

Progression in Resistant Materials

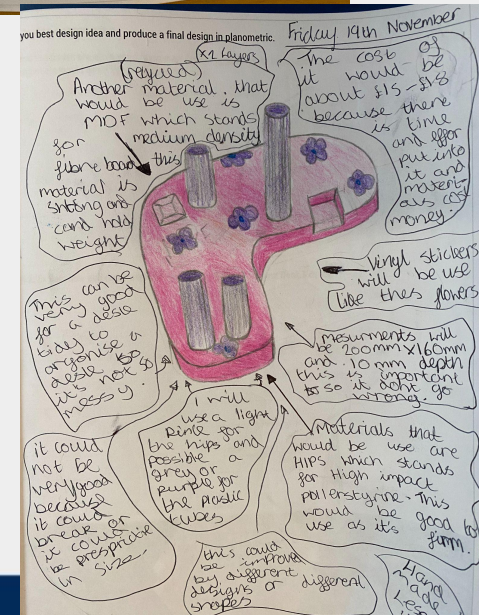
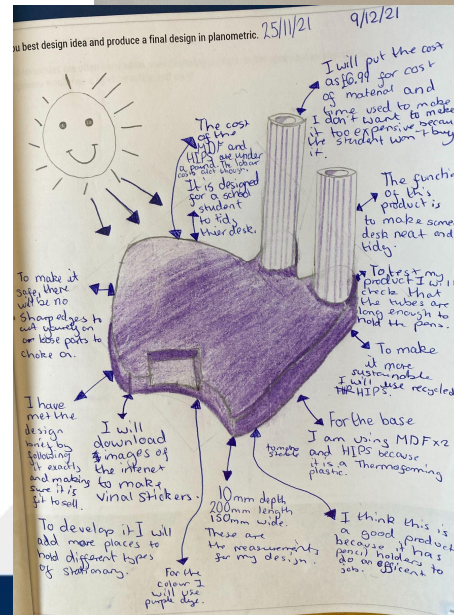
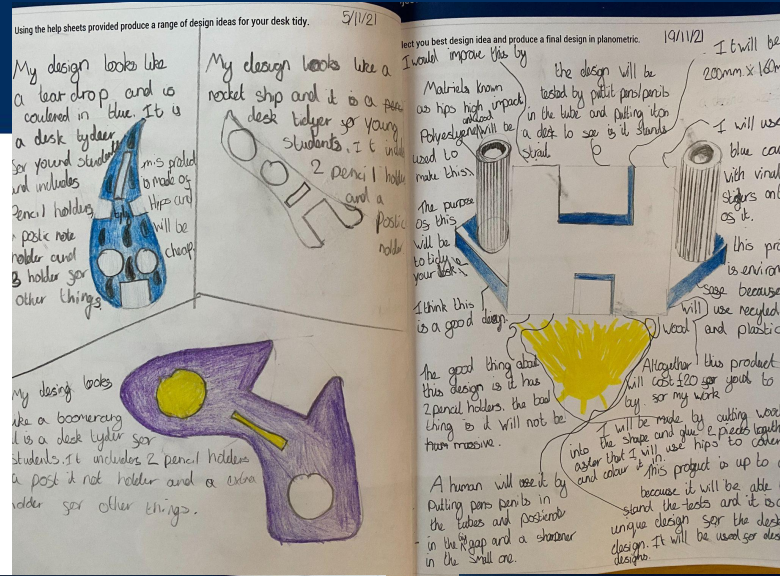
Generating and developing ideas



Key Stage 3 Year 7



I can identify, develop and communicate design ideas to meet the needs of a user and basic specification.

