



A-LEVEL

DESIGN AND TECHNOLOGY: PRODUCT DESIGN (3-D DESIGN)

PROD4

Report on the Examination

Specification 2550

June 2017

Version: 1.0

Further copies of this Report are available from aqa.org.uk

Copyright © 2017 AQA and its licensors. All rights reserved.
AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Introduction

Setting the task

At advanced level, the best work often results from tasks that have been identified by the student rather than tasks set by the class teacher. Best practice is where each student in a group works on a different context and writes their own individual brief. Where possible, students should be allowed to follow project tasks that fit with their career aspirations or personal interests.

1. Context and Objectives:

For advanced level coursework, it is expected that students choose their own context and write a brief that fits this context. It is often useful to include photographs of where the product is to be used to help set the scene and explain the context. It would also be helpful if students used appropriate labels or titles so that this section is separated from the research.

Using a client is desirable and can really help in setting the context. In addition, the client can be used to evaluate designs and the final outcome.

2. Plan of Action and Clarification of Problem:

As is the case for PROD2, we see too much secondary research and not enough primary investigation and product analysis. Centres are reminded that research can be on-going where problems arise in the design process. Testing of materials and construction methods is essential and can generate evidence for research and evaluation.

3. Development of Design Proposal:

Generally candidates produce a good range of feasible design ideas and the best candidates make use of third party feedback to select a design to develop. In developing their chosen design, top mark band candidates will explore proportions, size, alternative materials, materials and construction methods. It is expected that this work will form the majority of the design folder and will include photographs of modelling and test pieces, a manufacturing specification and dimensioned drawings of the outcome. Unfortunately, we see many projects where there is little work between the chosen design idea and photos of the making process and final outcome.

4. Manufacture/Modelling:

The best projects show work that demonstrates the use of a wide range of practical skills and they give careful attention to the quality of finish of their outcomes. As in PROD2 however, we are seeing many centres where work is exclusively made using CNC and is over rewarded. Currently, this is one of the main reasons why centre marks are adjusted-often by a significant amount.

5. Conclusions, Evaluations and Recommendations:

The work for this criteria is getting much better. Generally, students take good photographic evidence or video of the products being tested and more students make use of third party opinion. Students are also giving consideration to how the product will be commercially made.

6. Communication and Presentation:

At advanced level, communication is usually much better than at AS level. Folders are usually well organised and make use of a wide range of communication methods.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.