The Non Exam Assessment (NEA): 50%

OCR	AQA	Edexcel	Eduqas
40 hours (guide only)	30-35 hours	None specified	Maximum 35 hours
Preference for e-portfolio. 24 pages (guide only as formats will vary e.g. PowerPoint, Word, or range of other e-portfolio formats).	20 A3 folder pages	20 – 30 folder pages	Number of pages not mentioned
• The sensitive design of public spaces can enhance users' experiences & interactions with that space. Explore a space in your locality with the view to enhancing the users' experience within that space. • Explore the theme 'personalities' & use this exploration as the basis for designing a product. • Dining can be a wonderful social & cultural experience that does not always focus on the eating of food. Explore ways design can enhance the experiences for any of the stakeholders involved.	• A high profile sporting event • Addressing the needs of the elderly • Children's learning & play	3 'themes' each with 2 questions as contextual challenges. Students choose one question. • Improving living & working (How can living spaces also be used for a work environment? How can objects be used for different purposes in a living or working environment?) • The sporting arena (How can technology improve a sporting situation? How can merchandise be used to promote a sporting situation?) • Expanding human capacity (How can an aid for people with disabilities improve their capacity to perform a given task? How can we provide more protection for humans from the environment?)	• Sustainability and our future needs • Improving the daily life of elderly people • Outdoors pursuits & physical fitness
Explore **20** Create: Design Thinking (generating/developing/models etc) **24** Create: Design Communication (focus on quality of ideas, logical flow & progression & communication) **16** Create: Final prototypes **20** Evaluate **20**	Identifying & investigating design possibilities **10** Producing a design brief & specification **10** Generating design ideas **20** Developing design ideas **20** Realising design ideas **20** Analysing & evaluating **20**	Investigate **16** Design ideas **8** Review of initial ideas **8** Development of design ideas into a chosen design **12** Communication of design ideas **8** Review of chosen design **6** Make **36** Evaluate **6**	Identifying & investigating design possibilities **10** Developing a design brief & specification **10** Generating & developing design ideas **30** (includes models/prototypes) Manufacturing a prototype **30** Analysing & evaluating design decisions & prototypes **20**
• Grading seems daunting as visually different. Grades VERY structured with each objective split into specific things to look for when marking, along with specific descriptors for bands of marks (approach is used in many universities). Potentially more reading but could reduce teacher annotation if used as a mark sheet. Grade in each mark band is decided on based on whether the work 'just meets' the criteria, is 'adequate' or 'convincing'. • 'Create' broken into 3 sections 2 of which align with the 'design' sections from other boards & one of which aligns with 'making'. • Design Communication section is a new approach with marks specifically allocated within designing for the quality of ideas & how they flow. • Approach based on DOT (Designing Our Tomorrow) research on authentic design by Cambridge University which uses concepts of explore, create, evaluate and manage. 'Manage' is useful as it acknowledges skills students need to take design risks, make decisions & prioritise.	• The marking of the NEA has changed quite a lot in the accredited spec & the distribution of marks is more similar to OCR than the other specs. • Uses same visual linear layout they use in the current GCSE although the sections that are marked are different. • The designing section has been combined with the making under the heading 'Design & make prototypes that are fit for purpose'. This is then broken down into 3 subsection each worth 20 marks (generating design ideas, developing design ideas, realising design ideas). • As generating & developing ideas are marked as 2 separate sections compared to the current spec where they are marked as one, this means there's more detail on the marking of these areas.	• A similar approach to OCR with each objective being split into specific things to look for. • Has same advantages as OCR in that potentially gives a ready made annotation sheet with very specific criteria to mark against as well as same disadvantages in that there is potentially a lot of reading to do. • Presentation is as a list rather than being in table format.	• Some sections of work are presented as an informal A3 sketchbook e.g. for research & generating & developing ideas, with other sections being presented in a more formal way e.g. decisions made, technical details that would enable a third party to make the product. Both formats are handed in for assessment. • Assessment statements laid out in linear format. Possibly less detailed information on each area of the marking criteria than other specs which has advantages & disadvantages.
• NEA is controlled assessment so it's important teachers read the rules in each spec as the level of student support & feedback is limited. • All specs focus on an iterative approach as well as on avoiding stereotypical responses & design fixation when designing. • Contextual challenges are released on 1st June & students have to use these as a starting point for writing their own design brief. • A 'prototype' could be a highly finished product, made as proof of concept prior to manufacture, or working scale models of a system where a full-size product would be impractical. • The broader approach in the specs means students can mix materials in a project & get credit for this making designing a more authentic process. This could help break down gender stereotypical uses of materials. There is however still freedom for students to focus on one material.			