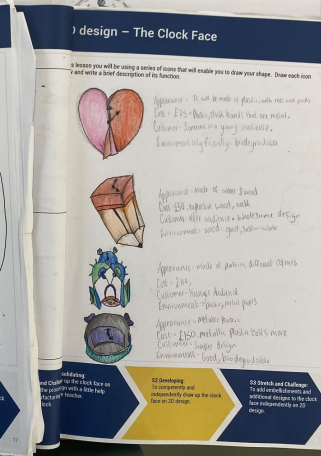
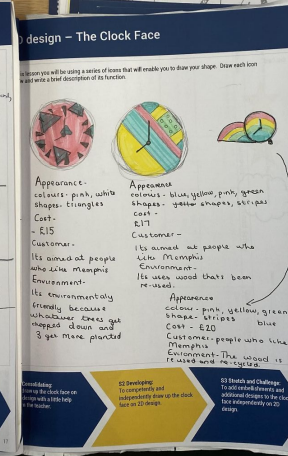
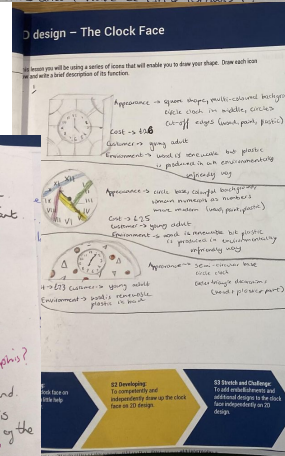
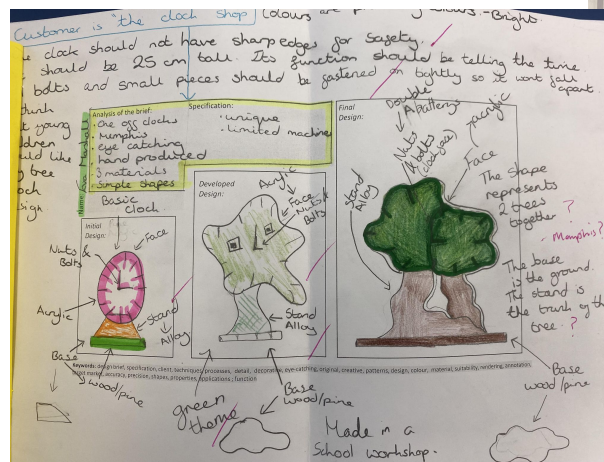
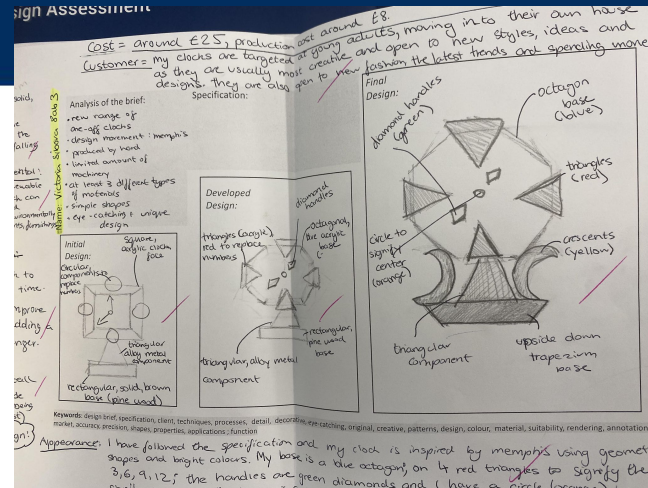


Key Stage 3 Year 8

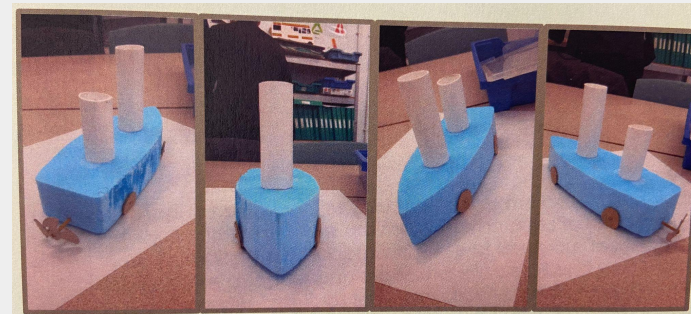


I can further develop and communicate my design ideas by creating annotated sketches and detailed plans, to meet user needs and the specification.

I can justify my choice of skills, decorative techniques and materials.



