

# Comparative document

(Version 1.0 April 2012 compared with Version 1.1 April 2014)

## Higher Design and Manufacture Course Assessment Specification (C719 76)

The purpose of this document is to give a quick, visual guide to any amendments or clarifications made during the revision process.

**Valid from August 2014**

This edition: April ~~2012~~2014, version 1.0-1

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Please refer to the note of changes at the end of this Course Assessment Specification for details of changes from previous version (where applicable).

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## Course outline

**Course title:** Higher Design and Manufacture

**SCQF level:** 6 (24 SCQF credit points)

**Course code:** ~~to be advised~~ C719 76

**Course assessment code:** ~~to be advised~~ X719 76

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

### Course assessment structure

Component 1 — Assignment ~~100~~70 marks

Component 2 — Question Paper ~~100~~70 marks

**Total marks** ~~200~~140 marks

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

### Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the *Course Support Notes*.

# Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

## Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

## Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following:

- ◆ breadth — drawing on knowledge and skills from across the Course
- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

~~This added value consists of the following.~~

Through the Units, learners will develop skills, and knowledge and understanding of key concepts related to design and manufacture. To achieve success in the Course, learners must show that they can apply this knowledge and these skills to solve design problems in both practical and theoretical contexts.

The assignment requires learners to demonstrate aspects of challenge and application in a practical context. Learners will apply knowledge and skills from the Units to produce a solution to an appropriately challenging design problem.

The question paper requires learners to demonstrate aspects of breadth and application in theoretical contexts. Learners will apply breadth of knowledge from across the Units and depth of understanding, to produce descriptions and explanations related to theoretical design and manufacture contexts.

## **Grading**

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

### **Grade description for C**

For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

### **Grade description for A**

For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

### **Credit**

To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a grade D or better is achieved.

## Structure and coverage of the Course assessment

The Course assessment will consist of two Components: an assignment and a question paper. The question paper will have two Sections.

~~The balance of Components will be:~~

~~Assignment — 50%~~

~~Question paper — 50%~~

### Component 1 — assignment

The purpose of the assignment is to assess the learner's ability to apply skills, knowledge and understanding to solve a design task in a given context. It assesses the learner's ability to communicate, generate and refine ideas and apply practical modelling and/or prototyping skills in producing/presenting a potential solution.

~~The assignment will have 100 marks (50% of the total mark).~~

~~The context of the assignment task will be based on:~~

- ~~◆ a problem situation~~
- ~~◆ a design brief~~
- ~~◆ relevant research~~
- ~~◆ a design specification~~

~~The assignment task will allow candidates the opportunity to explore potential solutions to a design task and produce a model of their final proposal.~~

~~The assignment will assess two areas:~~

#### **Design skills (60 marks)**

~~Candidates will produce a folio covering the following areas:~~

- ~~◆ innovative ideas~~
- ~~◆ skilled and informed development~~
- ~~◆ effective and clear communication~~
- ~~◆ evaluation~~

#### **Practical skills (40 marks)**

~~Candidates will produce a prototype in order to evaluate aspects of their solution to the assignment task.~~

~~The prototype will allow learners to demonstrate practical skills in:~~

- ~~◆ precision in measuring and marking out~~
- ~~◆ complex cutting, shaping and forming~~
- ~~◆ accurate assembly of components~~
- ~~◆ high quality and appropriate finishing~~

~~The prototype will also allow learners to demonstrate consistency of application of practical skills which will be evident in its overall quality, effectiveness and performance.~~

~~The assignment is conducted over an extended period of time. This allows candidates the opportunity to develop, reflect on and revise their work. Consequently, this will probably be the candidate's 'best work'.~~

The assignment will give learners an opportunity to ~~demonstrate~~:

