a contextual challenge demonstrating excellent understanding of the problems/opportunities. 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. Comprehensive investigation into the work of others that clearly informs ideas. Excellent design focus and full understanding of the impact on society including, economic and social effects. Extensive evidence that investigation of design possibilities has taken place throughout the project with excellent justification and understanding of possibilities identified.	
6-8	Design possibilities identified and explored, <b>linked to a contextual challenge demonstrating a good understanding of the problems/opportunities.</b> A user/client has been identified that is mostly relevant to the contextual challenge and student has undertaken an investigation of their needs and wants, with a good explanation and justification of most aspects of these. Detailed investigation into the work of others that has influenced ideas. Good design focus and understanding of the impact on society including <b>economic and social effects.</b> Evidence of investigation of design possibilities at various stages in the project with good justification and understanding of possibilities identified.	8 - A little more detail needed in identified areas.
3-5	Design possibilities identified and explored with <b>some link to a contextual challenge demonstrating adequate understanding of the problems/opportunities.</b> A user/client has been identified that is partially relevant to the contextual challenge. Student has undertaken an investigation of their needs and wants, with some explanation and justification of some aspects of these. Some investigation into the work of others that has had some influence on their ideas. Some design focus and understanding of the impact on society including, economic and social effects. Investigation of design possibilities goes beyond the initial stages of the project but only some justification and understanding of possibilities identified.	5 - See me. With only a few minor additions this will achieve a much higher grade.

Keep where parts. colour differ into to be em

## Section B: Producing a design brief and specification (10 marks)

9-10	Comprehensive design brief which clearly justifies how they have considered their user/client's needs and wants and links directly to the context selected. Comprehensive design specification with very high level of justification linking to the needs and wants of the client/user. Fully informs subsequent design stages.	9
6-8	Good design brief with an attempt to justify how they <b>have considered most of their client's needs and wants and has clear links to the context selected.</b> Detailed design specification with good justification linking to the needs and wants of the client/user. Largely informs subsequent design stages.	
3-5	Adequate design brief with some consideration of their client's needs and wants is evident, as is the relevance to the context selected. Adequate design <b>specification lacking some detail.</b> Some justification linking to the needs and wants of the client/user. Informs subsequent design stages to some extent	5

NEA Section	Requirement	Description	Comment
Section A: Identifying & Investigating design possibilities (10 marks)	Contextual challenge analysis	A mind map A summary of your findings and decisions is needed.	<input checked="" type="checkbox"/>
	Choose contextual challenge	Analysis of the challenge A summary of your findings and decisions is needed.	<input checked="" type="checkbox"/>
	Client profile with client interview	General information on the client Client questionnaire Client mood board Environment A summary of your findings and decisions is needed.	<input checked="" type="checkbox"/> location and development within the summary
Section B: Producing a design brief and specification (10 marks)	Existing product analysis	Find products of the same or similar nature A summary of your findings and decisions is needed.	<input checked="" type="checkbox"/>
	Design brief and specification	A clear and well written statement of intent A detailed specification showing the list of specification requirement, justification and location for each.	<input checked="" type="checkbox"/> Brief needs more detail
Section C: Generating design ideas (10 marks)	Initial design ideas	8-10 initial design ideas Each should also have detailed annotation A summary of your findings and decisions is needed.	<input checked="" type="checkbox"/> some of the text is missing
	Evaluation of initial ideas	Evaluate the initial ideas against the specification A summary of your findings and decisions is needed.	<input checked="" type="checkbox"/>
Section D: Developing design ideas (10 marks)	Design development	Minimum of 2 design ideas As with the initial ideas evaluate these developed designs against the specification A summary of your findings and decisions is needed.	<input checked="" type="checkbox"/>
	Final design	Development of final design Evaluation of the final design against the specification A summary of your findings and decisions is needed.	<input checked="" type="checkbox"/> evaluation against the specification
Section E: Final design investigation (10 marks)	Final design	Additional research into proposed materials, components, fittings and finishes that can be used.	<input checked="" type="checkbox"/>
	Investigation	Findings and finishes that can be used. A summary of your findings and decisions is needed.	<input checked="" type="checkbox"/> Missing

