**OCR-set Assignment**

**Sample Assessment Material**

OCR Level 1/Level 2 Cambridge National in Engineering Design Sample Set Assignment

Unit R040: Design evaluation and modelling

This is a sample set assignment which should only be used for practice.

This assignment **must not** be used for live assessment of students.

The live assignments will be available on our secure website, ‘Teach Cambridge'.

**The OCR administrative codes associated with this unit are:**

* unit entry code R040
* certification code J822

**The regulated qualification number associated with this unit is:**

603/7086/5

##### Duration: Approximately 10 - 12 hours

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Contents

[Information for Teachers - Using this Assignment 3](#_Toc61973102)

[Scenario for the Assignment 4](#_Toc61973103)

[Your Tasks and Marking Grids 5](#_Toc61973104)

[Task 1 – Product analysis 5](#_Toc61973105)

[Task 2 – Product disassembly 6](#_Toc61973106)

[Task 3 – Virtual CAD 3D 7](#_Toc61973107)

[Task 4 – Physical modelling – production planning 9](#_Toc61973108)

[Task 5 – Physical modelling – prototype production 10](#_Toc61973109)

[Task 6 – Physical modelling – evaluation of a prototype 12](#_Toc61973110)

[Marking Criteria Command Words 13](#_Toc61973111)

[Teacher Observation Record 16](#_Toc61973112)

[Teacher Observation Record 17](#_Toc61973113)

[Teacher Observation Record Guidance Notes 18](#_Toc61973114)

[Risk Assessment Template 19](#_Toc61973115)

# **Information for Teachers** **Using this Assignment**

You **must**:

* make sure you are familiar with the Assessment Guidance relating to the tasks. This is with the unit content in Section 4 of the [Specification](https://www.ocr.org.uk/qualifications/cambridge-nationals/engineering-design-level-1-2-j822/).
* make sure that you have read and understood **all** the rules and guidance provided in Section 6 of the [Specification](https://www.ocr.org.uk/qualifications/cambridge-nationals/engineering-design-level-1-2-j822/) **before** your students complete and you assess the set assignments.
* make sure that completion and assessment fully adhere to the rules and guidance provided in Section 6 of the [Specification](https://www.ocr.org.uk/qualifications/cambridge-nationals/engineering-design-level-1-2-j822/).
* provide students with the [Engineering Design Student guide to NEA assignments](https://www.ocr.org.uk/Images/620496-student-guide-to-nea-assignments.pdf) before they start the assignments.
* allow students approximately 10-12 guided learning hours (GLH) to complete all tasks.
* complete the [Teacher Observation Record](#TOR1) provided on page 16 for Task 2 and the [Teacher Observation Record](#TOR2) on page 17 for Task 5. You must adhere to the [guidance](#TOR_Guidance) given on page 18 when completing them.

You **must not**:

* change or modify this assignment in any way.

## Scenario for the assignment

Product evaluation

An audio company produces portable speakers and is looking to develop a new product. They know that many people now use portable speakers at work, in the home or on the move.

Portable speakers include both MP3 and Bluetooth speakers that can be used to listen to the radio, streamed music, or other audio files. They can be situated in a room where an individual or a whole family can listen.

The portable speaker must:

* have a working circuit
* be aesthetically pleasing
* be a simple design that would allow large quantity production
* allow access to the battery so it can be replaced
* have good stability and is free standing
* be constructed from suitable materials for indoor and outdoor use.
* have at least one speaker
* include a switch to turn the speaker on and off

|  |  |  |
| --- | --- | --- |
| Image of a portable speaker | Image of a portable speaker | Image of a portable speaker |

**Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.**

**Important:**

* You will need to refer to the marking criteria grid. Your teacher can explain the marking criteria if you need further clarification.
* You will need to draw upon relevant skills/knowledge/understanding from other units you have studied in this qualification.
* You can use the template provided on page 19 as part of Task 4.

## Your tasks and marking grids

### Task 1 – Product analysis

Topic Area 1.1 is assessed in this task.

As a design engineer, you have been asked by the audio company to undertake a product analysis of a range of portable speakers to establish the strengths and weaknesses of the designs.

You will need to consider the factors that influence the design of these portable speakers, including how they are manufactured and assembled.