- ~~◆ skills in idea generation and refinement~~
- ~~◆ the ability to communicate~~
- ~~◆ practical skills as described above~~
- ~~◆ the ability to apply generate, explore and refine a range of creative ideas in response to brief or situation~~
- ~~◆ apply graphic and modelling techniques appropriate to stage and design activity and which communicate necessary information and details~~
- ~~◆ demonstrate knowledge and understanding of materials and processes through application when resolving design tasks and providing solutions and justifying design decisions~~
- ~~◆ demonstrate knowledge and understanding of design issues through application when resolving design tasks and practical skills providing solutions and justifying design decisions~~

Time will be required for:

- ~~◆ preparation for the assignment, which could include considering exemplar assignments and practising required skills~~
- ~~◆ carrying out the stages of the assignment, with teacher guidance and support~~
- ~~◆ reviewing and evaluating the learner's progress and justifying design decisions~~

The assignment should clearly demonstrate the application of knowledge and skills, at an appropriate level from both the Design, and the Materials and Manufacturing Units (as defined in the 'Further mandatory information on Course coverage' section of this document).

The assignment will have 70 marks out of a total of 140 marks which represents 50% of the total mark for the Course assessment.

Marks will be awarded for:

- ~~◆ generating ideas~~
- ~~◆ exploring and refining ideas~~
- ~~◆ applying graphic techniques~~
- ~~◆ applying modelling techniques~~
- ~~◆ applying knowledge and understanding of materials and processes~~
- ~~◆ applying knowledge and understanding of design issues~~

Evidence will be in the form of a design folio.

## Component 2 — question paper

The purpose of the question paper is to assess the learner's ability to retain and integrate knowledge and understanding from across the Course ~~content~~.

The question paper will have ~~100~~70 marks out of a total of 140 marks ~~(. This represents 50% of the total mark)~~marks for the Course assessment.

The question paper will require the learner to demonstrate:

- ◆ a broad understanding of the impact of a range of design and manufacturing technologies on our environment and society
- ◆ the critical evaluation of a range of factors that influence the design and manufacture of products
- ◆ an understanding of a broad range of industrial and commercial manufacturing processes and the properties and uses of materials

The question paper will have two Sections.

**Section 1** of the question paper will have ~~40~~25 marks. It will consist of a single question, based on a product type, and will require extended and reasoned responses. The question will follow a similar format each year and will test the learners' knowledge and understanding of core areas from across the Course. The question will also require the learner to integrate this knowledge.

This question will focus on ~~the~~design factors and justification of materials and manufacturing issues~~processes~~ associated with a product, ~~namely, materials, tools and processes~~.

It will give learners an opportunity to demonstrate:

- ◆ knowledge and understanding of how products are influenced by materials and processes
- ◆ ~~knowledge and understanding of the use of tools~~
- ◆ knowledge of how products are influenced by design factors ~~—~~

Within each of these broad areas, questions will sample across the main topics, so that each question paper will have some marks related to each of the following sub-topics:

- ◆ design process (including communication and modelling)
- ◆ design factors
- ◆ materials selection an use
- ◆ production planning and industrial processes

**Section 2** of the question paper will have ~~60~~45 marks. It will consist of ~~four or five~~ or six questions. The responses will require integration of knowledge and understanding from across the Course. Questions will be based on products which are illustrated or products with which the learners are familiar.

It will give learners an opportunity to demonstrate knowledge and understanding specified in the table provided in the 'Further mandatory information on Course coverage' section at the end of this *Course Assessment Specification*.

## Setting, conducting and marking of assessment

### Question paper

The question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this question paper in 2 hours.

### Controlled assessment — assignment

The assignment is:

- ◆ set by SQA
- ◆ conducted under some supervision and control

Evidence will be internally marked by centre staff in line with SQA marking instructions.

### Setting the assessment

Set by SQA.

All marking will be quality assured by SQA.

A bank of assignments will be provided and there will be choice from this bank.

### Conducting the assessment

Conducted under some supervision and control

The assignment will be carried out under open book conditions, but supervised to ensure that the work presented is the learner's own work.

The teacher/lecturer may also give learners support and guidance to help them progress through each stage of the assignment; where any significant amount of support is provided, this should be reflected in the marks awarded.

