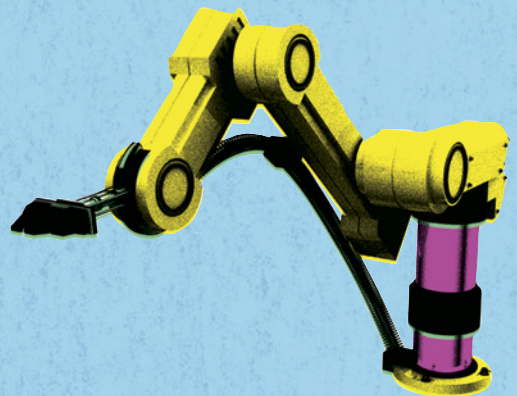


Edexcel GCSE

Design and Technology Controlled Assessment

Teacher Support Book 2012



Edexcel GCSE

Design and Technology

Controlled Assessment

Teacher Support Book

Design and Technology: Unit 1: Design and Make
Activities

Welcome to the GCSE Design and Technology 2012 Controlled Assessment Teacher Support Book

This CA Teacher Support Book has been designed to provide you with the answers to key questions that you may have during the teaching and assessment of Controlled Assessment GCSE: Design and Technology.

The book is divided into three sections. It contains content which is applicable for the entire Design and Technology (D&T) suite and some content which will be specific to your chosen option. Inside you will find some fantastic content, including:

- A general introduction to controlled assessment in D&T
- An overview of assessment for Units 1 and 2
- Task setting using the Edexcel set tasks
- Further guidance on task taking.

Expert advice from the people who know

We hope you find this document useful and look forward to working with you on our new GCSE specifications. We are on hand to answer your questions so please feel free to get in touch.

To contact our GCSE Design and Technology subject team, please email: TeachingDesignandTechnology@pearson.com

We look forward to working with you.

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Unit 1: Creative Design and Make Activities

What's new?

QCDA has required a change from coursework to controlled assessment.

Unit 1: Creative Design and Make Activities is the internally assessed unit that will be undertaken using controlled conditions. The main changes are:

- Candidates cannot choose to design and make what they like. They must select a task from those set by Edexcel. These tasks are broad themes which can be contextualised and refined into design briefs, ensuring flexibility in task taking.
- Candidates must do the majority of their design folder write-up and all of their making under controlled conditions.
- Candidates should complete their controlled assessment task in about 40 hours and the time spent on each section of the controlled assessment should be planned to meet set deadlines.
- Task setting is done under high levels of control.
- Task taking is done under medium levels of control.

The most important difference between controlled assessment and coursework is the level of supervision required whilst candidates carry out their design and make activities. Controlled assessment requires teachers to supervise the completion of design and make activities so that they can be certain that the work produced for assessment is a candidate's own, authentic work. Both candidates and teachers will be required to sign an Authentication Statement to this effect to accompany the work submitted for moderation.

What will candidates actually do?

Candidates will complete a design and a make activity from a range of tasks provided by Edexcel. These activities can be linked (combined design and make) or separate (design one product, manufacture another). Candidates are free to choose different tasks for each of their design and make activities. For example, for Graphic Products, separate design and make activities could be:

- Design activity using the 'packaging' task.
- Making activity using the 'concept design' task.

This supports candidates whose strengths may not be in both designing and making.

Overview of assessment

Unit 1: Creative Design and Make Activities consists of a design activity and a make activity.

Design activity (50 marks) Candidates will undertake a design activity covering the following three stages and eight assessment criteria:		Make activity (50 marks) Candidates will undertake a make activity covering the following three stages and five assessment criteria:	
Stage 1 Investigate		Stage 4 Plan	
1.1	Analysing the brief	4.1	Production plan
1.2	Research		
1.3	Specification		
Stage 2 Design		Stage 5 Make	
2.1	Initial ideas	5.1	Quality of manufacture
2.2	Review	5.2	Quality of outcome
2.3	Communication	5.3	Health and safety
Stage 3 Develop		Stage 6 Test and evaluate	
3.1	Development	6.1	Testing and evaluation
3.2	Final design		
<ul style="list-style-type: none"> Controlled assessment is weighted at 60% of the course. It is worth 100 raw marks and 120 UMS. Candidates are assessed through teacher-moderated assessment. Any candidates resitting this unit must submit entirely new work and not simply embellish previously assessed work. 		<ul style="list-style-type: none"> Candidates resitting a controlled assessment task must use one of those available for that session. Each unit can be retaken once. Design and make activities can be linked (combined design and make) or separate (design one product, make another). They must be submitted to Edexcel at the same time and a mark out of 100 awarded. Evidence of about 40 hours controlled assessment. 	
Preparation Candidates can undertake preparatory work outside of the classroom without supervision.		Write-up and marking Candidates will have about 40 hours to complete the design and make activities under controlled conditions. This will equate to about two full terms of curriculum time. This time should not be monitored, but candidates should be encouraged not to exceed set deadlines.	