You **must**:

* carry out a comprehensive product analysis of the key features of portable speakers.
* identify the strengths and weaknesses within existing portable speakers.
* compare portable speakers using a customer driven engineering matrix.

Your research outcomes should be presented in a report which will be used to inform further design of portable speakers.

Total marks for Task 1: 9 marks

**Task 1 Tips**

* Use ACCESS FM to help you analyse the portable speakers.
* Use primary and secondary research to identify the strengths and weaknesses of existing portable speakers.
* Use matrix planning, ranking matrices or Quality Function Deployment (QFD) in your comparisons.

**Topic Area 1.1: Product Evaluation – Product Analysis**

|  |  |  |
| --- | --- | --- |
| **MB1: 1–3 marks** | **MB2: 4- 6 marks** | **MB3: 7-9 marks** |
| Produces a **basic** product analysis of the key features of products using ACCESS FM. | Produces an **adequate** product analysis of the key features of products using ACCESS FM. | Produces a **comprehensive** product analysis of the key features of products using ACCESS FM. |
| Provides a **basic** description of the strengths and weaknesses of existing products. | Provides an **adequate** description of the strengths and weaknesses of existing products. | Provides a **comprehensive** description of the strengths and weaknesses of existing products. |
| **Basic** use of an engineering matrix. | **Appropriate** use of an engineering matrix. | **Effective** use of an engineering matrix. |

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

### Task 2 – Product disassembly

Topic Area 1.2 is assessed in this task.

The audio company has reviewed your report and would now like you to undertake further product analysis through disassembly of an existing portable speaker.

You **must**:

* consider the variety and function of components that are housed within the portable speaker.
* establish the most suitable material, production, assembly, and manufacturing method.
* use appropriate tools and instruments to undertake the disassembly.
* ask your teacher to complete a Teacher Observation Record for this task.

Your disassembly outcomes should be presented within a report which will be used to inform further design of portable speakers.

Total marks for Task 2: 9 marks

**Task 2 Tips**

* Ensure photographs are taken during the disassembly.
* Use tools and instruments carefully.
* Present good quality photographs of each component.

