OCR
RECOGNISING ACHIEVEMENT

# guide to controlled assessment

Version 4 April 2011

## GCSE
## Engineering

J322 – Single Award
J344 – Double Award

This guide is designed to accompany the specification for teaching from September 2009. This guide contains the following support:

- Summary of Controlled Assessment Units
- Teacher's guidance on how to plan Controlled Assessment
- Teacher guidance on task marking
- Guidance on downloading tasks
- Frequently asked questions

OCR GCSE ENGINEERING

www.ocr.org.uk/engineering/newgcse

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Vertical black lines indicate a change to previous versions of this document. Changes can be found on pages 7 and18.



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# 1 Introduction

## 1.1 What is Controlled Assessment?

Controlled Assessment is a new form of internal assessment. Following a coursework review by QCA, Controlled Assessment has been introduced as part of nearly all new GCSEs, to replace coursework.

High, medium or limited control levels are set for each of the Controlled Assessment processes: task setting, task taking and task marking. For each stage, the level of control will ensure reliability and authenticity, and make assessments more manageable for teachers and candidates.

Weighting of Controlled Assessments is defined by QCA subject criteria and, depending on the subject, will be 25% or 60% of the total assessment.

## 1.2 What does 'control' actually mean?

QCA has produced a *Glossary of terms for Controlled Assessment regulations*. The levels of controls are defined as follows:

- Formal supervision (High level of control) – the candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
- Informal supervision (Medium level of control) – questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to (i) ensuring that the contributions of individual candidates are recorded accurately, and (ii) ensuring that plagiarism does not take place. The supervisor may provide limited guidance to candidates.
- Limited supervision (Limited level of control) – requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

## 1.3 What is the purpose of this Guide?

This Guide provides detailed information for teachers about how to manage Controlled Assessment: some of the information applies to all GCSE subjects and some information provides subject specific guidance. It is important to make the point that this Guide plays a secondary role to the Specification itself. The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this teacher support should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

Teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this Guide is offered as guidance but may be subject to modifications by the individual teacher.

# 2 Summary of the Controlled Assessment units

## Unit A621 1A: Study of an Engineered Product and 1B Engineering a Product

This Controlled Assessment unit is divided into two sections (A and B) and both sections must be completed and entered for moderation at the same time. Candidates will investigate a variety of engineered products detailed by OCR that have been developed through the use of modern technology. The impact of modern technology on design and production will be assessed across products from a range of engineering industries.

Candidates will focus on a particular product selected from a list provided by OCR together with two more modern equivalents of the same product. Candidates will evidence their findings and conclusions using a portfolio, which may be presented electronically or in printed format.

## Unit A623 3A: Real World Engineering & 3B Making an Engineered Product

This Controlled Assessment unit is divided into two sections (A and B) and both sections must be completed and entered for moderation. Candidates will study the engineering of a product. The engineering of the product could be observed through 'real-life' experiences such as industrial visits or work experience. Alternatively, the product could be researched using commercially or centre-produced resource materials. Candidates will evidence their findings and conclusions using a portfolio, which may be presented electronically or in printed format.

Units A621 parts 1A and 1B and A623 parts 3A and 3B have been designed to be internally assessed, applying the principles of Controlled Assessment. Controls are set within the assessments so that validity and reliability are ensured and the assessors can confidently authenticate the candidates' work. These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking. Within each of these three stages there are different levels of control.


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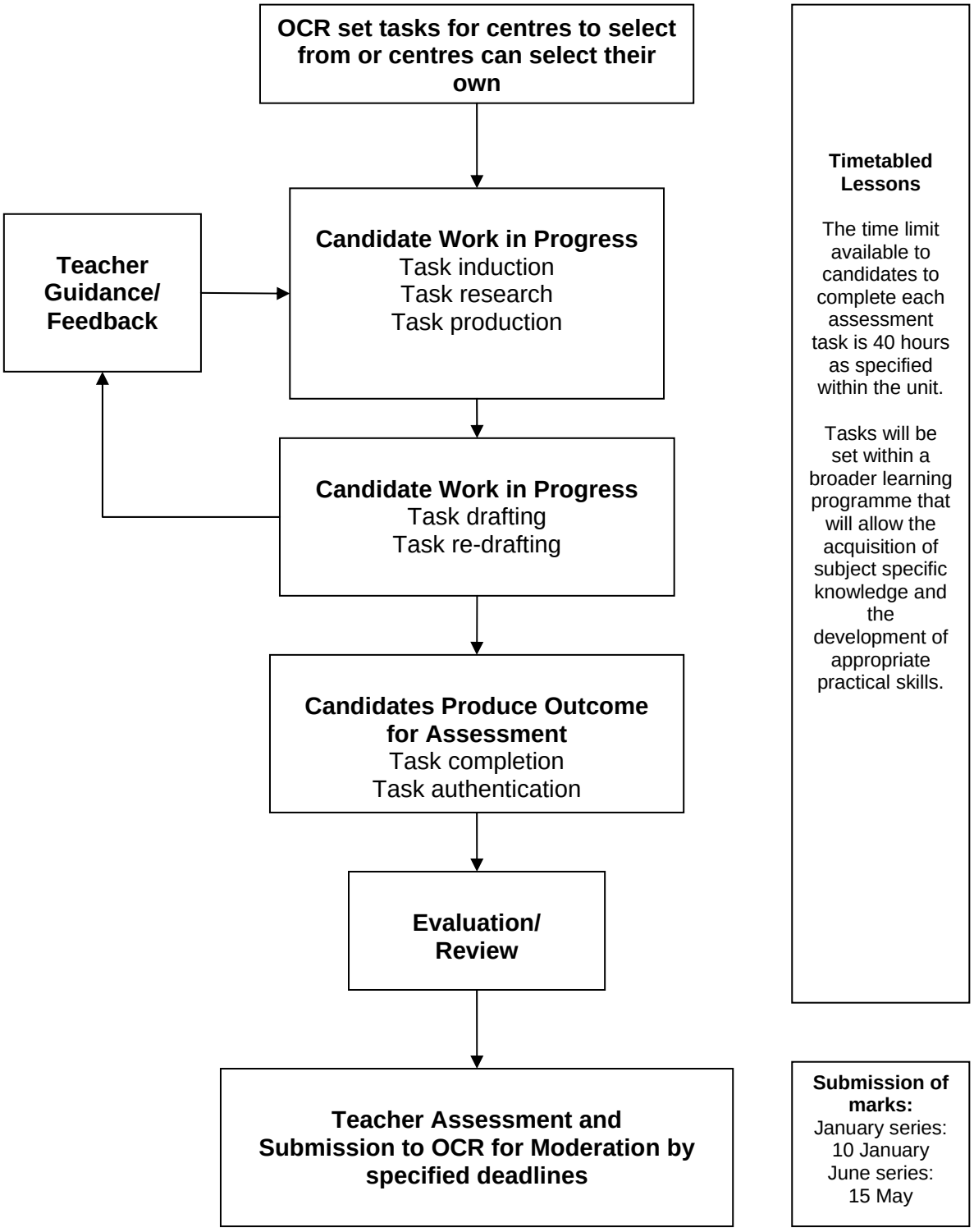
# 3 Teacher guidance on how to plan Controlled Assessment

## 3.1 Controlled Assessment delivery flow chart



## 3.2 Guidance on the release of Controlled Assessment tasks to candidates

### 3.2.1 Choice of Controlled Assessment task

A number of high level Controlled Assessment tasks are available from OCR for all the Controlled Assessment units. These tasks are designed to meet the full assessment requirements of the unit. Candidates will take part in a planned learning programme that covers the underpinning knowledge and skills of the unit in addition to completing the evidence requirements of the designated assessment tasks.

Centres can use tasks that have a minimum amount of adaptation so they allow the usage of local resources. These tasks may also be set within overarching scenarios and briefs more relevant to centres' own environment and cohort of candidates.