Section 2: Assessment information

Candidates must complete the following under information classroom supervision:

- Write up of their portfolio
- Making of their product

Write-up does not have to be done under direct supervision at all times, but the majority of work presented for assessment must be carried out in the classroom or workshop. It is acceptable for candidates to carry out some of their controlled assessment task outside the classroom provided they have been supervised for the majority of this work and it is of an identical quality to that seen under supervision. It is the teacher's responsibility to ensure authentication of the work of individual candidates.

Candidates may use ICT to process some of their write-up, provided that this work has been drafted in the classroom under direct supervision and that the final version matches the original draft.

Making activities should be done under normal supervised conditions in accordance with health and safety regulations. Teachers are allowed to give demonstrations of all new processes and techniques.

Candidates are not allowed to take their practical work out of the classroom.

Write-up and marking must be done during curriculum time.

Feedback to candidates

Teachers should give generic advice only during controlled assessment activities in order to ensure candidates are kept on track. This may include suggestions for broad areas of improvement, but should not focus on specific improvements to target marks. A candidate's final outcome from controlled assessment must be wholly their own.

Administering the controlled assessment

How do I conduct the controlled assessment?



- Arrangements can be decided by the centre.
- Controlled assessment should take place in normal lesson time, supervised by teachers.
- When there is more than one teaching group, they can complete the controlled assessment at different times, and indeed stages in the course.
- Demonstrations of practical activities are allowed in order to develop knowledge, understanding and skills and to identify health and safety issues relating to specific tools, equipment and processes.
- Candidates who are absent may complete the work at another time. There are no restrictions on communication between candidates who have and who haven't completed the assessment, as there would be in a live examination.
- Teachers must ensure that a candidate's portfolio evidences about 40 hours of 'gainful employment' and should not include time spent waiting for materials or access to equipment.



What can candidates take in to the write-up and making sessions?



- Research notes at the investigation stage to locate relevant sources of information.
- Plans and notes at the making stage to aid the manufacture of a high-quality product.
- Candidates must do the majority of their work in the classroom under teacher supervision, although they are allowed to carry out some parts away from the classroom, as long as the teacher guarantees that the work is that of the candidate.



Can candidates work on a computer?



Yes, the write-up can be done using ICT provided the teacher is happy that the work presented by a candidate is authentically their own. Where centres have limited ICT equipment, parts of the write-up can be carried out outside the classroom provided that this has been drafted in the classroom under direct supervision and that the final version matches the original draft.

If work is to be word processed teachers should ensure that candidates use a clear and legible font, font size and page layout.



Section 2: Assessment information

What about candidates who qualify for extra time in examinations?

“

Some candidates qualify for extra time in examinations due to special circumstances – in such cases the extra time can also be applied to the write-up time for controlled assessment.

”

So, in summary...what are the main controls?

“

Essentially, Unit 1: Creative Design and Make Activities should be delivered in much the same way as any other creative design and make process. However the main exceptions are:

- Candidates are allowed to undertake research outside of the classroom but the majority of the write-up must be completed under informal teacher supervision in the classroom.
- Candidates are not allowed to take their practical work outside of the classroom.

”

Submitting the controlled assessment

When does controlled assessment need to be submitted?

“

Controlled assessment can only be submitted in the summer series (May deadline). However, you can offer the unit earlier in the year, retain the controlled assessment securely, and submit it in the summer series.

”

Can I submit work in electronic format?

“

Yes, as long as it is saved in a format that can be opened on any computer, such as a PDF file.

Electronic submissions should avoid using a lot of memory. Wherever possible, please delete highly decorative background to sheets which require time to download.