**Topic Area 1.2: Product Evaluation – Product Disassembly**

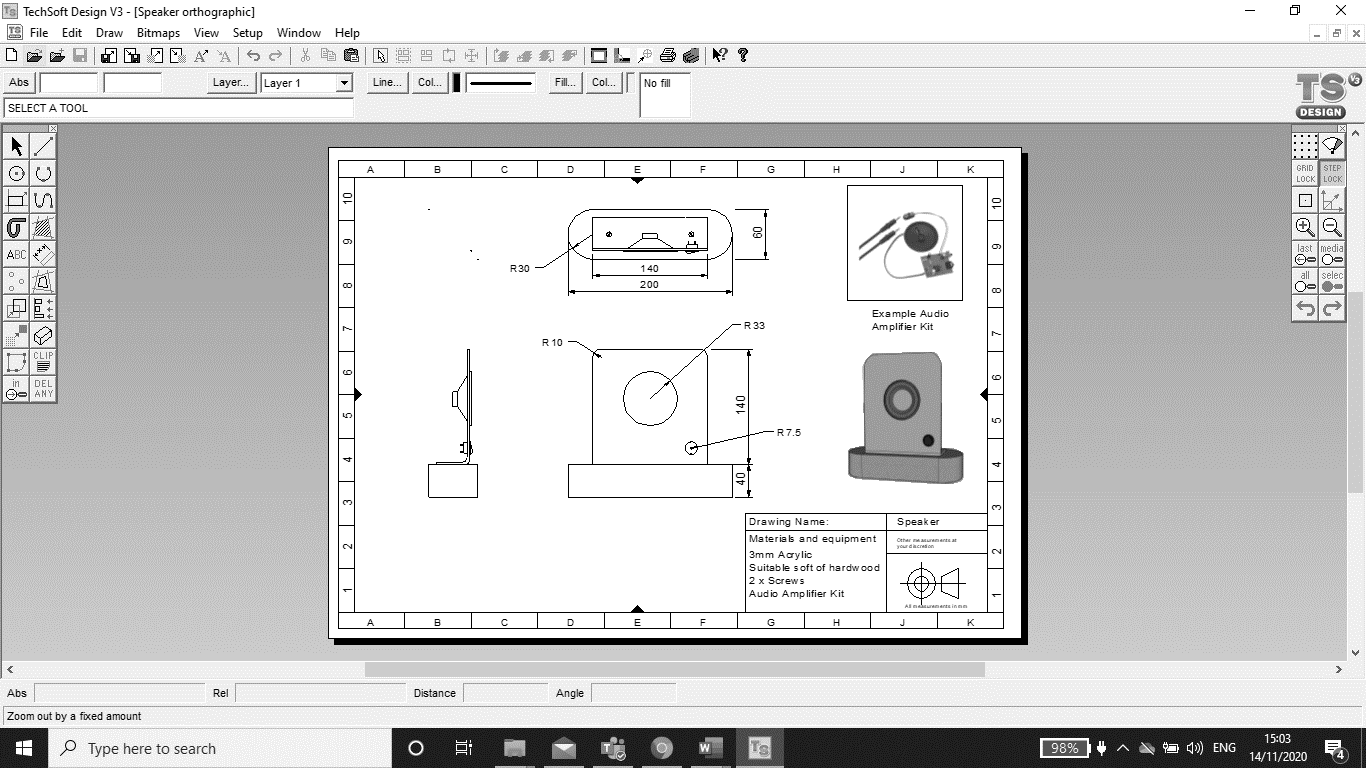
|  |  |  |
| --- | --- | --- |
| **MB1: 1–3 marks** | **MB2: 4-6 marks** | **MB3: 7-9 marks** |
| Disassembly of a product is **dependent** upon assistance or help from other sources. | Disassembly of a product is carried out with **some** assistance or help from other sources | Disassembly of a product is carried out **independently**. |
| **Limited** understanding of potential hazards and safety considerations when using tools and equipment. | **Adequate** understanding of potential hazards and safety considerations when using tools and equipment. | **Clear** understanding of potential hazards and safety considerations when using tools and equipment. |
| Produces a **limited** analysis of the components, materials, production methods, assembly, and manufacturing methods used in an engineered product. | Produces an **adequate** analysis of the components, materials, production methods, assembly, and manufacturing methods used in an engineered product. | Produces a **comprehensive** analysis of the components, materials, production methods, assembly, and manufacturing methods used in an engineered product. |

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

### Task 3 – Virtual CAD 3D

Topic Area 2.1 is assessed in this task.

The audio company would now like you to create a 3D model based upon their product specification.

The component drawing is shown below:

You **must**:

* use CAD software to produce an accurate virtual 3D model of the portable speaker.
* use CAD software to produce individual components.
* use the mate tools to create a CAD assembly using the individual components.
* use CAD software to simulate the operation of the portable speaker.

Total marks for Task 3: 12 marks

**Task 3 Tips**

* Show different views of your 3D virtual model

**Topic Area 2: Virtual CAD 3D**

|  |  |  |
| --- | --- | --- |
| **MB1: 1–4 marks** | **MB2: 5-8 marks** | **MB3: 9-12 marks** |
| Produces a **basic** 3D virtual model using CAD. | Produces an **adequate** 3D virtual model using CAD. | Produces a **comprehensive** 3D virtual model using CAD. |
| Produces a **simple** 3D virtual model consisting of a very limited number of components. | Produces an **adequate** 3D virtual model consisting of some mated components. | Produces a **complex** 3D virtual model consisting of many mated components. |
| Demonstration of complex industry-related CAD activities is **dependent** upon assistance or help from other sources. | Demonstration of complex industry-related CAD activities is carried out with **some** assistance or help from other sources. | Demonstration of complex industry-related CAD activities is carried out **independently**. |

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

### Task 4 – Physical modelling – production planning

Topic Area 2.1.2 is assessed in this task.

The audio company is keen to see a prototype of the portable speaker so that it can be tested and evaluated prior to being mass-produced. As a design engineer, produce a production plan prior to the manufacture of your prototype.

You **must**:

* create a detailed plan for manufacturing the prototype portable speaker, identifying the most important production considerations including risk assessment.
* demonstrate knowledge of the safe use of tools and equipment during the manufacture of the prototype portable speaker.