Controlled Assessment tasks adapted by centres will not reduce the opportunity for candidates to meet the Assessment Criteria, including the chance to gain marks at the highest level. Each Controlled Assessment task will include a section that briefly specifies the type and degree of adaptation that is appropriate.

The same OCR Controlled Assessment task must NOT be used as the practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen Controlled Assessment task as guidance.

### 3.2.2 When and how to give Controlled Assessment tasks to candidates

Controlled Assessment tasks will be available from Interchange from 1 June – 15 May of the year prior to an assessment series, i.e. 1 June 2009 for assessment in June 2010 series.

OCR will assume a high level of control in relation to the setting of tasks. A number of Controlled Assessment tasks will be available from OCR for the Controlled Assessment units. These tasks have been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit in addition to completing the evidence requirements of the designated assessment tasks

## 3.3 Guidance on research/data collection

For GCSE in Engineering not **all** work for assessment would be under direct teacher supervision, it is acceptable for some aspects of exploration to be outside direct supervision but the teacher must be able to authenticate the work and insist on acknowledgement and referencing of any research and data sources used.

Candidates will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria. For Unit A621 parts 1A and 1B and Unit A623 parts 3A and 3B basic workshop equipment will be adequate. However, the use of specialist equipment and ICT may be required to enable the candidate to produce the desired outcome. Candidates may also need access to resources and process only available outside the centre environment.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## 3.4 Guidance on the production of the outcome

### 3.4.1 Controls for the production of the outcome

Teachers must keep live Controlled Assessment tasks secure and confidential at all times whilst in their possession. For example, candidates may collect the results of any research or investigations undertaken in a research folder which must be handed in to the teacher before the writing up sessions begin. In such circumstances, it is the responsibility of the teacher to keep the research folders secure between the writing up sessions and that candidates do not have access to these folders outside of the allotted sessions.

Candidates should be allowed sufficient time to complete all of the tasks. Each task should be completed in approximately 20 hours. It is suggested that candidates spend 6 hours on part A and 14 hours on part B. Evidence may be produced in several sessions, each focussing on a specific task within the overall task or scenario. These may be interspersed with opportunities to learn knowledge and develop appropriate practical skills.

Each candidate must produce individual and authentic evidence for each of the tasks. It is particularly important that candidates working in groups, where the unit allows this, should still produce individual evidence of their contribution to ongoing group work and any final realisation or outcome. Candidates are required to reach their own judgements and conclusions.

Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them and that they work safely. Candidates will also need support and guidance when accessing materials provided by the centre.

The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. When supervising tasks, teachers are expected to:

- review candidates' work, and provide advice at a general level. Teachers must not, however, provide detailed and specific advice on how the work may be improved to meet the assessment criteria;
- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;
- exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements;
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

In general, candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced. Where a dataset or case material is provided it is acknowledged that candidates in their responses will refer to situations in the assessment material but as this is fictitious this does not break any rules of confidentiality or copyright.

### 3.4.2 Controlled Assessment task security

It is the responsibility of the centre to ensure that downloaded Controlled Assessment Tasks and candidates' scripts are stored securely. Any breach in security must be reported to OCR as soon a possible by submitting a written report (a blank report form is available on Interchange) from Head of Centre to the Qualifications Manager detailing the circumstances, the candidates concerned and any action taken.

Candidates' scripts for all completed Controlled Assessment tasks must be stored securely and they should be available for moderation. It is suggested that they are destroyed after the last date for result enquiries following the examination series in which entries for the units concerned are made.

**Candidate absence at the time of assessment**

If a candidate is absent from a centre when an assessment is carried out, the Controlled Assessment task may be set at an alternative time provided that the centre is satisfied that security has been maintained by keeping all materials secure.

**Unexpected circumstances**

If an unexpected problem (such as a fire alarm or other circumstances beyond the teachers' control) occurs while a Controlled Assessment task is taking place, the task may be resumed subsequently provided the teacher ensures that no candidate is likely to have been advantaged or disadvantaged by doing so.

## 3.4.3 Presentation of work

Candidates must observe certain procedures in the production of Controlled Assessments.

- tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place.
- any copied material must be suitably acknowledged.
- quotations must be clearly marked and a reference provided wherever possible.
- work submitted for moderation or marking must be marked with the:
  - centre number
  - centre name
  - candidate number
  - candidate name
  - unit code and title
  - assignment title.

Work submitted on paper for moderation must be secured either in a notebook, portfolio case or by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure with each file clearly named with the unit code, centre number and candidate number.


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# 4 Controlled Assessment candidate guidelines

## 4.1 Task setting

For this subject OCR will provide a list of tasks for you to select from. The task will be set, however you may be able to adapt the task or select your own. This should be done in consultation with your teacher.

## 4.2 Task taking

### 4.2.1 What can I do in relation to research, drafting and re-drafting?

Your teacher will discuss the briefs/tasks on offer and the proposed areas of enquiry and the resources available. An induction period into the research methods, sourcing and the use of equipment may also take place. Time constraints and a programme should be adopted and this will be explained by your teacher.

Your research and planning may involve interviews, fieldwork, visits, library research, internet research or questionnaires. You should keep a record of the sources you have consulted at this stage and this will form part of your portfolio. You should provide a plan of action to the teacher which can be discussed. You teacher will inform you what materials are appropriate and inappropriate.

Your draft piece will be discussed with your teacher and they may offer advice, answer any questions and give feedback. Throughout this process your teacher will supervise to ensure there is no plagiarism and will ensure all your work is within the Health and Safety requirements and that all students work is in accordance with the Controlled Assessment regulations. At no stage will model answers be provided. You should reach your own conclusions and make your own judgements and any teacher support will be recorded.

You may be given opportunity to edit, check redraft and reorganise your work. During this period your teacher may make general observations but will not give any specific advice.

### 4.2.2 How much teacher support can I expect?

During your work for Controlled Assessment you must produce work/evidence independently but your teacher will be able to give you some advice, support, guidance and feedback but the amount will vary depending upon the type of task you are doing.

You must make your own judgements and draw your own conclusions but your teacher will:

- offer advice about how best to approach a task
- offer guidance on the way you work in groups so that you all have an opportunity to tackle your tasks
- offer advice to help your research, possibly arranging visits to place of interest, if this is appropriate
- monitor your progress to make sure your work gets underway in a planned and timely manner
- ensure that your work meets the Specification requirements
- keep a log of the feedback they give you
- supervise any practical work you do to ensure you receive advice about health and safety.

The support given by your teacher will be to make sure you understand what it is you have to do. Your teacher will not be allowed to provide model responses for you or work through your responses or outcomes in detail.

### 4.2.3 What can I expect in the supervised sessions?

This period should include some form of evaluation either in the written form, in a teacher interview or a presentation to the group. For the last two your teacher may record these sessions. This is particularly essential in group work where the teacher will be attempting to ascertain your individual contribution within the group.

You should reference all sources used and any materials you have used in the whole piece whether in supervised or unsupervised sessions. Quotations should be clearly marked and referenced to ensure all intellectual property rights are maintained. It is unlikely that complete downloaded documents from the internet are suitable. Your teacher will sign an authentication form to complete the process. You may also be asked to sign the form.