Please ensure that one CD/DVD is used to submit all candidates work. It is also good practice to test each CD on another computer to see if it works properly.

Coursework Mark Record Booklets still have to be submitted as hard copies. Retain a hard copy of each candidate's work in your centre.

”

How do I ensure that I meet the terminal assessment rule?

“

QCDA has a Terminal Rule for unitised qualifications. Unitised qualifications offer individual unit assessment. Candidates are able to resit each unit once.

The rule states that:

- at least 40% of the assessment must be taken in the final exam session
- the final exam session is the session in which candidates are claiming their award
- the results from these terminal attempts must be used for the calculation of the final grade.

”

Task setting

Tasks will be set by Edexcel. Centres will choose from a list available on our website in April.

Tasks will be reviewed every 2 years. This does not mean they will necessarily change every 2 years.

Centres can contextualise the task(s) to best suit their specific circumstances, which may include the availability and access to resources.

Can candidates follow different tasks in one teaching group?

“

Yes, candidates are free to choose their own tasks in discussion with their teacher. However, some teachers may feel it more appropriate to guide their teaching group in a particular direction due to expertise and resourcing issues. Teacher intervention is crucial at this point in ensuring that choice of task enables candidates to maximise their potential in achieving a successful outcome to their work.

”

Can candidates choose different design and make tasks?

“

Certainly, if candidates are following a separate design and make route they can choose one task for their design activity and a different task for their make activity. This gives them even greater flexibility.

”

Section 3: Task setting

The following tasks should be viewed as broad themes. The examples given are simply suggestions for appropriate projects. Centres are free to choose their own project titles providing they fit under one of the umbrella themes.

GCSE Electronic Products Tasks

1. Security, e.g.

- An electronic device to warn when a bicycle is being moved without permission.
- An alarm system to protect a garden shed from being broken into.

2. Recording, e.g.

- An electronic score counter to record scores between teams in a five-a-side football or netball match.
- An electronic die for use when playing board games.

3. Environmental control, e.g.

- A sensing system to warn when soil in a greenhouse becomes too dry.
- A sensing system that turns on a fan automatically when it is too hot.

4. Indicators, e.g.

- A safety warning lighting system for use by pedestrians on roads in dark conditions.
- Flashing/chasing bike lighting system for use in dark conditions.

5. Entertainment, e.g.

- A board game timer that will record times between a few seconds and a few minutes.
- An electronic moneybox that rewards the user for saving.

GCSE Food Technology Tasks

1. Special dietary needs, e.g.

- A range of products for the elderly.
- A range of products for diabetics.

2. Vegetarians, e.g.

- A range of products for lacto-vegetarians.
- A range of products suitable for vegans.

3. Sports nutrition, e.g.

- A range of products for elite athletes.
- A range of products for rowers.

4. Multi-cultural, e.g.

- A range of products influenced by Italian recipes.
- A range of products influenced by Asian recipes.

5. Celebration, e.g.

- A range of products suitable for a child's birthday party.
- A range of products suitable for an engagement party.

Section 3: Task setting

GCSE Graphic Products Tasks

1. Packaging, e.g.

- Perfume packaging including bottle/container and box/outer packaging.
- A sports drinks bottle and label.

2. Point-of-sale display, e.g.

- A counter display for a new computer game including DVD case cover.
- A leaflet holder and leaflet promoting activities at a local leisure centre.

3. Pop-up mechanisms, e.g.

- A pop-up book for young children to help them learn numbers or the alphabet, etc.
- A pop-up musical greetings card for a special occasion.

4. Concept design, e.g.

- A next-generation games console.
- A personal hand-held GPS navigation system.

5. Interior and architectural design, e.g.

- A new specialist D&T room for your school.
- A contemporary restaurant frontage.

GCSE Resistant Materials Tasks

1. Storage, e.g.

- A small lockable box/container for holding personal objects such as jewellery or other valuable items.
- A bathroom cabinet with storage space for cosmetics and medicines.

2. Lighting, e.g.

- An adjustable lamp for use when doing homework.
- A night light for young children who are afraid of the dark.

3. Furniture, e.g.

- A novelty seating unit for use in children's nurseries.
- An occasional table suitable for use in waiting rooms.

4. Leisure, e.g.

- An educational toy to help with counting and shape recognition.
- A mobile cart/buggy that can carry toys from place to place.

