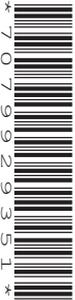# OCR
Oxford Cambridge and RSA

GCSE (9–1) Design and Technology
J310/02, 03 Iterative Design Challenge

Non-examined assessment (NEA) task

To be given to candidates on or after 1 June 2018 in the year before certification.

INSTRUCTIONS FOR TEACHERS
- There are three contextual challenges in this paper. Candidates **must** choose **one** of the contextual challenges.
- The making of the final prototype(s) **must** be under immediate guidance and supervision.
- You **must** authenticate each candidate's work is their own.
- The marking criteria for this component are in the specification.
- This NEA task is for candidates examined in **2019**.

INFORMATION FOR CANDIDATES
- There are **three** set contextual challenges in this paper.
- You must choose **one** of the set contextual challenges.
- You **must** write your own individual design brief in response to your chosen contextual challenge.
- Your portfolio of evidence submitted for assessment **must** be your own work.

INFORMATION
- The total number of marks available for the Iterative Design Challenge is **100**.
- This document consists of **2** pages. Any blank pages are indicated.

Contextual Challenges

You should explore the contextual challenges given below to choose **one** of the set challenges.

Recognising that all design and technology practice takes place within contexts which inform outcomes, you should explore the context of your chosen challenge to identify problems and opportunities that offer possibilities when writing your own design brief.

You must create a portfolio to support the iterative process of developing your design solution. The portfolio must deliver:

- a chronological account of your design process
- photographs and videos of your final prototype(s) that clearly demonstrate your practical outcome.

The challenges **must not** be altered.

EITHER

1. Smarter living

Being well-organised in today's busy world is important. Explore the role of design in helping people become more organised and efficient in their daily lives.

OR

2. Physical recreation

Recreational activities such as cycling, running, aerobics and team sports are becoming increasingly popular with people of all ages. Explore the role design can play in enhancing the experiences for people who participate in these kinds of activities.

OR

3. Social interaction

Research suggests that many people feel lonely or isolated. Design offers many opportunities for bringing people together, facilitating the engagement of people formally and informally. Explore the role design can play in 'connecting' people and encouraging social inclusion.

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