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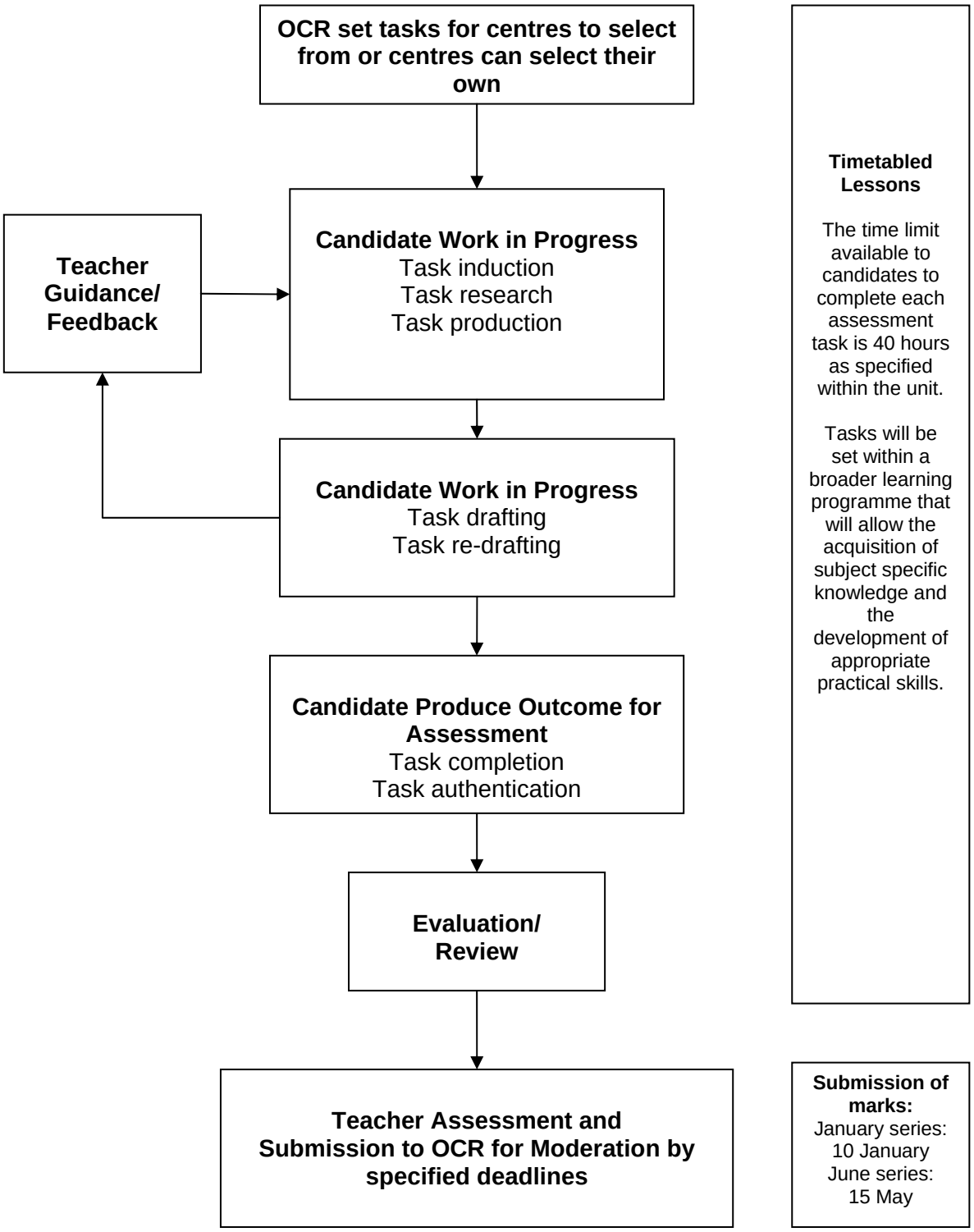
OCR set tasks for centres to select from or centres can select their own
Candidate Work in Progress
Task induction
Task research
Task production
Teacher Guidance/ Feedback
Candidate Work in Progress
Task drafting
Task re-drafting
Candidate Produce Outcome for Assessment
Task completion
Task authentication
Evaluation/ Review
Teacher Assessment and Submission to OCR for Moderation by specified deadlines
Timetabled Lessons
The time limit available to candidates to complete each assessment task is 40 hours as specified within the unit.
Tasks will be set within a broader learning programme that will allow the acquisition of subject specific knowledge and the development of appropriate practical skills.
Submission of marks:
January series: 10 January
June series: 15 May

# 5 Teacher guidance on task marking

## 5.1 Generic guidance on how to mark Controlled Assessment tasks

The starting point for marking the tasks is the marking criteria within each unit. These contain levels of the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work, which will help to clarify the level of achievement the assessors will be looking.

The assessment task(s) for each unit should be marked by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment criteria, one of the descriptors provided in the marking grid that most closely describes the quality of the work being marked should be selected.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor that best describes the work of the candidate.

To select the most appropriate mark within the descriptor, teachers should use the following guidance:

- where the candidate's work *convincingly* meets the statement, the highest mark should be awarded
- where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work that fully meets that descriptor. This is work that is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band the choice will be between work that, in most respects, meets the statement and work that just meets the statement. For wider mark bands the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

Only one mark per unit will be entered. The final mark for the candidate for each unit is out of a total of 90 and is found by totalling the marks for each of the marking criteria strands.


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## 5.2 Unpacking assessment objectives in Controlled Assessment tasks

It can be seen from the Assessment Objectives on pages 30 and 31 of the specification and their weightings against Units A621 and A623 that there is a similar emphasis in the two controlled assessment units.

In general, the assessment scheme seeks to assess the candidate's ability to:

- develop skills through actively engaging in the processes of engineering and understand the contribution of engineering towards the environment & sustainable designdevelop an appreciation of emerging technologies and the contribution Manufacturing makes to Society and the economy.

However, at a detailed level the assessments are different with different skills being assessed in different Units. A621 1A essentially assesses a candidate's ability to investigate and analyse how a product has been engineered and looks at the candidate's ability to suggest improvements. It focuses especially on how Products and their production processes have developed with time and as a result of modern technological advances.

A621 1B assesses the candidate's ability to analyse a Client Design Brief, propose a range of solutions and produce a product before evaluating it.

A623 3A like A621 1A, assesses the candidate's ability to investigate and analyse the engineering principles undertaken in the manufacture of a product but also focuses on the systems and control technology associated with its manufacture. There is a heavy emphasis on real world production in this Unit and it is hoped that, wherever possible, evidence will be gathered from industrial visits. However, the assessment criteria are designed to allow credit for learning based on centre-produced resource material as well.

A623 3B assesses the candidate's ability to engineer an item and their understanding of a range of associated issues including Planning for production, Quality Control and Health and Safety.

## 5.3 Interpretation of the Controlled Assessment marking criteria

OCR's Banded Mark Schemes are designed to reward candidates for their achievements and to place marks accurately so that assessments are directly and easily comparable.

In marking any category or subcategory the teacher should:

- consider which of the range of descriptors provided best fits the work presented for assessment
- look at the descriptor above and below (as appropriate) and interpret whether this places the candidate's work higher or lower in the mark range for the descriptor chosen
- allocate a mark
- moderate against other marks allocated in the cohort against that descriptor.

Where several statements are given against a mark range, the teacher may judge that a combination of statements from different levels is the "best fit". In this case the judgement to be made is whether the candidate's response is best marked near the top of one range or the bottom of the next.

Moderation against the work of other candidates helps to place the mark accurately. In all cases the judgement will be supported by external moderation.

Direct moderation of subcategories in this way has been found to give a more accurate result and applicable assessment than a general moderation of larger sections or whole responses to assessment tasks.

## 5.4 Authentication of Controlled Assessment outcomes

Teachers/course tutors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher/course tutor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher/course tutor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. Centres should reinforce this message to ensure candidates understand what is expected of them.

**Please note:** Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form (CCS160) provided includes a declaration for assessors to sign. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received. Failure to provide Centre authorisation could result in candidates being penalised.

## 5.5 Internal Standardisation of Controlled Assessment

It is important that all internal assessors, working in Manufacturing, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

## 5.6 Moderation of Controlled Assessment

Teachers mark the tasks using the assessment criteria and guidelines provided by OCR.


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OCR moderators externally moderate the teacher's marking to ensure that the assessment criteria have been applied fairly and consistently to the national standard. On the basis of this moderation scaled adjustments may be recommended

Following marking and internal standardisation by the centre, candidate marks are submitted to OCR, after which moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work that is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Appendix B of the Specification.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for each task. If the work is to be submitted in digital format this cover sheet should also be submitted electronically within each candidate's files.