5. Outdoors, e.g.

- A grabbing device for picking up small pieces of outdoor debris.
- A trolley to transport heavy objects.

Section 3: Task setting

GCSE Textiles Technology Tasks

1. Sports fashion, e.g.

- A product from a team kit that can be worn for a sporting activity or as casual wear with a sporty influence.
- An accessory or garment that can be used to store equipment needed for a sporting activity or outdoor pursuit.

2. Natural forms, e.g.

- A dress or accessory influenced by natural forms that can be worn or used at a celebration.
- A fashion or interior product influenced by insects.

3. Morphing products, e.g.

- A bag for a child's mother that changes into an educational tool.
- A school shirt that becomes party wear.

4. Child's play, e.g.

- An outfit or product suitable for outdoor play.
- A child's gift or fashion product to be sold in a shop.

5. Sustainability, e.g.

- A fashion or soft furnishing product that utilises recycled fabrics and components.
- A garment, accessory or background scenery suitable for a catwalk show to promote sustainability.

Task taking

In this section we will attempt to clarify some of the issues discussed with delegates attending our successful 'Getting ready to teach' events across the country.

Please refer to your 'Getting Started' folder for full descriptions of all assessment criteria.

Design activity

Stage 1 Investigate

1.1 Analysing the brief

High mark band: 'Analysis is **detailed** with most design needs clarified.'

(3 marks)

What we are looking for here is for candidates to find a route through their project by identifying the main issues that need to be addressed and focusing upon what exactly needs to be done.

It is anticipated that this work could be achieved within a single A3 sheet of concise and succinct analysis.

1.2 Research

High mark band: 'Research is **selective** and focuses upon the design needs identified in the analysis. The performance, materials, components, processes, quality and sustainability issues of relevant existing products are explored in **sufficient detail** to aid the writing of specification criteria.'

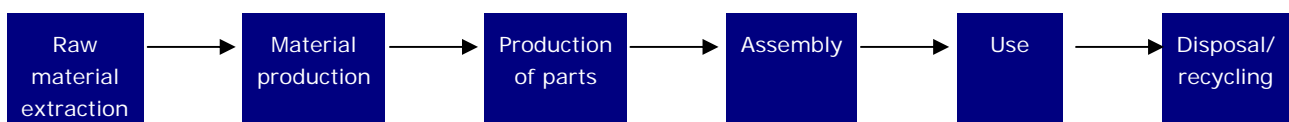
(6 marks)

What is really important here is that the research is selective and avoids all unnecessary padding.

'Mood boards' should be avoided as they do not gain marks (however, target market group analysis may be an aspect of 1.1 Analysing the brief, if fully annotated).

Include relevant and qualitative questionnaires only. Contrived questionnaires are unnecessary and quite literally a waste of controlled assessment time.

Focus upon analysing products in terms of performance, materials, components, processes and quality. Candidates in the high mark band must feature relevant **sustainability** issues in their research. For example, life cycle assessment (LCA) of the product including:



Don't forget – candidates can bring research notes into the class but the write-up of the research must be under controlled conditions.

Section 4: Task taking

1.3 Specification

High mark band: '**Most** specification points are realistic, technical, measurable and address some issues of sustainability. Specification **fully** justifies points developed from research.'

(6 marks)

Candidates must write a measurable and justified specification. It would be beneficial to use the headings from Topic 4: Designing products in Unit 2 of the specification:

- Form – how should the product be shaped/styled?
- Function – what is the purpose of the product?
- User requirements – what qualities would make the product attractive to potential users?
- Performance requirements – what are the technical considerations that must be achieved within the product?
- Material and component requirements – how should materials and components perform within the product?
- Scale of production and cost – how will the design allow for scale of production and what are the considerations in determining cost?
- Sustainability – how will the design allow for environmental considerations?

Stage 2 Design

2.1 Initial ideas

High mark band: 'Alternative design ideas are **realistic, workable** and **detailed**. Ideas demonstrate **detailed** understanding of materials, processes and techniques. Ideas are **supported** by research information. Ideas address **all** key specification points.'

