




Unit = Year 12 Final NEA	Road Map				
In this unit you will complete your final NEA worth 50% of you're A Level grade.	Assessment Grades				
Themes	Learning Goals/Outcomes/Content				
How is A Level NEA structured and what are the possible projects?	L1 Introduction & Areas of interest <u>Knowledge (Component)</u> Understand NEA structure and project selection Able to use a context as a starting point				
What are the potential problems from my chosen context?	L2&3 Situations and Problem Areas <u>Knowledge (Component)</u> Able to use the context to identify situations Able to use situations to identify design problems				
What products and visual information is available to inform my chosen problem area and context?	L4&5 Mood Board <u>Knowledge (Component)</u> Students understand how to collate images that will support designing Students able to extract information form images to inform designing				
Who will be the client that I will design the product for and what are their needs?	L6 Client Identification <u>Knowledge (Component)</u> Students identify a suitable client or client base Students able to analyse and collate information to understand the needs of the client				
What information do I need to collect to inform my designing?	L7 Research Plan <u>Knowledge (Component)</u> Students able to identify relevant research tasks to inform designing Students able to plan and carry out research tasks accordingly				
What products already exist and how can they influence my design work?	L8-11 Product Analysis <u>Knowledge (Component)</u> Understand how to analyse existing products Understand how this information can be used for designing				
What are the strengths and weaknesses of an existing product?	L12&13 Product Disassembly <u>Knowledge (Component)</u> Understand how a product is designed Understand a products construction Able to analyse a product				
What are the opinions of the target market that I have identified?	L14-16 Questionnaire <u>Knowledge (Component)</u> Students able to identify key information to collect from client base Students able to analyse data to inform future research and designing				

How will the product environment influence its design?	<p>L1 Environment to be used within <u>Knowledge (Component)</u> Students able to analyse a working environment to identify impact upon product. Students able to extract information to inform design specification and designing.</p>			
What key ergonomic factors must the product consider?	<p>L2 Ergonomics <u>Knowledge (Component)</u> Students able to consider the key product features required in regard to each aspect of ergonomics. Students able to extract information to inform design specification and designing.</p>			
What key user dimensions will influence the design of the product?	<p>L3 Anthropometrics <u>Knowledge (Component)</u> Students able to consider what measurement data is required to inform designing. Students able to locate information to inform design specification and designing.</p>			
What are the needs of the client?	<p>L4&5 Client Interview <u>Knowledge (Component)</u> Students able to compose relevant questions to collect information. Students able to extract information to inform design specification and designing.</p>			
What are my product design concepts?	<p>L6-10 First Concepts <u>Knowledge (Component)</u> Able to create a range of original concepts Able to communicate concepts clearly using rendered images</p>			
What is the final project Design Brief?	<p>L11&12 Design Brief <u>Knowledge (Component)</u> Students able to extract relevant information from research to inform design Brief. Students able to write a concise, specific Design Brief.</p>			
What is my products specification?	<p>L13&14 Design Specification <u>Knowledge (Component)</u> Able to use research to inform designing Able to create a relevant, justified specification</p>			