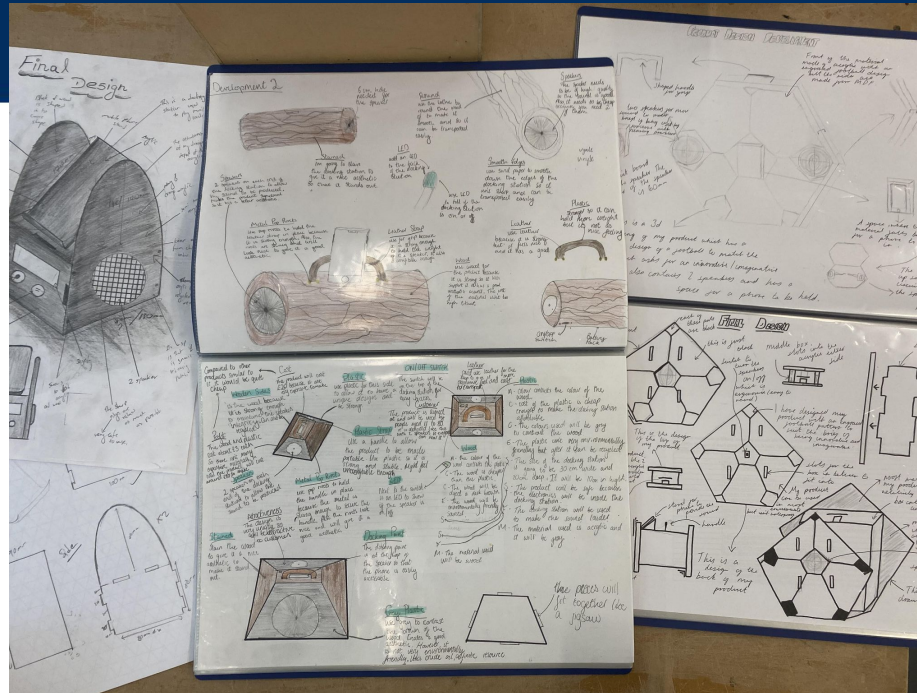
I can generate a wide range of developments that avoid design fixation and take into account on-going investigations.



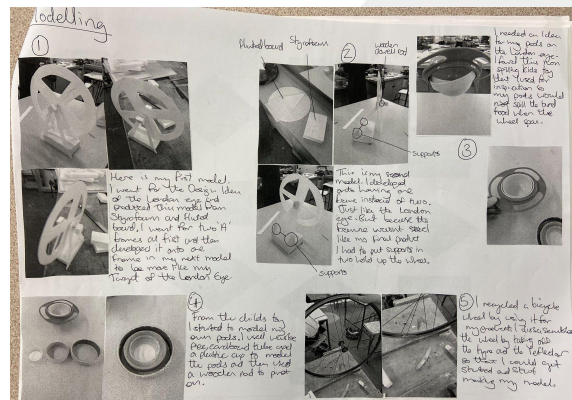
Key Stage 4 Year 10



I can explore and produce a wide range of possible design ideas and/or developments showing clear links to the context and full consideration of functionality, aesthetics and innovation..



FINAL PRODUCT



PRO DESKTOP



HTC VR headset	Google Cardboard VR	PS4
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Progression in Resistant Materials