(12 marks)

This is the stage where candidates and teachers should feel most at ease and most confident in achieving. Good design sheets are 'busy' and include fully annotated 2D and 3D sketches which communicate different design intentions in detail to a third party. It is not necessary to produce lots of design ideas. It is much better to present two or three detailed ideas that demonstrate knowledge and understanding of the D&T strand a candidate is studying and consider their sub-systems. We don't really expect the use of CAD to feature strongly at this stage. What we are looking for is the exploration of ideas and not their refinement.

Don't forget that research is ongoing and that new 'snippets' of relevant information should be included when the exploration of a design idea requires the candidate to look at specific issues in greater detail.

Due to the time constraints imposed by controlled assessment it probably would be a good idea for candidates to cut back on the excessive decoration of their design sheets. It is the design ideas themselves that are the star of the show and not over-embellished borders and backgrounds.

Section 4: Task taking

2.2 Review

High mark band: '**Objective** evaluative comments, against **most** specification points. Evaluation considers **user group** feedback and issues of **sustainability**.'

(4 marks)

This stage is best viewed as a 'progress check'. It should draw together the design thinking of the initial ideas, ascertain third-party feedback and then make a decision as to which is the most suitable design idea to take forward into the development stage.

What we are looking for here is a formal conclusion to the initial ideas stage. Candidates should present an objective evaluation of their design ideas set against relevant specification points to determine their potential.

User group feedback could be sought in a number of different ways including relevant questionnaires or informal interviews and 'vox pops'. Sustainability issues should also be considered.

Naturally, the annotation on design sketches should explain a lot of a candidate's design thinking so this simply needs to be formalised on a review sheet.

2.3 Communication

High mark band: 'Use of a **range** of communication techniques and media, including ICT and CAD where appropriate. Demonstrate **precision** and **accuracy**.'

(4 marks)

We are very pleased to include the awarding of marks for communication techniques demonstrated throughout this design stage (2.1 Initial ideas and 2.2 Review only).

Successful candidates will present their design ideas in a logical format with clear sketches using a variety of communication techniques such as 2D/3D sketches, nets, exploded drawings, etc. and use of shading and colour where appropriate. Moderators want to see the most important design decisions made which could be highlighted areas of a busy design sheet.

Stage 3 Develop

3.1 Development

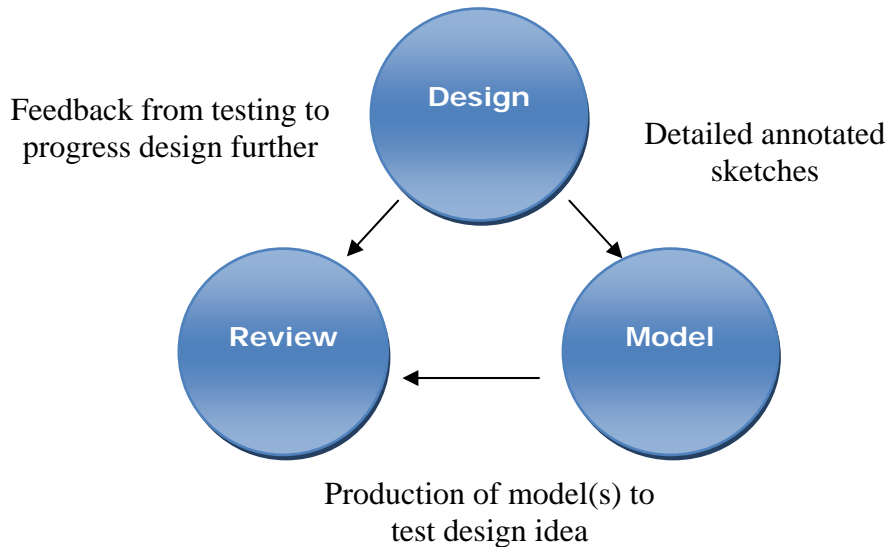
High mark band: 'Development is used to produce a final design proposal that is **significantly different** and **improved** compared to any previous alternative design ideas. Modelling to **scale** using traditional materials or 2D and/or 3D computer simulations is used. Test **important** aspects of the final design proposal against relevant design criteria. **User group** feedback is used in final modifications.'

(9 marks)

The most important factor of the development stage is the refinement of **one** design idea in detail and not simply minor and cosmetic changes. We are looking for candidates to develop their selected idea to a point where a final design proposal for a product is produced that addresses most points of the product specification. Candidates should understand that 'develop' illustrates change and should include features of previous design ideas being used to produce the final design proposal.