While the learner may be provided with feedback to help them achieve the next stage of the assessment, they are not allowed to be re-assessed on stages already completed.

The assignment is designed to discriminate between learners, and therefore would be expected to provide a wide range of marks. Stronger learners should be able to complete the assignment successfully with minimal support and guidance. Weaker learners may not be able to complete all aspects of the assignment within a reasonable time, or may require significant assistance, and so would achieve a lower total mark.

Once the assignment has been completed and assessed, it should **not** be returned to the learner for further work to improve their mark.

## Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the Higher Design and Manufacture Course. Course assessment will involve sampling the skills, knowledge and understanding. This list of skills, knowledge and understanding also provides the basis for the assessment of the Units of the Course.

The Course assessment (assignment and question paper ~~and assignment~~) will require learners to draw on and apply knowledge of any of the concepts listed below. This table should be read in conjunction with the descriptions of the question paper and assignment.

<b>Higher Design and Manufacture: Design</b>	
<b><u>Component 1 — assignment</u></b>	
<p><u>The Designers, market researchers, accountants, engineers, manufacturers, lawyers, materials technologists, production specialists, marketing teams, ergonomists, consumers, retailers, economists, sub-contractor. Relationships between team members and types of teams.</u></p> <p><u>purpose of the assignment is to assess the learner's ability to apply skills, knowledge and understanding to solve a design task in a given context. It assesses the learner's ability to generate, explore and refine ideas, apply graphic and modelling techniques and to apply their knowledge and understanding of materials, processes and design issues to generate a design proposal.</u></p> <p><u>The assignment Component of Course assessment will require learners to draw on and apply skills, knowledge and understanding as required, from the topic areas listed in the table below.</u></p>	
<b>Identification of a problem</b>	<del>Situation analysis, product evaluation.</del>
<b>Brief</b>	<del>Purpose, statement of problem, target market. Open brief, closed brief. Design brief analysis.</del>
<b>Function</b>	<del>Primary and secondary functions, fitness for purpose.</del>
<b>Performance</b>	<del>Planned obsolescence, value for money, ease of maintenance, environmental aspects.</del>
<b>Market</b>	<del>Consumer demands, social expectations, niche marketing, branding, introduction of new products, market segments, marketing mix, needs, wants, technology push, market pull.</del>
<b>Aesthetics</b>	<del>Factors influencing aesthetics (shape, line, form, colour,</del>

	<del>proportion, contrast, pattern, light, texture, harmony, balance), influences of fashion, market trends, style.</del>
<b>Ergonomics</b>	<del>Anthropometrics, psychology, physiology.</del>

<b><u>Design topic areas (assignment) — as required, or limited by a given design task.</u></b>		
<b><u>Design process</u></b>	<b><u>Identification of a problem</u></b>	<u>Situation analysis.</u>
	<b><u>Brief</u></b>	<u>Purpose, statement of problem, target market. Open brief, closed brief. Design brief analysis.</u>
	<b>Research</b>	Sources of recorded and non-recorded information, methods of gathering information. Analysis, application and presentation of researched material.
	<b>Specification</b>	Types and purpose of specifications: brief, product design specification, performance specification, marketing specification and technical specification. Application of researched material to produce a product design specification.
	<b>Idea generation</b>	Morphological analysis, thought showers, technology transfer, analogy, and lateral thinking. Application of idea generation techniques. Mood and lifestyle boards.
	<b>Development and refinement of ideas</b>	Synthesis of ideas. Justification and recording of decisions taken. Presentation techniques. Modelling techniques.
	<b><u>Evaluation</u></b>	<u>Surveys, questionnaires, user trips/trials, observation, testing, test rigs, comparison to other products, and comparison to specification. Application of evaluation techniques, presentation of results.</u>