Classification of Materials

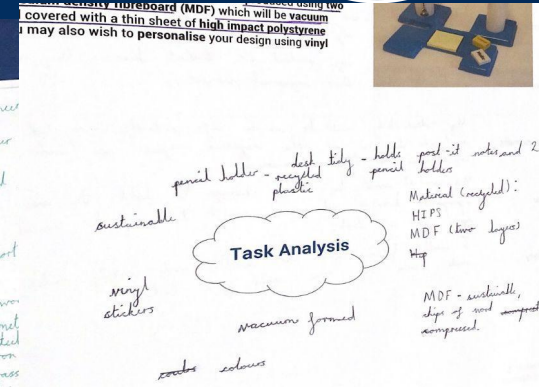
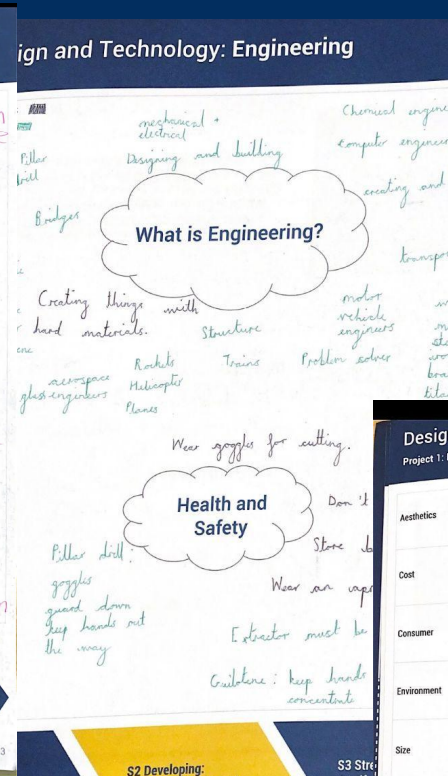
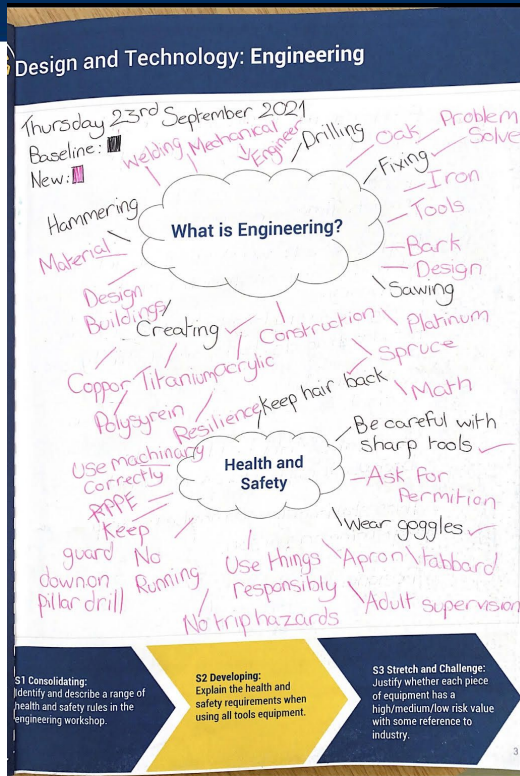


Key Stage 3 Year 7



I can identify materials and their working properties.

I can define the performance of materials and what is required in order to achieve functioning solutions.