## 5.7 Minimum requirements for Controlled Assessment

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which, for work worthy of no marks, will be zero.

## 5.8 Submission date for Controlled Assessment

Candidate's marks must be despatched to the Moderator and to OCR. Please refer to the OCR website for details of submission dates relevant to the current series of examinations.

# 6 FAQs

**What are the dates in which the controlled assessments can be taken?**

Controlled Assessment is a form of internal assessment and as such there isn't a specified date in which controlled assessment has to be taken.

It is up to the centre to decide when controlled assessment will be taken: guidance on this can be found in Section 5: Controlled Assessment of all revised GCSE Specifications (first teaching in September 2009).

**When can teachers and candidates access the material?**

Controlled Assessment tasks will be available from Interchange on 1 June of the year prior to an assessment series, i.e. 1 June 2009 for assessment in June 2010 series.

Tasks will be reviewed every two years and it is the responsibility of centres to make sure that candidates are submitting the correct task. Tasks will be taken off Interchange on 15 May every two years.

**Can any preparation work be done out of the classroom?**

Yes. Controls are set at the level of tasks setting, task taking and task marking. Preparation work comes into the task taking level, under Research and Data Collection, which have a limited level of control i.e. work can be carried out without direct supervision. More guidance on this can be found can be found in Section 5: Controlled Assessment of all revised GCSE Specifications (first teaching in September 2009).

**Is there a minimum or maximum time that can be spent on the assessments?**

Suggested time limits vary per subject: there are suggested time limits given in Section 5: Controlled Assessment of all revised GCSE Specifications (first teaching in September 2009).

**Where can the Controlled materials be accessed and by whom?**

Controlled Assessment tasks and other documents (see first paragraph at top of doc) are accessed via Interchange.

Centre access to the Interchange controlled assessment area will be available to the registered Centre User (normally the Examinations Officer). However, the Centre User can set access permissions to others within their centre, eg HODs, subject leaders or subject teachers.

**How long is each assessment valid for i.e can they use last year's one this year?**

Tasks will be reviewed every two years and it is the responsibility of centres to make sure that candidates are submitting the correct task. Tasks will be taken off Interchange on May 15 every two years.

**Where can the Mark Schemes be accessed?**

Mark Schemes are included in the specifications and can also be accessed from the OCR website: Mark Schemes are attached at the end of each Sample Assessment Material.

**Do we have to take the controlled assessment under exam conditions/teacher supervision?**

Yes, but only for task taking, i.e. the last part of controlled assessment when candidates are producing their final piece of work – note that this can be over more than one supervised session. More guidance on this can be found can be found in Section 5: Controlled Assessment of all revised GCSE Specifications (first teaching in September 2009).


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**Are the controlled assessments the same as written examinations, can we resit?**

Yes, controlled assessed units can be re-sat but as with any other unit this can be done only once and keeping in mind the 40% terminal rule, which means that 40% of the assessment has to be taken in the examination series in which the qualification has to be awarded.

Centres have the responsibility to ensure that the correct tasks are used for a controlled assessment resit.

**Are materials sent based on estimated entries or can we download from Interchange?**

Tasks will only be available as downloads from Interchange: they will not be sent to centres.

**Do we mark them or do OCR?**

Controlled assessment tasks for ALL subjects are internally marked by centres and externally moderated by OCR.

**When do we start and finish the controlled assessment?**

Controlled Assessment is a form of internal assessment and as such there isn't a specified date in which controlled assessment has to be taken. Tasks are available from Interchange from 1 June of the year prior to an assessment series.

It is up to the centre to decide when controlled assessment will be taken: guidance on this can be found in Section 5: Controlled Assessment of all revised GCSE Specifications (first teaching in September 2009).

**Can I make anything I like?**

No, you have to respond to one of the given Customer Design Briefs provided by OCR. You select a brief, come up with a solution and then make the solution.

**Can I make what someone else has designed?**

No. You have to come up with the idea or solution yourself.

**Can I make it and then do the folio?**

No. you have to do things in the correct order. If you don't then you will not be able to gain all the marks available.

**How do I know what I have to do to get good marks?**

Your teacher will explain everything as you go along. Also the "Assessment Criteria" are printed in the specification on page 55

**Can I submit part 1A of this unit at a different time to part 1B?**

No, you have to submit them both at the same time.

**Can I link part 1A of this unit to part 1B of this unit?**

Yes. But it will depend on the product you look at for part 1A and the customer brief you select in Part 1B.

**Can I do work at home for this unit?**

Yes and No. All the work you **submit for assessment** has to be undertaken in what is called "Controlled Conditions". This means your teacher should supervise you for all of your work that you submit for assessment. However, there is nothing to stop you practising at home and improving your skills so that when you do them with your teacher they are the best you can possibly achieve.

**Can I take as long as I like making something?**

No, there is a time limit to your Controlled Assessment for this unit and it is suggested that you spend about six hours on part 1A and 14 on part 1B

**Will I have homework to do?**

Yes. Homework is a very effective way of helping to learn and remember things.

**Can I do homework as part of my folio?**

No homework is great but only to support your learning. It cannot be submitted as evidence for your assessment.

**Can I work as part of a team and make something jointly with my friend.**

Yes and No. You must have your own folio containing your own evidence of designing, making and evaluation for the work you submit for assessment.

But, your teacher may allow you to undertake group work or work in pairs during your course on work which is **not** submitted for assessment.

**Will I have every lesson to do the folio work?**

No. Each task should be completed in approximately 20 hours, although this can be spread over a period of time. It is suggested that candidates spend 6 hours on part A and 14 hours on part B for both A621 and A623.

**Can I get help from my parents?**

Yes. You can always ask your parents to explain and show you things **but** the work you submit for assessment must be all your own.

**Can my folio be done using ICT?**

Yes. There are several ways you can do this and your teacher will explain them all to you.

**Can I share work with other people?**

A difficult one. Sharing when you are learning is really important and a brilliant thing to do. You can explain things to others and also learn from them **but** you cannot share anything when you are doing your controlled assessment. Your folio that has your designing, evidence of your making and your evaluation in it has to be your very own work.

**What if someone copies my work?**

You need to be very careful about letting anyone copy your work. It can be difficult to decide who's work is the original work and both of you could be penalised.

**Will I have chance to practise things before I do my designing and making?**

Yes. The "Controlled Assessment" is only a small part of your Engineering course. You will be given lots of new information, shown new skills and be able to practise them before you start your folio.

**If I don't do very well can I redo the folio?**

Yes. But even better than that you can "re-sit" the unit and just improve your folio rather than start all over again.

**If I did a re-sit and my marks were worse the second time would I lose out?**

In the case of a re-sit your best mark will count, as long as the Terminal Rule has been satisfied.


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**Can I submit my folio for assessment in year 10?**

Yes. You can submit work whenever you like (in what is called the January or June examination windows). **But** you will always be assessed using the National Standards expected to be achieved by someone at the end of year 11.

**I'm doing the Single Award GCSE Engineering - can I do A621 and A624?**

No. If you are just doing the single award you must do A621and A622.

**I am doing the Double Award in Manufacturing - can I do A624 first?**

Yes. You can do the units in any order **but** you must be entered for at least **two** of them at the end of your course.

**I am doing Engineering and Manufacturing can I submit the same work for both.**

No. Apart from B231 1A, all the units are so different anyway that the work would not be suitable for assessment for a different qualification. But even if some bits were suitable you are not allowed to submit it for two different qualifications.

If you do the first unit A621 1A and A621 1B Engineering and B231 1A and B231 1B Manufacturing you **must** choose different products and customer briefs.

**What does "Plagiarism" mean?**

Plagiarism is when work is copied from someone else or from another source for example the internet. If you submit work which has been plagiarised you could get disqualified from the Manufacturing examination completely. In serious cases you could be disqualified from **all** of your GCSE examinations.