<b><u>Design factors</u></b>	<b><u>Function</u></b>	<u>Primary and secondary functions, fitness for purpose, safety in use.</u>
	<b><u>Performance</u></b>	<u>Design for re-use, for recycling, planned obsolescence, value for money, ease of maintenance, environmental aspects.</u>
	<b><u>Market</u></b>	<u>Consumer demands, end user, social expectations, niche marketing, branding, introduction of new products, economics, product life cycle, needs, wants, technology push, market pull.</u>
	<b><u>Aesthetics</u></b>	<u>Factors influencing aesthetics (line, shape, form, colour, proportion, contrast, pattern, texture, harmony, balance), influences of fashion, market trends, style.</u>
	<b><u>Ergonomics</u></b>	<u>Anthropometrics, psychology, physiology.</u>
<b>Communication and modelling</b>	<b>Graphic techniques</b>	<del>Annotated sketches, working</del> <u>The use of graphic techniques, as required, in communicating design ideas, information and detail effectively eg the use of annotated sketches, orthographic drawings, isometric, oblique, one point and two point perspective, exploded views, dimensioned views, illustration techniques, CADD, use of scale. The role of graphics in the design process. Use of graphic techniques to develop, communicate and resolve ideas</u> <u>CAD, use of scale.</u> <u>Use of graphic techniques to: develop, communicate and resolve ideas.</u>
<b><u>Orthographic drawing</u></b>		<u>Elevation, end elevation, plan, outline, hidden detail, centre-line, dimensioning, section, hatch lines — all to BS conventions.</u>
	<b>Range of modelling techniques and materials</b>	<u>Scale</u> <u>The use of modelling, as required, as it supports designing eg the use of scale</u> models, mock-ups, fully crafted prototypes, test models, computer

		<p>generated models, part product models, simulations, <u>and</u> rapid prototyping.</p> <p>Use of appropriate modelling materials, <u>as required</u>, such as paper, card, corrugated card, MDF, wire, pipe cleaners, foam, clay, modelling compound, balsa wood, expanded foam, sheet plastic, construction kits, smart materials <del>The role of modelling as it supports designing.</del>  The application of modelling techniques, <u>as required</u>, to: develop, communicate, evaluate and resolve ideas.</p>
<b>Evaluation</b>		<p><del>Surveys, questionnaires, user trips/trials, observation, testing, test rigs, comparison to other products, and comparison to specification. Application of evaluation techniques, presentation of results.</del></p>

**Higher Design and Manufacture: Materials and Manufacture Materials and manufacturing topic areas (assignment) — as required, or limited by given design task.**

Learners should be able to demonstrate knowledge of materials and processes used in the commercial manufacture of products. They should be able to demonstrate knowledge of the characteristics of materials which make them suitable for producing particular products. They should be able to identify materials used in existing products and apply their knowledge of materials to the design of new products. It should be noted that learners may refer to materials outside of the list given providing the material has appropriate characteristics for the intended use.

For the assignment, learners should draw upon these applying knowledge and understanding of, as required, or limited by the given design task.

<b><u>Planning for manufacture</u></b>	<b><u>Production and planning systems</u></b>	<u>One-off, batch, mass, line, flow. Gantt charts, flow charts, project planning, JIT, jigs, patterns, standard components, CAD/CAM, CNC machining (automation) and rapid prototyping.</u>
<b>Materials and processes</b>	<b><u>Plastics (including composites)</u></b>	Polythene (high and low density), polyvinyl chloride, polystyrene, nylon, cellulose acetate, acrylic, polypropylene, ABS, epoxy resin, melamine formaldehyde, urea formaldehyde, polyester resin, glass-reinforced plastic, carbon-fibre plastics, elastomers