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DATE: 14.1.22

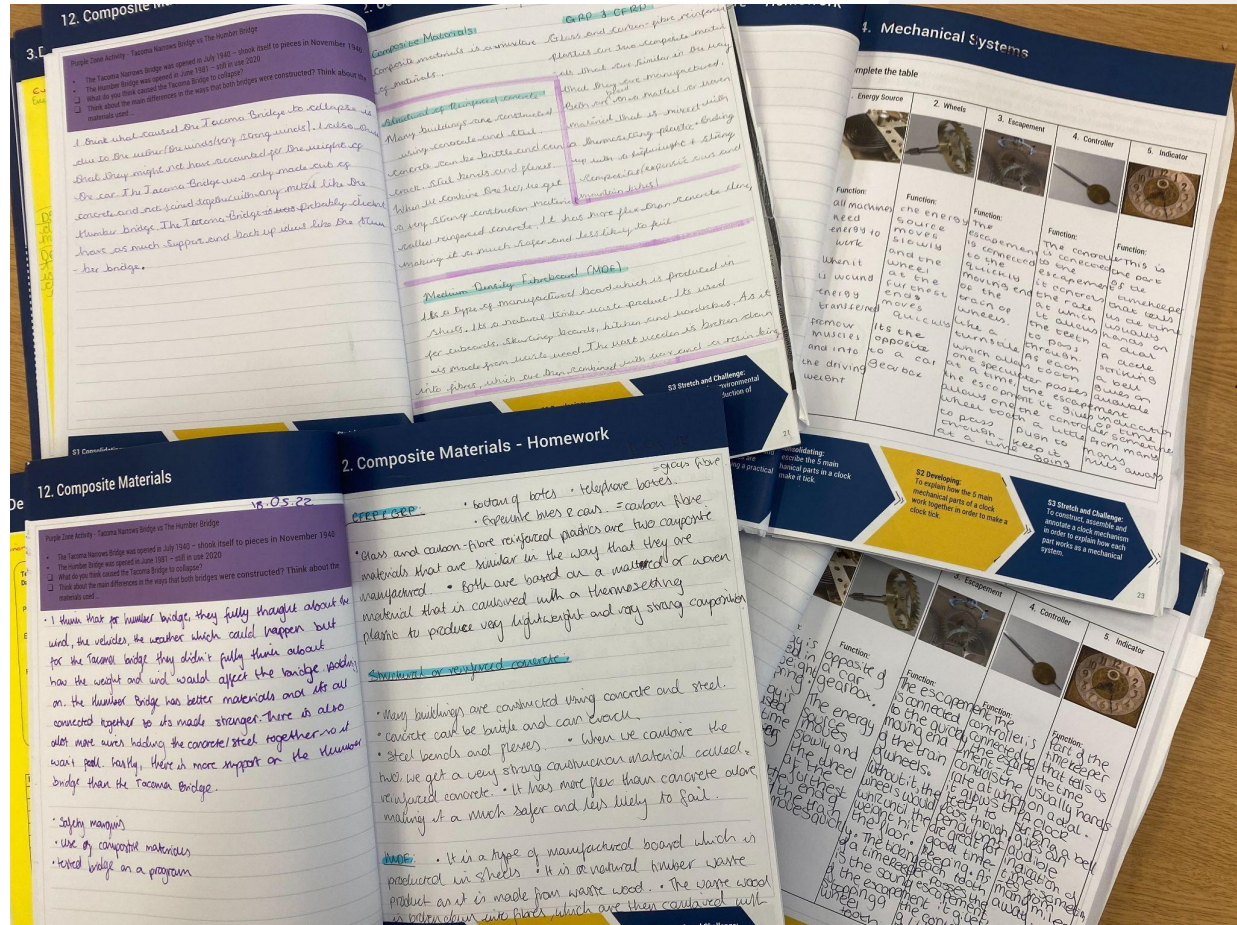
1. We are working with MDF, High Impact Polyester. ✓
2. The properties of HIPS is that it can be vacuum formed to create a shell around an object. Shaped with heat.
3. I think thermoforming plastic is plastic that, when heated, becomes flexible. Heated and reshaped.

Design Specification		Design Ideas
Project 1: Desk Tidy Project		Project 1: Design Strategy 1 Geometric
Aesthetics	White and quite plain, unique shape / curved edges. Simple shapes that might be a block or something like a box or a North face.	using the help sheets provided produce a
Cost	Not only is it just a stationary holder but it also costs on the time I made it and the price so my price would be \$5.00.	
Consumer	My product is aimed to catch young students and please them with my work as teenagers like 11-16 year olds.	
Environment	I am going to use recyclable plastic due to the troubles so the world is facing.	
Size	The size would be big enough for the stuff but not to big or small.	
Safety	I would test it to first to make sure it is safe for my customers to use. And I will smooth the edges to make sure there aren't any sharp bits.	
Function	My purpose is so people don't have to stress about messy work space and they can be organised.	
Materials & Manufacture	I will have to use a lot of materials and the process might take awhile because of the unique shape.	
S1 Consolidating: Identify specific design criteria, reflecting on the research undertaken.		Consolidating: the research you have undertaken to develop a range of design ideas related to the design brief.
S2 Developing: Discuss why these points are important in regards to your product.		
S3 Stretch and Challenge: Support your specific points and justify the importance of them. Evaluate your specification and write a brief report.		

Key Stage 3 Year 8

I can investigate materials and their working properties in more detail, by exploring and understanding the categorisation of the types.