Section 4: Task taking

The use of modelling plays a significant role in the design development cycle:



It is anticipated that the use of CAD would be far more relevant at this stage than at the initial ideas stage. If a candidate uses CAD to develop their idea then there may not be the need to produce a physical model at all. However, the testing of ergonomic features may require the user group to actually handle the product.

Design is about people so it is essential that user group feedback is included in the development of the product so that it satisfies user requirements.

3.2 Final design

High mark band: 'Final design proposal includes **technical details** of **all** materials and/or component parts, processes and techniques.'

(6 marks)

The final design stage draws the whole of the design activity together and clearly communicates the final, fully developed design proposal to a third party.

We are not necessarily looking for a set of formal technical drawings here. Marks should be awarded for the communication of all necessary information for a third party to take the information and have a good chance of actually making the product from it. Information could be in the form of a 3rd angle orthographic or isometric sketch of the product, a recipe, a textiles pattern or a PCB track pattern with all major dimensions and components labelled and reference made to materials and processes used.

The use of CAD here would be extremely beneficial as a detailed 3D sketch can easily be translated into a fully dimensioned working drawing.

A fully rendered presentation drawing of the final design is not required at this stage – it is the technical details that are most important.

Can candidates leave the project at this stage and start a different make project?

“

Yes, candidates can design one product and make another. Therefore their design activity ends with the final design proposal.

”

Section 4: Task taking

Make activity

What are suitable starting points for a different make activity at this stage?

“

If candidates are starting a different make activity at this stage then one or more of the following will be needed:

- A working drawing, recipe, pattern, PCB track pattern, provided by the teacher (it is not the responsibility of Edexcel to provide these drawings).
- A photograph of or the actual product which is to be replicated.
- A manufacturing specification that includes relevant criteria to check performance and quality issues.

Remember, there are no design decisions to be made in this activity – it is making skills that are being tested here.

Careful selection of sufficiently complex making tasks should be made so that candidates can access the high mark bands. For example, does it require a wide range of making skills and processes to be used in its manufacture?

”

Could a candidate make a product that they have designed from a completely different design task?

“

Yes, the starting point for a make activity could be the working drawing of a product designed by the candidate totally unrelated to the previous design task. For example, the candidate has used perfume packaging for the design task in Year 11 but wants to make a point-of-sale display designed back in Year 10. This is fine as long as the point-of-sale display is sufficiently complex to give the candidate access to the high mark bands.

”

Stage 4 Plan

4.1 Production plan

High mark band: ‘**Detailed** production plan that considers stages of manufacture in the **correct sequence**. Plan includes **specific** forms of quality control.

(6 marks)

This should be the planning of the actual one-off product or concept model and not how it would be done in volume using industrial processes.

The production plan could take the form of a flow chart showing a sequence of stages of production with quality control (QC) points clearly identified. The specific QC should be named/described and not simply generic phrases such as ‘check product for quality here’.

It is anticipated that there should be reference to time which could be evidenced as a Gantt chart.

Highly illustrative cartoon style storyboards are not required.

Section 4: Task taking

Stage 5 Make

5.1 Quality of manufacture

High mark band: 'Tools, equipment and processes, including CAD/CAM where appropriate, are selected for specific uses **independently**. An **appropriate** understanding of the working properties of materials used when selecting for manufacturing a product. The task is **challenging**. A **wide range** of skills and processes is used. **Precision** and **accuracy** in the use of skills and processes'.

(24 marks)

It is important to state here that the writing-up of this stage **should not** form part of the time allocated for controlled assessment. Making time should be devoted entirely to the actual physical making process and not its documentation.

Photographic evidence is required throughout this stage, clearly showing the step by step manufacture of the product. Photographs are essential as Edexcel will not be visiting centres to view the actual product (postal moderation applies).

The series of photographs should fully document the tools, equipment and processes used. Photographs should be fully annotated to communicate all making decisions made, i.e. explanation of why a particular process was used, description of problems encountered and how they were overcome. Any descriptions included should be brief and succinct.

References to tools, equipment and processes to be used can also be included in the 4.1 Production plan.

Where a mixture of CAM and other skills and techniques are used, CAM should not exceed 50% of the work.

Can I use a witness statement to support the marks awarded for the making process?

