



Shrewsbury School  
Design & Technology  
**A Level Design & Technology**

Aptitude Examination Paper 2021

Time allowed: 1 hour

**Instructions**

Use blue or black ink or ball-point pen. Use pencil and coloured pencils only for drawing.  
Give your response to **all tasks in the spaces provided.**

All working must be shown.

Do all rough work in this book. Cross through any work you do not want marked.

**Information**

The maximum mark for this paper is **60**.

Mark allocations are shown in brackets.

Wherever calculations are needed you should show your working.

You are reminded of the need for good English and clear presentation.

**In addition to this paper you will require:**

a pen, pencil, ruler, eraser, pencil sharpener and coloured pencils;

**Name:**

For Examiner's Use		
<b>NO.</b>	<b>Mark</b>	<b>Mark Available</b>
1		20
2		40
<b>Total</b>		<b>60</b>



**DESIGN BRIEF**

More than ever before, designers are needing to consider the needs of the broadest range of people when designing products. The term *inclusive design* is intended to ensure fair use for all, such as those with disabilities, the elderly and users of all ages.

**You are challenged to re-design an existing product and to ensure that it is more inclusive in nature.**

**TASK ONE: Mind Mapping**

Use the attached *Inspiration Sheet* as a starting point. To help you consider a product design that you can make more inclusive, you should mind-map as many products as you can to think of, and then note down as many functional elements of these products that you feel could make them more inclusive.

*The scale of assessment is presented opposite. Please present your response in the space below.*

INCLUSIVE DESIGN

Investigating the Design Context: I		
Mark Band	Mind Mapping & Research Planning	Mark
<b>20</b>	A comprehensive range of design considerations are presented;	
	All points are clearly relevant to the design brief;	
	There is a clear structure to the mind-map, with considerations being increasingly focused.	
<b>15</b>	A good range of design considerations are presented;	
	Most points are relevant to the design brief;	
	There is a structure to the mind-map.	
<b>10</b>	Some Design considerations are presented;	
	Some points are relevant to the design brief;	
	The mind-map shows some structure.	
<b>5</b>	Few design considerations are presented;	
	There is little relevance to the design brief;	
	The mind-map presented is superficial.	
<b>Final Mark:</b>		



## TASK TWO: Idea Development

You should **present 2 ideas** for an inclusive design in the space below. Use your mind-map and the attached **inspiration sheet** to assist.

Please present your idea using **3D sketches**, but you can also use 2D and detail sketches to explain your idea further. Remember you should aim to annotate and explain aesthetic, function, materials, and the unique selling points that would make the design inclusive. Clear communication is crucial.

The scale of assessment is presented opposite. **Please present your response in the space below, and on the following page.**

CONCEPT **ONE**

Development of Design Proposals: 2		
Mark Band	Quality of Initial Ideas	Mark
<b>40</b>	Sketching is of an excellent quality, and is consistently clear and legible;	
	Annotation is comprehensive; accounting for all relevant details of materials, function and construction;	
	2 ideas are presented	
<b>30</b>	Ideas take full account of, and are relevant to, the design brief, and specification criteria if appropriate;	
	Sketching is of a good quality and is mostly clear and legible;	
	Annotation is good; accounting for most of the decisions made including materials, function and construction;	
<b>20</b>	2 ideas are presented;	
	Ideas account for most of the considerations presented in the design brief, and if appropriate, the criteria in the design specification;	
	Sketching is of a sound quality, and ideas presented show some clarity;	
<b>10</b>	Annotation shows some details of material, functional and construction decision-making;	
	I complete idea + 1 partial is presented;	
	Ideas show some relationship to the design brief, and if appropriate, to the specification criteria;	
	Limited quality is evident in the sketching, and ideas are difficult to understand;	
	There is little annotation to support the ideas, showing a limited understanding of the material, functional, and constructional details of the ideas;	
	A partial response is presented;	
	Ideas demonstrate little relevance to the considerations in the design brief, and if appropriate, to the specification criteria;	
<b>Final Mark:</b>		



## **TASK TWO: Idea Development Continued**

*Please continue the presentation of your design ideas in the space below*

CONCEPT **TWO**