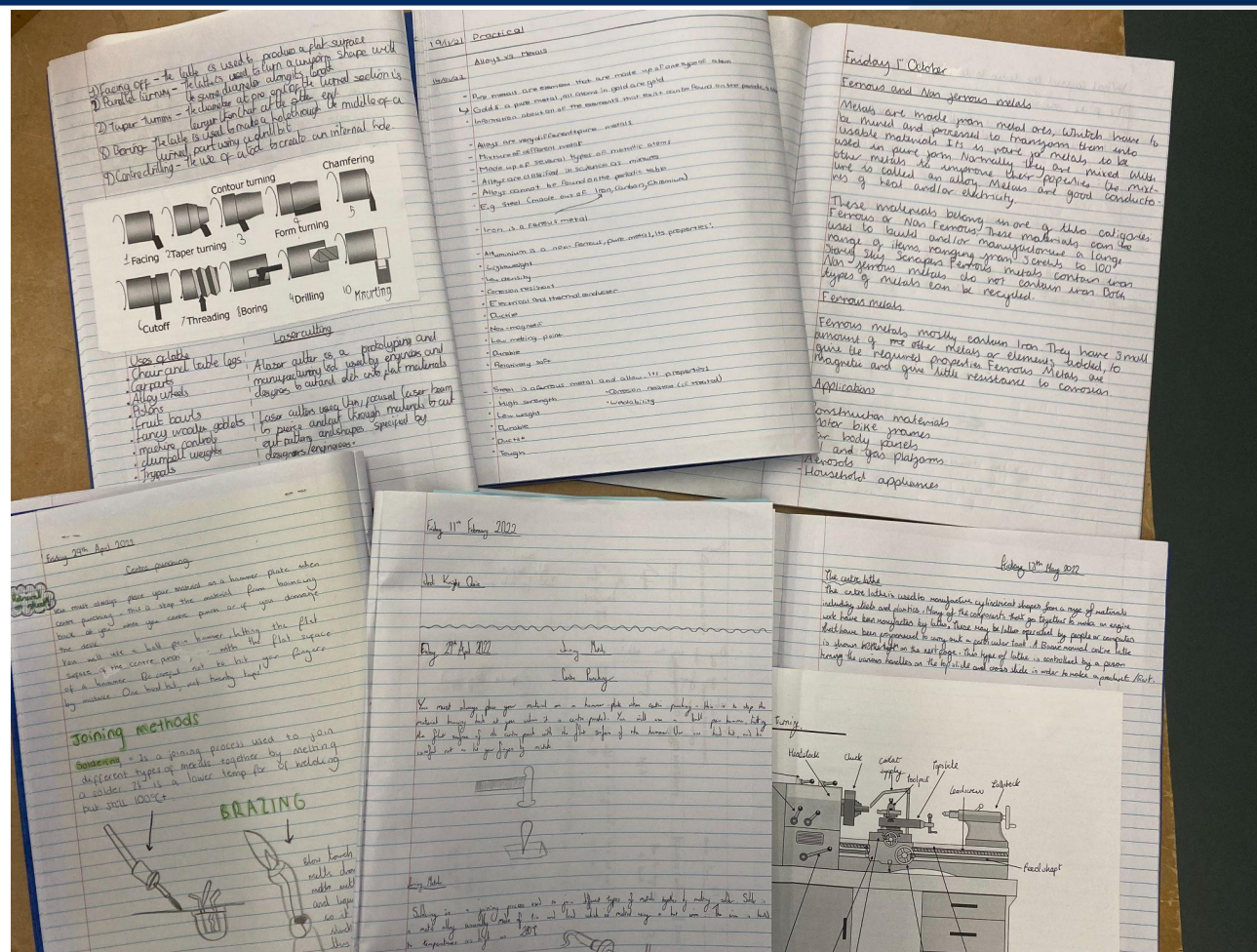
I can explain the physical properties in relation to the classification and utilise this knowledge when selecting appropriate materials.



Key Stage 3 Year 9



I can explore in some detail the categorisation of materials and their working properties in relation to the physical properties and sources.

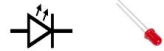


Key Stage 4 Year 10

I can demonstrate advanced understanding of specific materials for a wide range of applications, in addition to been able to provide detailed and justified explanations of why specific materials and combinations of materials are suitable for given applications with reference to: • physical properties and working characteristics • product function • aesthetics • cost • manufacture and disposal.

Analysis of electronics

LED: (Light Emitting Diode) A light that uses the electronic flow through it to glow. It is a light that does not let off as much heat or use as much energy as regular bulbs.



PCB: (Printed Circuit Board) A thin board containing an electronic circuit. It contains all of the components needed electronically.



Speaker: An electronic device that projects sound waves from an audio input.



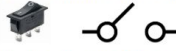
Battery Clip: To hold a battery secure in place so that it does not fall out in transit.