“

Candidates will be required to fully evidence the making process through a series of well annotated photographs. However, the teacher supervising the controlled assessment will also be required to provide further evidence for the quality of manufacture by completing a witness statement contained in the Candidate Mark Record Booklet (CMRB).

Edexcel appreciates that you know your candidates better than we do and will endeavour to 'agree' marks awarded if fully supported and justified.

”

Section 4: Task taking

Witness statement

The teacher should use the witness statement as evidence of their observation of an individual candidate's working practices over the duration of the whole making period.

For example:

Component part	Tools, equipment and processes demonstrated	Selection			Skill		
		With guidance	Some guidance	Independently	Little attention to detail	Attention to detail	Precision and accuracy
Hardwood main body of radio	Turning on wood lathe			X		X	
Aluminium ON/OFF buttons	Turning and knurling using centre lathe		X			X	
Acrylic stand	Cutting using Hegner saw, filing and thermoforming in oven.			X			X

5.2 Quality of outcome

High mark band: 'Product includes the manufacture of **high-quality** component parts, **accurately** assembled and **well** finished. Completed product is *fully functional*.'

(12 marks)

It is important to remember that the making of the product is 36 marks divided into two different components. During 5.1 Quality of manufacture it was the making skills that were assessed – in this criterion it is the actual quality of the final outcome that is being assessed, including manufacture of components, assembly and final product.

Again, as the actual product will not be sent off to Edexcel for moderation, it is important that several photographs are included showing details and different views.

The term 'fully functional' in Graphic Products terms may mean a concept model that fully communicates the design intention to a third party, i.e. an architectural model made to a suitable scale and accurate in detail.

In Food Technology this may mean a product that matches its specification in terms of structure, taste, consistency, visual attractiveness, packaging, etc.

5.3 Health and safety

High mark band: 'Demonstrate a **high level** of safety awareness throughout **all** aspects of manufacture.'

(2 marks)

These marks are to be awarded by the teacher supervising the controlled assessment. No formal documentation such as risk assessments of equipment is required by the candidate. However, suitable annotation of photographs making reference to health and safety procedures may be good practice.

Section 4: Task taking

Stage 6 Test and evaluate

6.1 Testing and evaluation

High mark band: 'A **range** of tests carried out to check the performance and/or quality of the final product with **justifications**. Objective evaluative comments, including **user group** evaluation, consider most relevant, measurable specification points in **detail**, including **sustainability** issues.'

(6 marks)

Testing against the initial specification is a great way of determining the effectiveness of the final product. However, if starting this make activity with a working drawing, a set of tests will need to be devised and carried out in order to determine **performance** and **quality** issues.

Note: if providing a working drawing, recipe, pattern or PCB design as a starting point for the make activity it is necessary to provide a brief manufacturing specification against which candidates can test and evaluate their final outcome.

We are looking for actual physical tests to be carried out, i.e. load bearing on furniture, working to tolerances. systems checks, etc. which are **measurable**.

User group feedback should be sought which will provide invaluable objective evaluation of performance and quality issues.

Suggestions for further improvement are not required.

Are there are any marks awarded for Quality of Written Communication (QWC)?

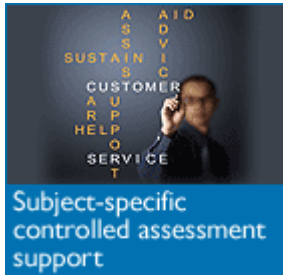
“

There are no specific marks awarded for QWC. However, a candidate achieving the high mark band of this stage will typically use a range of D&T terms, showing good focus and organisation, applying spelling, punctuation and the rules of grammar with considerable accuracy.

”

Supporting you with controlled assessment

Need help with controlled assessment? Our experts are on hand to support you...



Email the subject team directly at TeachingDesignandTechnology@pearson.com

Call 0844 463 2819 to speak a member of the Design and Technology team

Ask the Expert, our free email service, puts you in direct contact with a senior examiner who will help answer any subject-specific questions concerning the teaching of design and technology. They will email you within two working days of receiving your question.



You can find all the documents relating to controlled assessment below (as well as on the main **GCSE Graphic Products/Textiles/Food Technology/Resistant Materials/Electronic Products** pages).

You should also refer to the [JCO controlled assessment guidance document](#).