Total marks for Task 4: 6 marks

**Task 4 Tips**

* Consider and plan the different stages of manufacturing.
* Carefully consider the risk assessment for each stage of manufacturing.
* Break down the stages of manufacture into manageable chunks and consider how long it will take to undertake each task.
* You can use the template we provide on page 19 for your risk assessment.

**Topic Area 2: Physical modelling – Production Planning**

|  |  |  |
| --- | --- | --- |
| **MB1: 1–2 marks** | **MB2: 3-4 marks** | **MB3: 5-6 marks** |
| A **basic** description of the planning stages to be used in the manufacturing of the prototype. | An **adequate** description of the planning stages to be used in the manufacturing of the prototype**.** | A **comprehensive** description of the planning stages to be used in the manufacturing of the prototype**.** |
| Shows **limited** understanding of safety considerations. | Shows **some** understanding of safety considerations. | Shows a **detailed** understanding of safety considerations. |
| Completion of the production plan is **dependent** upon assistance or help from other sources. | Completion of the production plan is carried out with **some** assistance or help from other sources. | Completion of the production plan is carried out **independently**. |

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

### Task 5 – Physical modelling – prototype production

Topic Area 2.1.2 is assessed in this task.

Using your production plan, you are tasked with creating a model of your prototype for the audio company. The prototype portable speaker is to be manufactured following your production plan. You should do this applying safe working practices and considering your risk assessment. You must also record the stages of making the prototype.

You **must**:

* use your production plan to manufacture the prototype portable speaker.
* select and use appropriate tools and materials to produce the portable speaker.
* record all the key stages of making the prototype.
* ask your teacher to complete a Teacher Observation Record for this task.

Total marks for Task 5: 18 marks

**Task 5 Tips**

* Ensure you take photographs during each stage of the manufacture of the portable speaker.
* You could keep a “Making Diary” to record all the key stages of making the prototype.
* Ensure you wear appropriate PPE whilst undertaking practical work in line with your risk assessment.
* Follow your manufacturing plan to ensure you manufacture an accurate portable speaker.

**Topic Area 2: Physical Modelling – Prototype Production**

|  |  |  |
| --- | --- | --- |
| **MB1: 1–6 marks** | **MB2: 7-12 marks** | **MB3: 13-18 marks** |
| **Dependent** upon assistance to produce a prototype from a production plan. | Requires **some** assistance to produce a prototype from a production plan**.** | **Independently** produces a prototype from a production plan. |
| **Dependent** upon prompts to use PPE equipment when working with tools, machines, materials, chemicals, finishes and solvents. | Requires **some** prompting to use appropriate PPE when working with tools, machines, materials, chemicals, finishes and solvents. | **Independently** uses appropriate PPE when working with tools, machines, materials, chemicals, finishes and solvents. |
| Use tools and processes with **limited** effectiveness to produce and assemble an outcome that partly meets the production plan. The prototype will be incomplete. | Use tools and processes with **some** effectiveness to produce and assemble an outcome that mostly meets the production plan. The prototype will be mostly complete. | Use tools and processes **effectively** to produce and assemble an outcome that is of a high quality, accurate and fully meets the production plan. The prototype will be fully complete. |
| Produces a **limited** record of the key stages of making the prototype. | Produces an **adequate** record of most of the key stages of making the prototype. | Produces a **detailed** and accurate record of the key stages of making the prototype. |

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

### Task 6 – Physical modelling – evaluation of a prototype

Topic Area 2.1.2 is assessed in this task.

Before providing the audio company with your model, you are required to evaluate the prototype to identify any further improvement that could be made to the design.

You **must**:

* compare the final prototype against the design specification.
* consider ways that the prototype could be improved.

Total marks for Task 6: 6 marks

**Task 6 Tips**

* Evaluate your portable speaker against the design specification ensuring that you justify each point.
* Explain and sketch your suggestions for ways to improve your portable speaker.