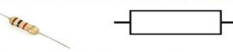
Cell Battery: A regular battery used in tv remotes and controllers that store energy to power electronic devices.



Switch: A device for making and breaking the connection in an electrical circuit.



Resistor: A device having resistance to the passage of an electrical current.



AUX Port: (Auxiliary Port) For a device to connect that accommodates audio signals like headphones.



Microchip: A tiny wafer of semiconducting material used to make an integrated circuit for tracking and storing data.



Capacitor: It draws energy from the battery and stores it and when activated releases some of the energy.



Thyristor: It acts exclusively as a bistable switch, conducting when the gate receives a current trigger, and continuing to conduct until the voltage across the device is reversed biased, or until the voltage is removed.



Gate Cathode

Soldering

Step 1 – Put the resistors in the correct place
Start with the three resistors.
The test on the PCB shows where R1, R2 etc.

Check that you put the resistors in the right place.
PCB Ref Value Colour Bands
R1 10k Brown, black, orange
R2 100 ohm Brown, black, brown
R3 1 ohm Brown, black, gold



Step 5 – CONNECT THE WIRES

The 3 connections to your amplifier PCB need to go through the strain relief holes as shown in the picture.

Start with the connection labelled "speaker". The kit is supplied with

1/2 a metre of twin cable with a

3.5mm Jack connector on one and

This cable will be used to connect

both the speaker and the MP3

player. You will need to cut a length

from the end that does not have the

Jack connector on, which will be

used to connect the speaker. Make

sure that you leave enough cable

so that you have a long enough

lead to connect your MP3 player!



Step 2 – Solder the Integrated Circuit Holder
Solder the Integrated Circuit (IC) holder into IC1. When putting this into the board, be sure to get it the right way around. The notch on the IC holder should line up with the notch on the lines marked on the PCB.



Step 3 – Solder the ceramic disc capacitors
There are three ceramic disc capacitors, the smaller one is a 470pF capacitor and is printed with the number 471. This should be soldered into C1. The other two capacitors are 100nF capacitors and are printed with 104. This needs soldering into C2 and C3.



Step 4 – Electrolytic Capacitors
The other three capacitors are electrolytic capacitors. The two smaller capacitors are marked 100µF. Place these two capacitors into the board where it is labelled C4 and C5. Make sure that the device is the correct way around. The capacitors have a + sign marked on them, which should match the same sign on the PCB. The bigger capacitor is a 220µF, which should be soldered into C6.



How to test a circuit:

It involves using fixed probes laid out in a way that matches the design of the PCB. The probes check the integrity of the solder connection. The bed of nails tester simply pushes the board down on the bed of probes to start the test. There are access points pre-designed in the board that allows the ICT testing probes to make connections with the circuit. They put a certain amount of pressure on the connection to make sure it stays intact.

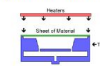
ICT is often performed on bigger connections and ball grid arrays (BGAs).

Manufacturing Processes

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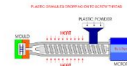
Vacuum Forming:

The plastic is heated until it is soft enough to change shape. It is then sucked into a shape by multiple vacuums. This is a thermosetting method as it cannot be reshaped once in place.



Injection Moulding:

A mould is made and then a melted plastic in a syringe is injected into the mould. One every bit of the mould is filled, its left to set in the mould so that it sets in that shape.



Laser Cutting:

A laser is used to cut through wood or metals because it is more accurate and a much cleaner cut than if a saw was used. It is very powerful and dangerous to people because of how hot it is.



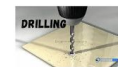
General Cutting Process:

This is done in multiple ways with the range of saws that there is. It is not as accurate as laser cutting but is much cheaper and better for the environment. Although it is slower, saving is better long-term for the environment. There are also power saws that are a bit quicker than hand sawing.



Drilling:

A common process to put a hole straight through a material so that either something can go through it to either hold onto another material/product or for many other reasons. Drilling is performed with a drill and there are many different types for the specific job that you need it for.



3D Printing:

A machine will get sent instructions of what to make out of plastic and a dispenser will start to dispense molten plastic layer by layer and with slow progress will make a design. It is much more accurate than people or other methods of making plastic models.