**If I needed some welding done and my school does not have the facilities can I get it done elsewhere?**

Yes. This often happens **but** you must declare this very clearly in your portfolio giving full details of what has been done and by whom. You cannot be given credit for the welding (or any other process in similar circumstances) and must not expect it. But it may enable you to get the other parts of your making completed.

**I am not very good at finishing things off. Will I fail if my product is not finished?**

No. Not necessarily. You will gain some credit but you will obviously not gain as many marks for incomplete work.

**What happens if I am ill and cannot complete my folio?**

If you are seriously ill and have a doctor's note the examination boards have different procedures to take this into account and you could still get your qualification. But if you just miss time from school or don't turn up to lessons that will not count and you will lose out.

**What happens if I change schools during my course?**

Your work can be submitted by your new school even if they do not teach OCR Engineering. You will need to make sure that your new school knows the details of the specification you have been studying and that they have proof that all the work is your own. Your teacher from your old school would normally send your work to your new school with a covering note.

**I started studying for the Double Award but I have fallen behind. Can I be entered for the Single Award instead?**

Yes. This is possible providing you have work for A621 1A and A621 1B and take the written examination A622. None of the work you have done for A623 or A624 will be of use to you if this happens.


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# 7 Guidance on downloading Controlled Assessment task from Interchange

## Before you start

Controlled Assessment materials will be available to download from OCR Interchange from June 2009.

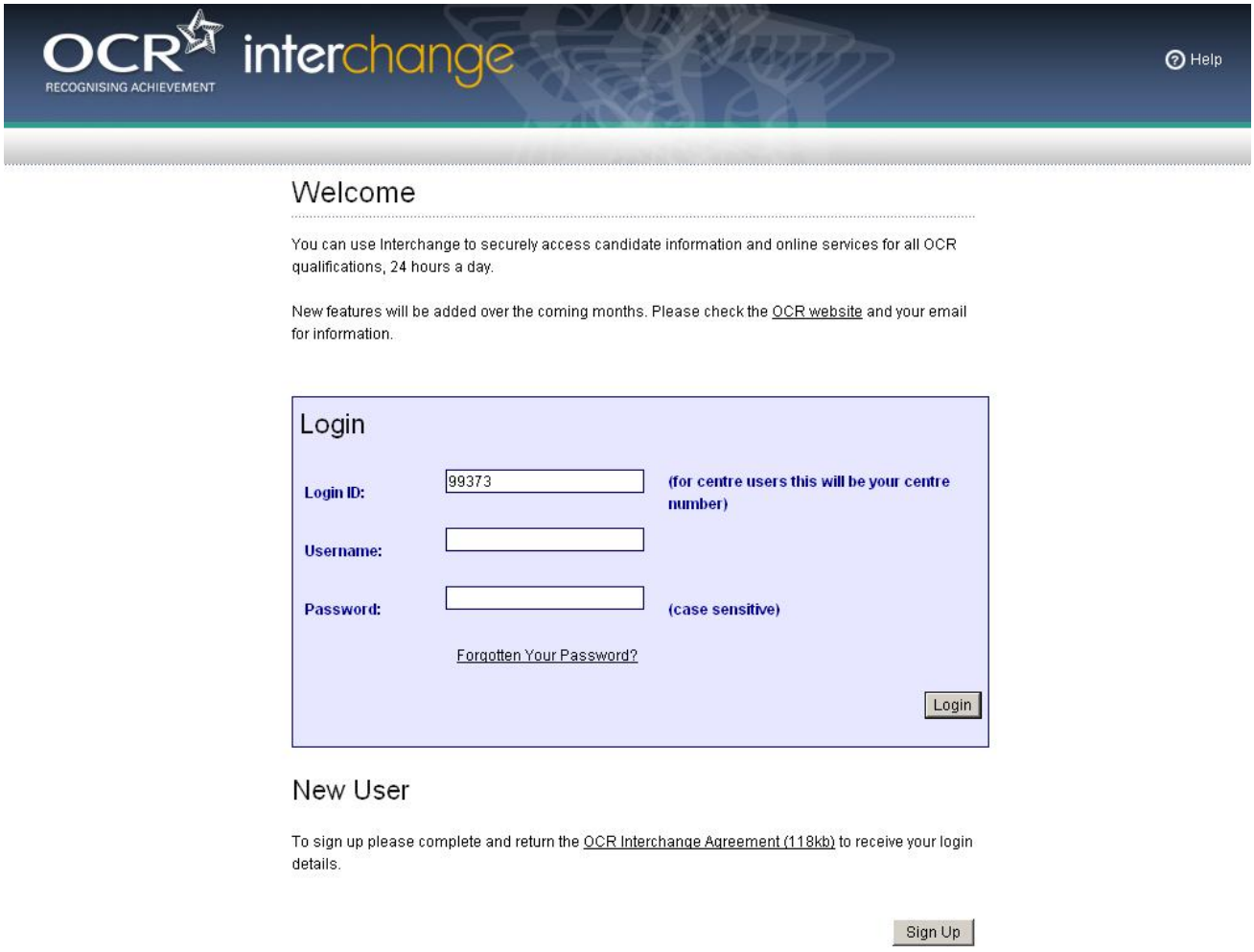
In order to use Interchange for the first time, you just need to register your centre by returning the Interchange Agreement. This can be downloaded from the OCR website at http://www.ocr.org.uk/interchange

If your centre already has an Interchange user account, you will need to be assigned the 'Tutor / teacher' Interchange role to access Controlled Assessment materials. Your Interchange Centre Administrator can assign this for you.

# Step 1 – Log into Interchange

Click on the following link [https://interchange.ocr.org.uk](https://interchange.ocr.org.uk)

Enter your log in details





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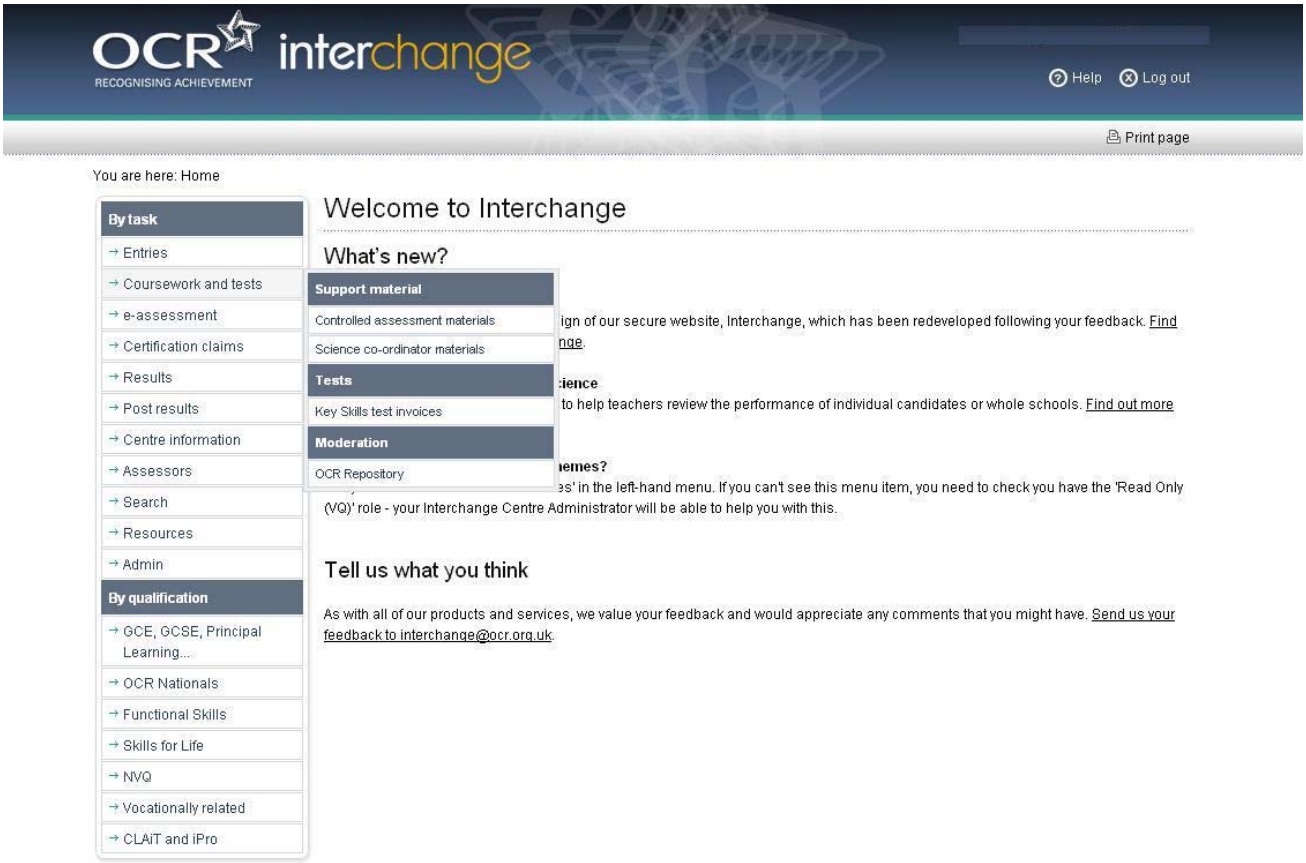
# Step 2 – Navigate to Controlled Assessment materials area