**Topic Area 2: Physical Modelling – Evaluation of a Prototype**

|  |  |  |
| --- | --- | --- |
| **MB1: 1–2 marks** | **MB2: 3-4 marks** | **MB3: 5-6 marks** |
| Produces a **basic** evaluation of the prototype outcome against the product specification. | Produces an **adequate** evaluation of the prototype outcome against the product specification. | Produces a **comprehensive** evaluation of the prototype outcome against the product specification. |
| Provides **limited** potential improvements. No justification is provided. | Provides **some** potential improvements, with justification. | Provides **detailed** potential improvements with justification. |

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

## Marking criteria command words

The tables below show the command words that will be used in the NEA Marking Criteria grids. They explain the type of evidence that you should expect to see to meet each command word.

**Mark Band (MB1) Words:**

|  |  |
| --- | --- |
| **Command word** | **Meaning** |
| **Basic** | * Work includes the minimum required. It is a starting point but is simplistic and not developed. * Understanding and skills are applied in a way that partly achieves the wanted or intended result, but it would not be useable without further input or work. |
| **Brief/Briefly** | * Work includes a small number of relevant facts or concepts but lacks detail, contextualisation or examples. |
| **Dependent** | * The student can perform a task when given regular assistance or help |
| **Few** | * Work produced is restricted or narrow. It includes less than half of the information or examples expected for a full response. |
| **Inefficient** | * Outputs are produced but with great expense or effort because of poor organisation or design and not making the best use of available resources. |
| **Limited** | * Work produced is restricted in range or scope and includes only some of the information required. It evidences partial rather than full understanding. * Work produced is a starting point rather than a developed process, concept or output. |
| **Minimal** | * Includes very little in amount or quantity required. |
| **Simple** | * Includes a small number of relevant parts, which are not related to each other. |
| **Superficial** | * Work completed lacks depth and detail. |

**Mark Band (MB2) Words:**

|  |  |
| --- | --- |
| **Command word** | **Meaning** |
| **Adequate(ly)** | * Work includes the appropriate number of relevant facts or concepts but does not include the full detail, contextualisation or examples. |
| **Assisted** | * The student can perform a task with occasional assistance or help. |
| **Part(ly)/Partial** | * To some extent but not completely. * Work produced is inclusive in range and scope. It evidences a mainly developed application of understanding, performance or output needed. * Work produced results in a process, concept or output that would be useable for its purpose. |
| **Some** | * Work produced is inclusive but not fully comprehensive. It includes over half the information or examples expected for a full response. |
| **Sound** | * Valid, logical, shows the student has secured most of the relevant understanding, but points or performance are not fully developed. * Applies understanding and skills to produce the wanted or intended result in a way that would be useable. |

**Mark Band (MB3) Words:**

|  |  |
| --- | --- |
| **Command word** | **Meaning** |
| **Accurate(ly)** | * Acting or performing with care and precision. * Correct in all details. |
| **All** | * Work produced is fully comprehensive and wide-ranging. It includes almost all, or all the information or examples expected for a full response. |
| **Clear(ly)** | * Focused and accurately expressed, without ambiguity. |
| **Complex** | * Includes many relevant parts, all of which relate to each other logically. |
| **Comprehensive(ly)** | * The work produced is complete and includes everything required to show depth and breadth of understanding. * Applies the understanding and skills needed to successfully produce the wanted or intended result in a way that would be fully fit-for-purpose. |
| **Consistent(ly)** | * A level of performance which does not vary in quality over time. |
| **Critical** | * Objective analysis and evaluation in order to form: a judgement, evaluation of the evidence or effective trouble shooting/fault finding. |
| **Detailed** | * Gives point by point consideration of all the key information. |
| **Effective** | * Applies the skills required to the task and is successful in producing the desired or intended result. * The work produced is effective in relation to a brief. |
| **Efficient** | * Able to produce results or outputs with the minimum expense or effort, because of good organisation or design and making the best use of available resources. |
| **Full(y)** | * Work produced is comprehensive in range and scope. It evidences a fully developed application of understanding, performance or output needed. * Work produced results in a process, concept or output that would be fully fit-for-purpose. |
| **Independent(ly)** | * The student can perform a task without assistance or reliance on others |
| **Justify/Justified** | * The reasons for doing something are explained in full. |
| **Most(ly)** | * Includes nearly all of what is expected to be included. |
| **Wide (ranging)** | * Includes many relevant details, examples or contexts; all of which are fully detailed, contextualised or exemplified. |