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Specification Point	Achieved/Not Achieved	How has this been achieved? Improvements or changes made
Aesthetics	Yes	In my original design specification I said my product would be modern and sleek in terms of its design. I believe I have earned this not due to its unique and stress-free design, possibly not be even more modern I could change the shape of the hanger bar into a cylinder or a hexagonal shape. Although I said that the materials used for my braided Diffusers or a solidified carbon fiber would give me an edge in my competition because of the sleek design, much emphasis on this, ultimately being the same as my other competitors.
Customer	Yes	I believe I have achieved this in my target market is still estate, business women who are looking to fit extra security (initially in a gown stand) who are wanting to restrict uncomfortable areas like the waist, the reason for this type of customer is due to the value of the market and the demand and utility function needed for this item. Also I am well off after specific design requirements for business, thereby at a higher price, however in my opinion I said I would be difficult to separate due to the weight of it, throughout my design process I have been able to reduce this as much as possible by using material with a greater strength to weight ratio and other technical components, but I could I could further improve my design by having the base out of a different material than steel, e.g. carbon fiber, but the strength would still not be the same as the steel.
Cost	No	I said that the product would cost around £2000, however not too much. I think my product would likely cost around £3000 because of the amount of the materials, which are lighter, and have a reduced impact on the environment, for example using recycled polycarbonate for the braided bar itself. Furthermore to justify the price increase I said my product would not be very unique but now I believe it is very different compared to the generic bar of my competitors.
Environment	Yes	I have used recycled material to make my product to ultimately reduce the impact on the environment as it is relevant to possibly, originally I said I can eliminate iron as iron is not also reduce the impact of making the braided bar (which can pollute water) and I also a little material in my time passes and I can buy and use less of it, the material I used is also very easy to use. I also said that I would be able to use a material that is very strong which both produce a large volume of waste, so I have changed the process to injection molding, for further impact I said I could use something different, but I have not been able to do so.
Size	No	In my final design I have made the product smaller than that of I originally said it was means I could spend more money on higher quality materials and finishes, although the product was a bit big meaning that if a customer wanted to buy my product and they was in a tight space such as a small car park or a city centre, the product could be perfect for the client but if it didn't it would make less money and sales that I should be based on the product.
Safety	Yes	I said my product would be safe as there would be the least amount of sharp edges as possible, for example rounding of the corners on the base and on the bar itself. I also said that my product would be safe as it would be made from a material that is very strong and can take a lot of force. I also said that my product would be safe as it would be made from a material that is very strong and can take a lot of force. I also said that my product would be safe as it would be made from a material that is very strong and can take a lot of force.
Function	Yes	The main function I said my product would be to keep an outfit away from a part of its function to be unaffected by the elements and would be controlled from a single point and would have a human touch to ensure everything is under control and is kept by a knob (in my case a hydraulic) compared to my I could add sensors or my product would have to be there, reducing costs like large arms are not very important and are very easy to replace for people of low operating skill.
materials/manufacturer	No	I said in my design specification that I would make the housing for the bar out of Fibreglass due to its chemical resistance but I am now going to use sheet steel because it's cheaper and is easy to adapt and change the properties of the material if needed. Moreover saying it is very cost effective which with the sheet adaptations is not as cheap but it is of a much higher quality.



Progression in Resistant Materials

Development of specialist and technical skills



Key Stage 3



I can demonstrate basic practical skills and show understanding of how to use appropriate tools, equipment, machinery and materials.



Key Stage 3



I can demonstrate a range of practical and manufacturing skills and how to further use appropriate tools, equipment, machinery and materials.



Key Stage 4



I can demonstrate and develop a wider range of specialist practical and manufacturing skills and how to further use appropriate tools, equipment, machinery and materials with accuracy, working towards understanding how to create and develop commercially viable products.



Key Stage 4



I can independently, with some precision demonstrate specialist and technical practical and manufacturing skills and processes, and how to independently use a range of appropriate tools, equipment, machinery and materials to produce a commercially viable product.



Key Stage 4 & 5



I can innovatively demonstrate in-depth and significantly complex, specialist and technical practical and manufacturing skills and processes. I can independently demonstrate dimensional high level, accuracy and precision with a wide range of advanced tools, equipment, machinery and materials to produce a high-level, commercially viable product.