Click on ‘Coursework and tests’

Click on ‘Controlled Assessment materials’

** If you are unable to see either of these menu items then it is likely that you do not have the ‘Tutor / teacher’ role assigned to you.

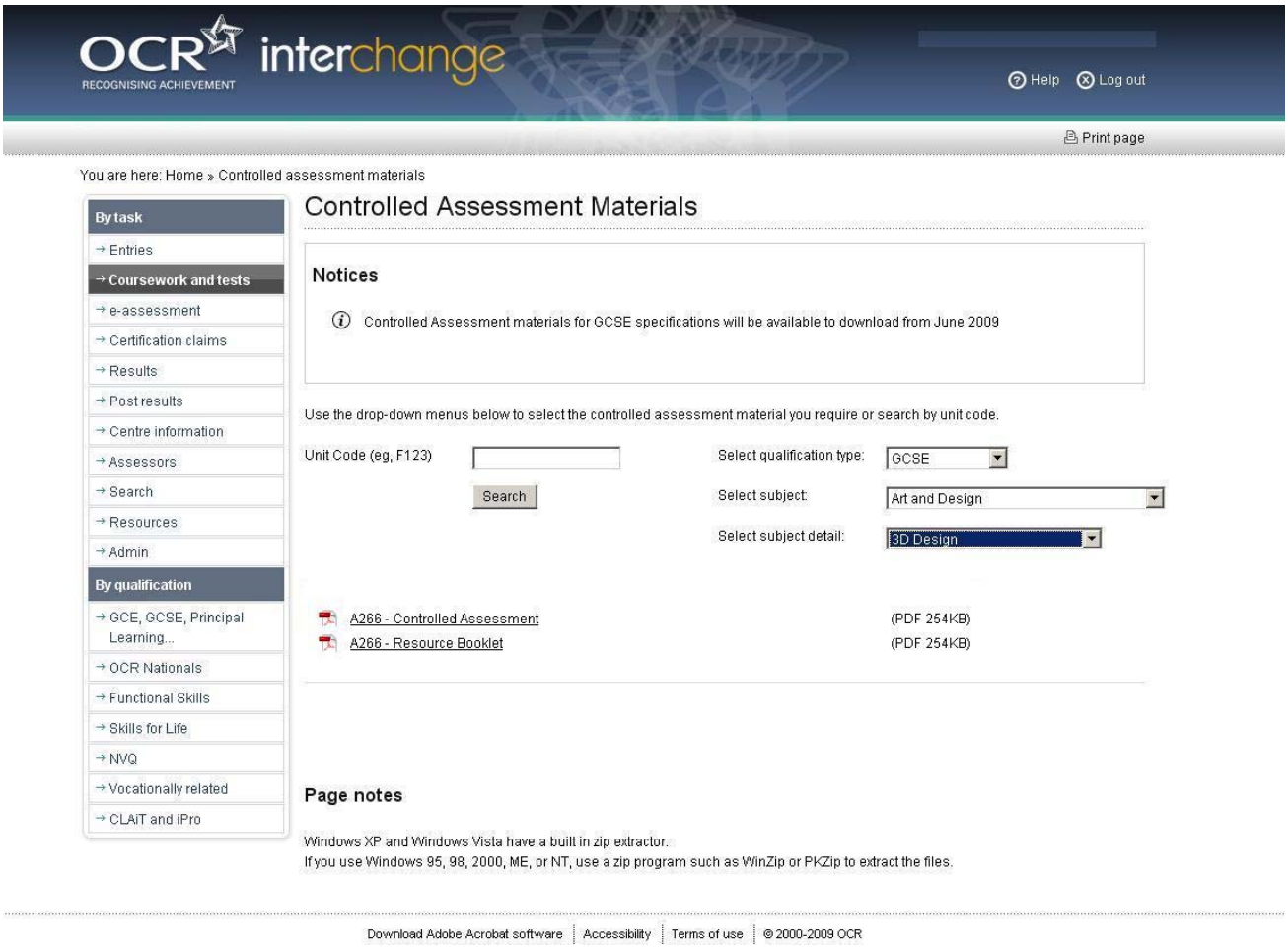


# Step 3 – Search for materials

You can search for materials by unit code. Enter the unit code and click on the ‘search’ button.

Or, you can search for materials by subject information by selecting from the ‘drop down’ options.

All available documents will be displayed below the search.





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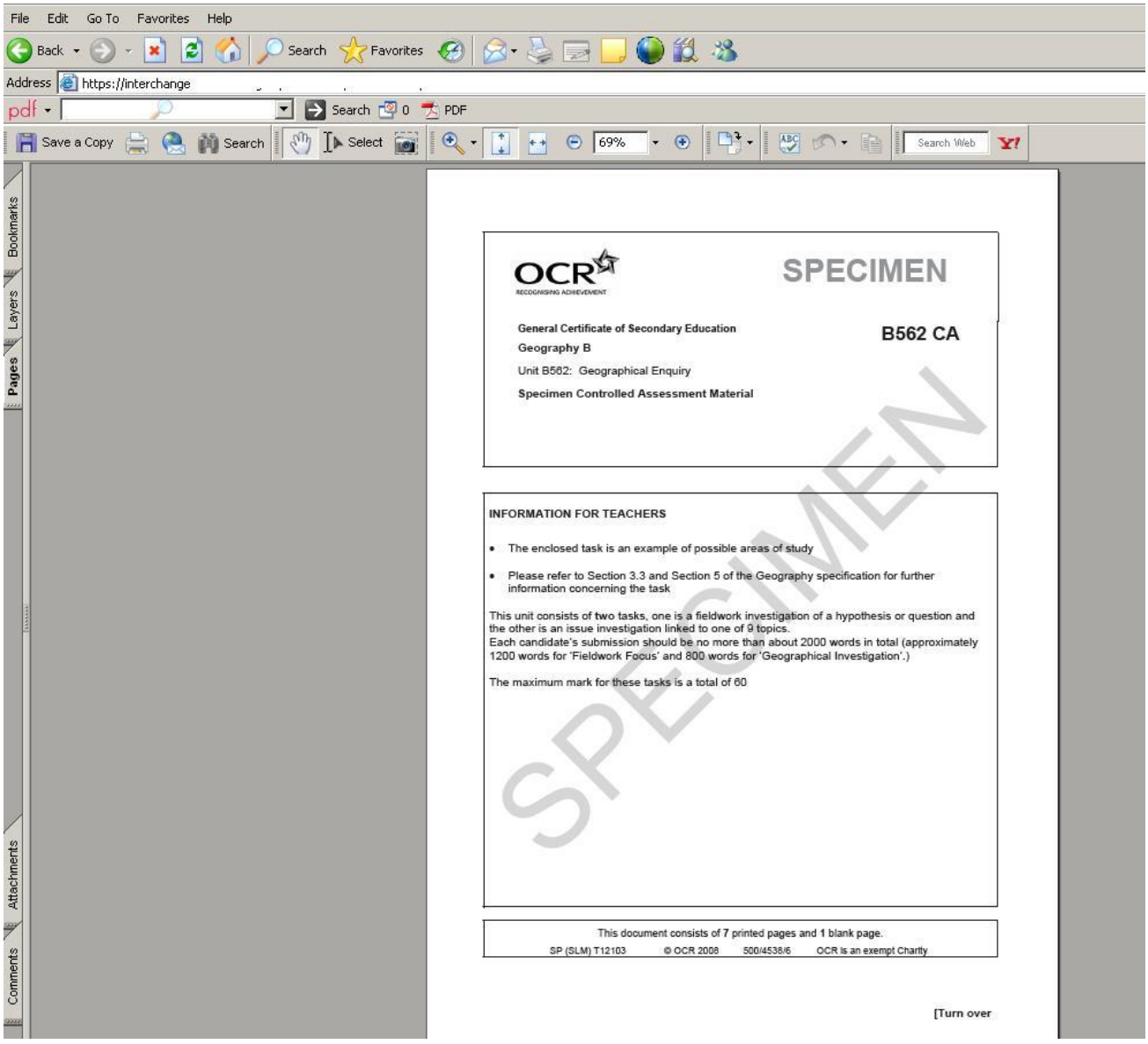
# Step 4 – Open materials