		<u>including, where appropriate, labelling and symbols.</u>
	<b>Metals</b>	Mild steel, carbon steel, stainless steel, high-speed steel, cast iron, brass, bronze, aluminium and aluminium alloys, copper, tin, lead, zinc.
	<b>Woods</b>	Beech, oak, ash, mahogany, teak, walnut, balsa, Scots pine, red cedar, Parana pine, spruce.
	<b>Timber derivatives</b>	Manufactured boards ( <del>—</del> fibreboards, plywood, <del>blockboard,</del> <del>chipboard</del> <u>block-board, chip-board</u> , hard-board), <u>and</u> veneer.
<b>Identification of materials</b>	<del>Colour, surface texture, relative weight, labelling and symbols.</del>	
	<b>Properties of materials</b>	<del>Mechanical (strength, toughness, hardness, stiffness, ductility, malleability), physical, thermal, chemical, electrical, optical, acoustical.</del> <u>Justification of the selection of materials based upon their properties in the design, manufacturing and use of products.</u>
	<b>Plastic processes</b>	Cutting, injection-moulding, extrusion, rotational moulding, vacuum-forming, blow-moulding, laminating, <u>rapid prototyping</u> , joining, compression moulding, calendering, casting, bending, fabrication, coating, forming, adhesive bonding, finishing.
	<b>Metal processes</b>	Cutting, turning, milling, die-casting, sand casting, lost wax casting, pressing, stamping, punching, <u>joining permanent:extrusion</u> , spot welding, arc welding, <del>riveting</del> , adhesive bonding, <del>non-permanent:riveting</del> , fitted joints, bolts, screws, <del>patent devices</del> ), <del>,</del> piercing and blanking, <u>drop</u> forging, finishing.

	<p><u>Wood processes</u></p>	<p><u>Cutting, drilling, turning, routing, laminating, spindle moulding, adhesive bonding, knock-down fittings, finishing.</u></p>
	<p><b>Identification of <u>commercial processes</u></b></p>	<p>Form, material, split lines, injection points, ejector points, shrinkage, draft angle, intricate form, clean and precise, flash, thinning of sheet material, shear marks, cross-section over length, surface <u>finish (texture- /detail).</u></p>
<p><b><u>Production and planning systems</u></b> <b><u>Society, environment and the world of work</u></b></p>	<p><u>One-off, batch, mass, line, flow. Gantt charts, flow charts, project planning, JIT, jigs, patterns, standardised components, CAD/CAM and CNC. The impact of design and manufacturing technologies on society and the environment and the world of work</u></p>	<p>Energy efficiency, sustainability, pollution, materials innovation, design for recyclability, design for re-use.</p>

## Component 2 — question paper

The purpose of the question paper is to assess the learner's ability to retain and integrate knowledge and understanding from across the Course.

The question paper Component of Course assessment will require learners to draw upon and apply knowledge and understanding of a sample from the topic areas listed below.

### Design topic areas (question paper)

#### Members of a design team

Designers, market researchers, accountants, engineers, manufacturers, lawyers, materials technologists, production specialists, marketing teams, ergonomists, consumers, retailers economists, sub-contractor. Relationships between team members and types of teams.

#### Design process

##### Brief

Purpose, statement of problem, target market. Open brief, closed brief. Design brief analysis.

##### Research

Sources of recorded and non-recorded information, methods of gathering information. Analysis, application and presentation of researched material.

##### Specification

Types and purpose of specifications: brief, product design specification, performance specification, marketing specification and technical specification. Application of researched material to produce a product design specification.

##### Idea generation

Morphological analysis, thought showers, technology transfer, analogy, and lateral thinking. Application of idea generation techniques. Mood and lifestyle boards.

	<b><u>Evaluation</u></b>	<u>Surveys, questionnaires, user trips/trials, observation, testing, test rigs, comparison to other products, and comparison to specification. Application of evaluation techniques, presentation of results.</u>
<b><u>Design factors</u></b>	<b><u>Function</u></b>	<u>Primary and secondary functions, fitness for purpose, safety in use.</u>
	<b><u>Performance</u></b>	<u>Design for re-use, for recycling, planned obsolescence, value for money, ease of maintenance, environmental aspects.</u>
	<b><u>Market</u></b>	<u>Consumer demands, end user, social expectations, niche marketing, branding, introduction of new products, economics, product life cycle, needs, wants, technology push, market pull.</u>
	<b><u>Aesthetics</u></b>	<u>Factors influencing aesthetics (line, shape, form, colour, proportion, contrast, pattern, texture, harmony, balance), influences of fashion, market trends, style.</u>
	<b><u>Ergonomics</u></b>	<u>Anthropometrics, psychology, physiology.</u>
<b><u>Communication and modelling</u></b>	<b><u>Graphic techniques</u></b>	<u>The role of graphic techniques in communicating design ideas.</u>
	<b><u>Range of modelling techniques and materials</u></b>	<u>The role of modelling as it supports designing.</u>