Teacher Observation Record

Please read the **guidance notes** on page 18 before completing this form.

|  |  |
| --- | --- |
| **Student name:** |  |
| **Qualification:** | OCR Level 1/Level 2 Cambridge National in Engineering Design |
| **Unit number and title:** | Unit number: R040 |
| Unit title: Design evaluation and modelling |
| **Activity observed:** | Task title: Product disassembly |
| Task number: 2 |
| **Date activity completed:** |  |
| **Additional evidence attached:** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TEACHER SECTION:** | | | | | |
| **How did the student complete the activity?**  **Your response must provide details of what the student did and how this relates to the relevant marking criteria.** | | | | | |
|  | | | | | |
| **STUDENT SECTION:** | | | | | |
| I agree with my teacher’s description of how I completed this activity. | | | | | Yes ☐ |
| Additional student comments: | | | | | |
| **Student signature** |  | **Date:**  **(DD/MM/YYYY)** | |  | |
| **Teacher name:** |  | | | | |
| **Teacher signature:** |  | **Date:**  **(DD/MM/YYYY)** |  | | |

Teacher Observation Record

Please read the **guidance notes** on the following page before completing this form.

|  |  |
| --- | --- |
| **Student name:** |  |
| **Qualification:** | OCR Level 1/Level 2 Cambridge National in Engineering Design |
| **Unit number and title:** | Unit number: R040 |
| Unit title: Design evaluation and modelling |
| **Activity observed:** | Task title: Physical modelling – prototype production |
| Task number: 5 |
| **Date activity completed:** |  |
| **Additional evidence attached:** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TEACHER SECTION:** | | | | | |
| **How did the student complete the activity?**  **Your response must provide details of what the student did and how this relates to the relevant marking criteria.** | | | | | |
|  | | | | | |
| **STUDENT SECTION:** | | | | | |
| I agree with my teacher’s description of how I completed this activity. | | | | | Yes ☐ |
| Additional student comments: | | | | | |
| **Student signature** |  | **Date:**  **(DD/MM/YYYY)** | |  | |
| **Teacher name:** |  | | | | |
| **Teacher signature:** |  | **Date:**  **(DD/MM/YYYY)** |  | | |

Teacher observation record guidance notes

The class teacher and student being observed are responsible for completing this form.

The Teacher Observation Record is used by the teacher to detail their observation of a student completing an activity. In order to provide sufficient evidence, the completed form must give contextualised details of what the student did and how this relates to the marking criteria. Simply providing statements from the marking criteria is not acceptable. The evidence provided must be individual to the student.

The Teacher Observation Record is also used to show that the student agrees with the teacher’s assessment of this activity.

The information given by the teacher must be shared with the student for the student to agree, or otherwise. If the student does not agree with the teacher’s comments and links to the marking criteria, they must have the chance to talk about these further with the teacher to reach an agreed outcome **before** the work is submitted for moderation.

Both the teacher and student must sign and date the form to provide evidence of this agreement.

Additional evidence of the student completing the activity must also be provided with the form. The types of additional evidence that are acceptable are detailed in Tasks 2 and 5.

**Teacher observation records must:**

* describe what the teacher observed the student doing
* include how well the activity was completed and the reasons for this evaluation
* include confirmation from the student that they agree with the comments and reasons
* be accompanied by additional evidence as required in Tasks 2 and 5.

**Teacher observation records must not:**

* be a simple repeat of the grading criteria
* be completed by anyone but the teacher observing the activity and the student completing the activity
* be written by the student for the teacher to sign
* contain just a list of skills
* be used to evidence the achievement of a whole unit or task in isolation.

Risk Assessment Template

|  |  |
| --- | --- |
| Risk assessment for |  |

|  |
| --- |
| **The Potential Hazards** |
|  |
| **Risks** |
|  |
| **Control Measures** |
|  |

OCR acknowledges the use of the following content:

Page 4: orange speaker/Filip Jedraszak/EyeEm/gettyimages.co uk;

page 4: portable speaker/George Mdivanian/EyeEm/gettyimages.co uk;

page 4: blue speaker/Satit Sawtiw/EyeEm/gettyimages.co.uk;