## Comments for Exemplar 1

TOTAL MARKS AWARDED - 34/36

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| --- | --- | --- | --- | --- |
| Criterion | A | B | C | D |
| Teacher’s marks | 9 | 9 | 9 | 9 |
| Moderator’s marks | 9 | 8 | 9 | 8 |

The Design Project adheres to the page limit by using a small font.

The Design Project is very suitable as it visits all aspects of Des Tech.

Considering the time allocation, the experience of the candidate and the other commitments associated with completing the Diploma Programme, this is an excellent example with very minor omissions.

The teacher’s comments were extensive and very helpful to the moderator in understanding the rationale behind the awarding of marks.

**Criterion A**

Agree with the teacher’s marks and comments as it is very detailed throughout. Based on a single, non-commercial client - hence some marketing aspects could be said to be ‘unjustified’.

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| **Marks** | **Level descriptor** |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1–3 | The student:   * **identifies** a problem * **states** the key findings from relevant market and user research * develops a simple brief, which identifies **few** relevant parameters of the problem * develops a marketing specification, which **states** the requirements * develops a design specification, which **states** the requirements. |
| 4–6 | The student:   * **identifies** an appropriate problem, which leads to a design opportunity * **describes** the key findings from relevant market and user research * develops a brief, which identifies **some** of the relevant parameters of the problem * develops a marketing specification, which **outlines** the requirements * develops a design specification, which **outlines** the requirements. |
| 7–9 | The student:   * **describes** an appropriate problem, which leads to a design opportunity * **explains** the key findings from relevant market and user research * develops a **detailed** brief, which identifies the relevant parameters of the problem * develops a marketing specification, which **justifies** the requirements * develops a design specification, which **justifies** the requirements. |

MARKS AWARDED - 9/9

**Criterion B**

There was a minor adjustment to the teacher’s marks. There was agreement with the teacher’s comment, but there was not a wide range of ideas explored. Very clear evaluation against the specification.

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| **Marks** | **Level descriptor** |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1–3 | The student:   * demonstrates **limited** development of **few** ideas, which explore solutions to the problem * selects the most appropriate idea for detailed development **with no justification**. |
| 4–6 | The student:   * develops ideas with reference to the specifications, which explore solutions to the problem * uses concept modelling **with limited analysis** * selects the most appropriate idea for detailed development **with limited justification**. |
| 7–9 | The student:   * develops **feasible** ideas to meet appropriate specifications, which explore solutions to the problem * uses concept modelling **to guide design development** * **justifies** the most appropriate idea for detailed development. |

MARKS AWARDED - 8/9

**Criterion C**

Agree with the teacher’s marks and comments.

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| **Marks** | **Level descriptor** |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1–3 | The student:   * **lists** some appropriate materials and components for a prototype * **lists** some appropriate manufacturing techniques for prototype production * develops a design proposal **that includes few details** * produces an **incomplete** plan **that contains some production details**. |
| 4–6 | The student:   * **outlines** some appropriate materials and components for a prototype * **outlines** some appropriate manufacturing techniques for prototype production * develops a design proposal **that includes most details** * produces a plan for the manufacture of the prototype. |
| 7–9 | The student:   * **justifies** the choice of appropriate materials and components for a prototype * **justifies** the choice of appropriate manufacturing techniques for prototype production * develops an **accurate and detailed** design proposal * produces a **detailed** plan for the manufacture of the prototype. |

MARKS AWARDED - 9/9

**Criterion D**

Extremely detailed, based on ‘local’ marketing. The mark was adjusted because the model was not tested to its full capacity which limited the objective evaluation of its potential effectiveness.

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| **Marks** | **Level descriptor** |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1–3 | The student:   * evaluates the success of the solution against **few** aspects of the marketing specification   **with no evidence of testing**   * evaluates the success of the solution against **few** aspects of the design specification   **with no evidence of testing**   * **lists** how the solution could be improved. |
| 4–6 | The student:   * evaluates the success of the solution against **some** aspects of the marketing specification * evaluates the success of the solution against **some** aspects of the design specification * **outlines** how the solution could be improved. |
| 7–9 | The student:   * evaluates the success of the solution against the marketing specification * evaluates the success of the solution against the design specification * **explains** how the solution could be improved. |

MARKS AWARDED - 8/9