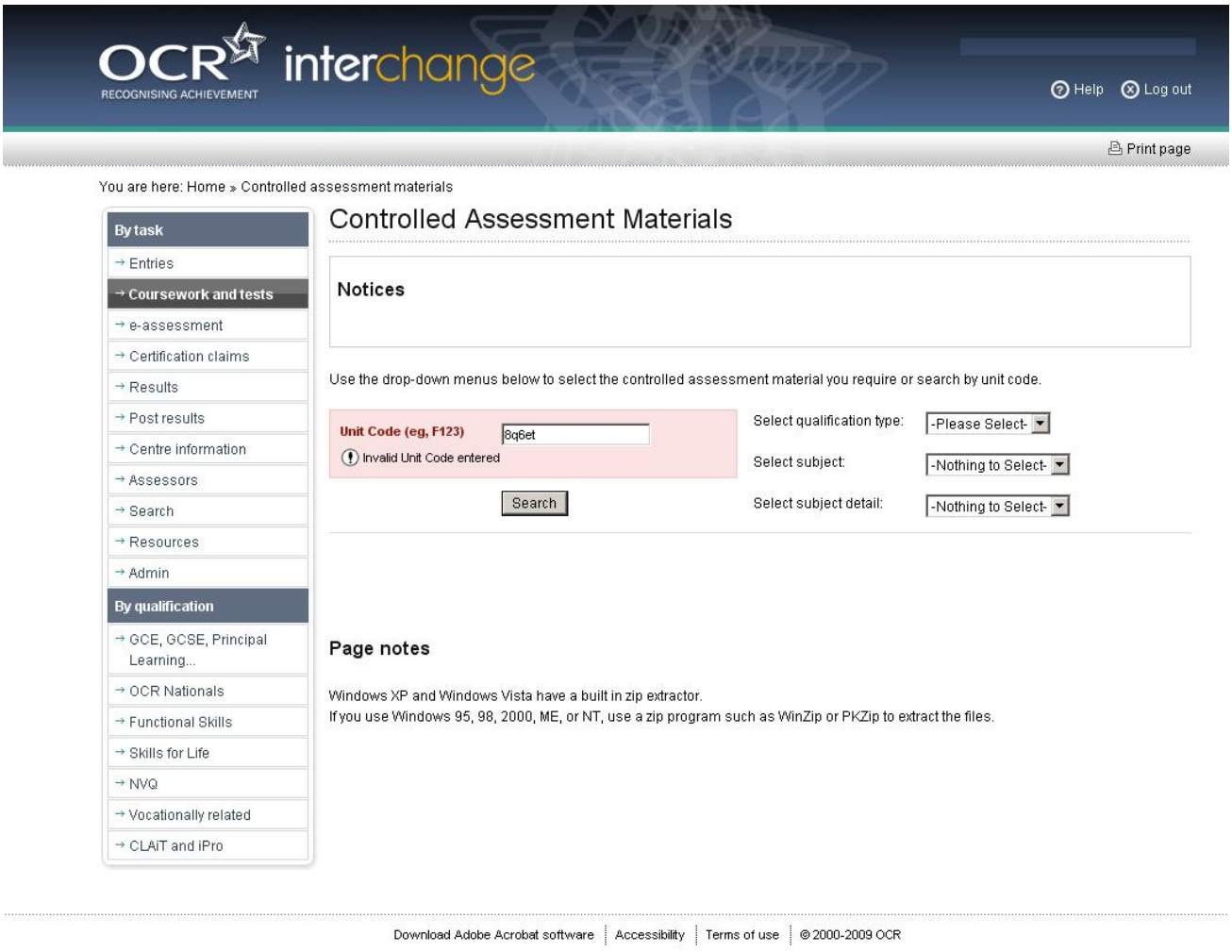
Click on the document link, the document will open in your browser

Click on ‘Save As’ to save to a location of your choice.



# Step 5 – Troubleshooting

If you search for an invalid unit code, the following error message will be displayed.