**Materials and manufacturing: topic areas (question paper)**

Learners should be able to demonstrate knowledge of materials and processes used in the commercial manufacture of products. They should be able to demonstrate knowledge of the characteristics of materials which make them suitable for producing particular products. They should be able to identify materials used in existing products and apply their knowledge of materials to the design of new products. It should be noted that learners may refer to materials outside of the list given providing the material has appropriate characteristics for the intended use.

<b><u>Planning for manufacture</u></b>	<b><u>Production and planning systems</u></b>	<u>One-off, batch, mass, line, flow. Gantt charts, flow charts, project planning, JIT, jigs, patterns, standard components, CAD/CAM, CNC machining (automation) and rapid prototyping.</u>
<b><u>Materials and processes</u></b>	<b><u>Plastics(including composites)</u></b>	<u>Polythene (high and low density), polyvinyl chloride, polystyrene, nylon, cellulose acetate, acrylic, polypropylene, ABS, epoxy resin, melamine formaldehyde, urea formaldehyde, polyester resin, glass-reinforced plastic, carbon-fibre plastics, elastomers including, where appropriate, labelling and symbols.</u>
	<b><u>Metals</u></b>	<u>Mild steel, carbon steel, stainless steel, high-speed steel, cast iron, brass, bronze, aluminium and aluminium alloys, copper, tin, lead, zinc.</u>
	<b><u>Woods</u></b>	<u>Beech, oak, ash, mahogany, teak, walnut, balsa, Scots pine, red cedar, Parana pine, spruce.</u>
	<b><u>Timber derivatives</u></b>	<u>Manufactured boards — fibreboards, plywood, block-board, chip-board, hard-board and veneer.</u>
	<b><u>Properties of materials</u></b>	<u>Justification of the selection of materials based upon their properties in the design, manufacturing and use of products.</u>
	<b><u>Plastic processes</u></b>	<u>Cutting, injection-moulding, extrusion, rotational moulding, vacuum-forming,</u>

		<u>blow-moulding, laminating, rapid prototyping, joining, compression moulding, calendaring, casting, bending, fabrication, coating, forming, adhesive bonding, finishing.</u>
	<u><b>Metal processes</b></u>	<u>Cutting, turning, milling, die-casting, sand casting, lost wax casting, pressing, stamping, punching, extrusion, spot welding, arc welding, adhesive bonding, riveting, fitted joints, bolts, screws, piercing and blanking, drop forging, finishing.</u>
	<u><b>Wood processes</b></u>	<u>Cutting, drilling, turning, routing, laminating, spindle moulding, , adhesive bonding, knock-down fittings, finishing</u>
	<u><b>Identification of commercial processes</b></u>	<u>Form, material, split lines, injection points, ejector points, shrinkage, draft angle, intricate form, clean and precise, flash, thinning of sheet material, shear marks, cross-section over length, surface finish (texture/detail).</u>
<u><b>Society, environment and the world of work</b></u>	<u><b>The impact of design and manufacturing technologies on society and the environment and the world of work</b></u>	<u>Energy efficiency, sustainability, pollution, materials innovation, design for recyclability, design for re-use, employment patterns, consumer choices and new or different skills required.</u>

# Administrative information

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## History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	<u>1.1</u>	<u>Additional information has been added to the Structure and coverage of the Course assessment section regarding the question paper.</u> <u>Component headings with supporting information have been included in the Further mandatory information on Course coverage section.</u> <u>House style corrections made throughout.</u>	<u>Qualification Development Manager</u>	<u>April 2014</u>

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the Course Assessment Specification.

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