



GCSE

C600U20-1

1 JUNE 2021



DESIGN AND TECHNOLOGY Component 2

Contextual Challenge

Duration 35 hours

**AVAILABLE ONLY TO CANDIDATES ENTERING THE WJEC-EDUQAS
QUALIFICATION ACCREDITED BY OFQUAL**

A defining feature of design and technological activity is that it is context dependent, as are the outcomes of such activities.

The role of the contextual challenge is to provide an external stimulus for learners, from which they will explore and clarify design problems and opportunities. This will lead to the development of their own design briefs, which will inform and direct their designing and making activities.

Learners will be assessed on their ability to analyse and respond to contexts, rather than their knowledge of specific contextual areas.

Learners are required to select **one** of the following contexts as the basis of their design and make task:

Finding and fixing problems – “Design is as much a matter of finding problems as it is solving them.” Focusing on an identified problem, design and make a creative solution that fully meets the needs and wants of end-user/s.

Designers – Using the work of designers, design and make a product that is inspired by their innovative and creative thinking.

Biomimicry – The natural world has always been an inspiration to designers. Design and make a product with biomimicry as a design starting point.

Centres are reminded of the need to review the guidance on pages 36–40 of the specification.

- We are publishing the 2021/2022 contextual challenges for GCSE (9–1) Design and Technology and GCE AS Design and Technology in June 2021, in line with the schedule provided in the specifications.
- As always, teachers are free to decide when to share the contextual challenges with their learners.
- We appreciate that there remains uncertainty about the ongoing impact of coronavirus on design and technology NEA activities for 2021/2022, particularly the completion of practical work leading to the production of a final prototype.
- We will provide further information when the picture becomes clearer.
- However, teachers may wish to advise learners that they can begin to identify design possibilities and develop a design brief and specification in the usual way.
- As always, we would encourage teachers to remind learners that they should not undertake any activities away from the classroom which might have health and safety implications, such as the disassembly of products or the use of sharp tools and blades.