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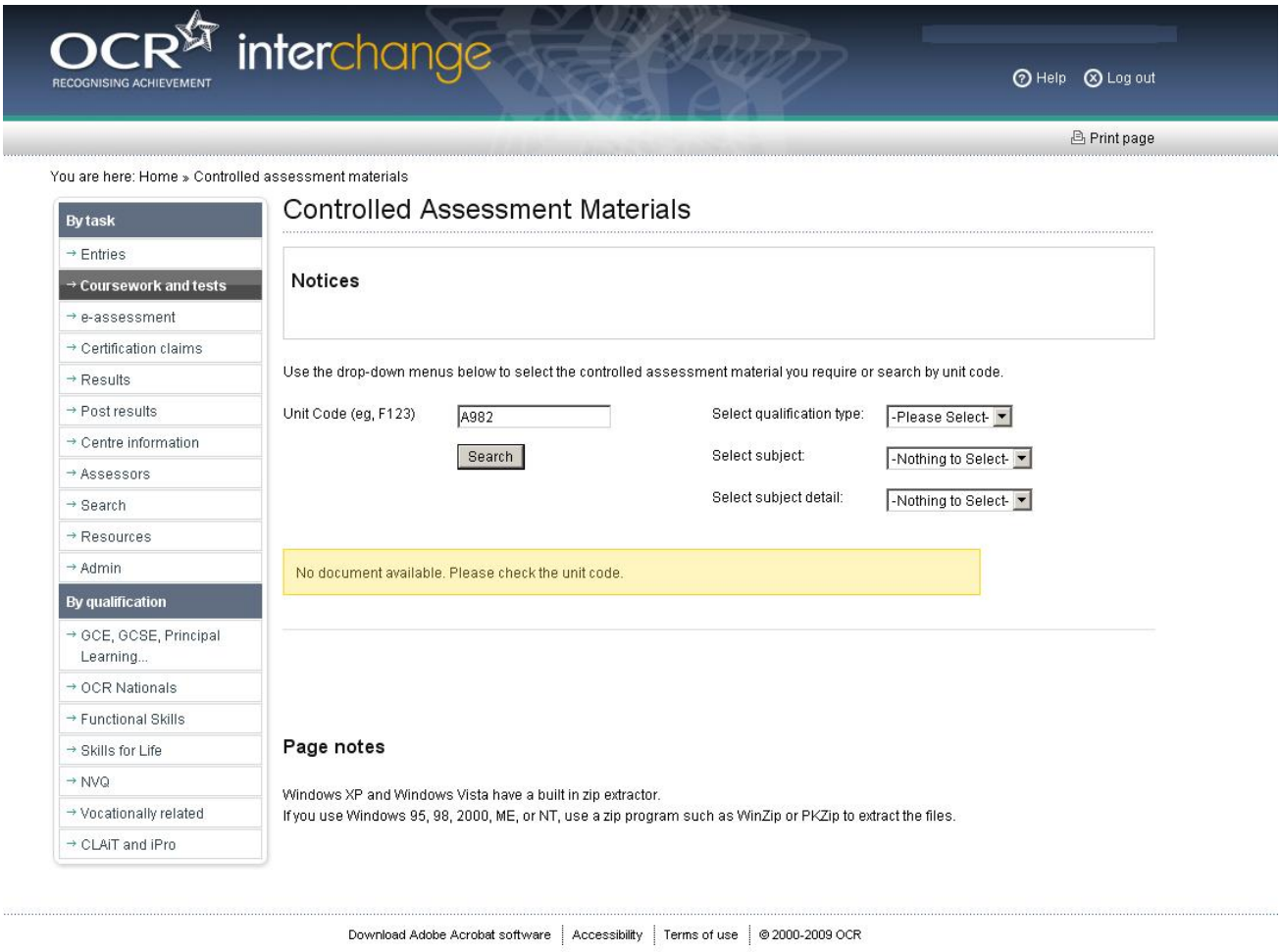
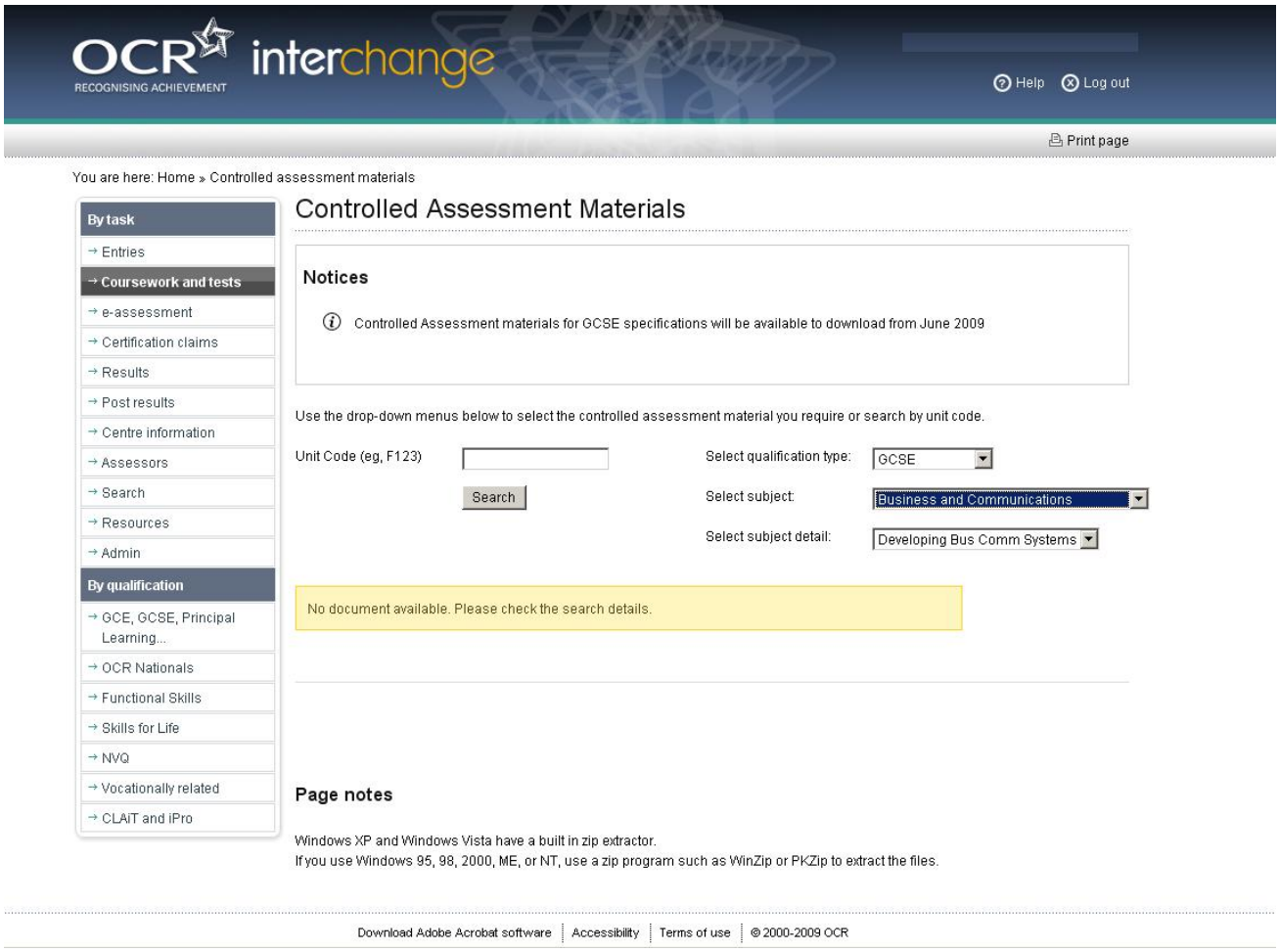
If you search for a valid unit code but there is no document currently available, the following message will be displayed.



If you search via the ‘drop down’ menus but there is no document currently available, the following message will be displayed.





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# 8 Guidance for the production of electronic Controlled Assessment

The materials produced for Controlled Assessment in Units A621 and A623 form a Controlled Assessment portfolio, stored electronically.

**Structure for evidence**

A Controlled Assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index, called 'Home Page'.

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the Unit code (A621 or A623), so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces evidence for the Controlled Assessment. The evidence for each element should be contained within a separate folder within the portfolio. Each of these folders is likely to contain separate files.

Each candidate's Controlled Assessment portfolio should be stored in a secure area on the centre network. Prior to submitting the Controlled Assessment portfolio to OCR, the centre should add a folder to the folder tree containing Controlled Assessment and summary forms.

**Data formats for evidence**

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format. (Further information on this topic is provided in the separate OCR guidance on digital Controlled Assessment submissions).

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic Controlled Assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

| Accepted File Formats |
|---|
| Movie formats for digital video evidence |
| MPEG (*.mpg) |

| |
|---|
| QuickTime movie (*.mov) |
| Macromedia Shockwave (*.aam) |
| Macromedia Shockwave (*.dcr) |
| Flash (*.swf) |
| Windows Media File (*.wmf) |
| MPEG Video Layer 4 (*.mp4) |
| Audio or sound formats |
| MPEG Audio Layer 3 (*.mp3) |
| Graphics formats including photographic evidence |
| JPEG (*.jpg) |
| Graphics file (*.pcx) |
| MS bitmap (*.bmp) |
| GIF images (*.gif) |
| Animation formats |
| Macromedia Flash (*.fla) |
| Structured markup formats |
| XML (*xml) |
| Text formats |
| PDF (.pdf) |
| Comma Separated Values (.csv) |
| Rich text format (.rtf) |
| Text document (.txt) |
| Microsoft Office suite |
| PowerPoint (.ppt) |
| Word (.doc) |
| Excel (.xls) |
| Visio (.vsd) |
| Project (.mpp) |

Please consult OCR guidance on digital Controlled Assessment submissions for advice on compatibility of versions of these file formats.


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