Copy the 3  briefs issued by the WJEC at the start of June as given below. Then create a mind map to explore the areas that you will have to investigate, test, think about and develop. This can be in the form of words, pictures but preferably both. Think about who you will have to consider, what you will need to investigate, why it may a be a good choice, why it is important to you. Other designers must be mentioned in this along with existing products and different areas or paths the brief can take you to. There are no hard rules here but this page must be busy and indepth with plenty of work and YOUR thoughts evident.  I have included some examples from last year.

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:

**New product launch** – Produce a concept/prototype of a new product that incorporates the innovative use of smart/technical materials or innovative support material(s) for display at its launch.

**Circular economy** – Design and make a creative and innovative product that has the circular economy as its primary design principle.

**Space** – Consider and interpret the word ‘space’ and use it to redefine an area at work or at home. Centres are reminded of the need to review the guidance on pages 32-35 of the specification