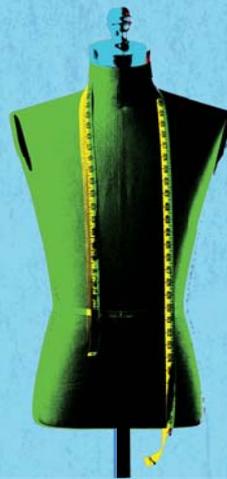


# Edexcel GCSE

# Design and Technology

# Controlled Assessment

## Teacher Support Book



# Welcome to the GCSE 2009 Controlled Assessment Teacher Support Book

This Teacher Support Book has been designed to provide you with the answers to key questions that will arise 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 D&T suite and some content which will be specific to your chosen option.

Inside you will find some fantastic content, including:

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

## Expert advice from the people who know



Bob Miller  
Chair of Examiners

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.



Mark Limbert  
Quality, Delivery  
and Awarding Manager

To speak to our Design & Technology Subject team, please call **0844 576 0027** or email: [coursework@edexcel.com](mailto:coursework@edexcel.com)

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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:

- Students 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.
- Students must do the majority of their design folder write up and all of their making under controlled conditions.
- Students 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 students 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 student's own, authentic work. Both students and teachers will be required to sign an authentication statement to this effect to accompany the work submitted for moderation.

## What will students actually do?

Students 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). Students are free to choose different tasks for each of their design and make activities. For example, (Graphic Products)

Separate Design and Make Activities:

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

This supports students whose strengths may not be in both designing and making (refer to delivery model on page 10 of the Teacher's Guide).

# Overview of assessment

Unit 1: Creative Design and Make Activities consists of a Design Activity and a Make Activity:

Design activity (50 marks) Students will undertake a design activity covering the following three stages and eight assessment criteria:		Make activity (50 marks) Students 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		

- Controlled Assessment is weighted at 60% of the course.
- It's worth 100 raw marks and 120 UMS.
- The first certification opportunity will be in 2011.
- Students are assessed through teacher-moderated assessment.
- Any students re-sitting this unit must submit entirely new work and not simply embellish previously assessed work.
- Students 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.

## Section 2: Overview of assessment

### Preparation

Students can undertake preparatory work outside of the classroom without supervision.

### Write-up and making

Students 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 students should be encouraged not to exceed set deadlines.

Students must complete the following under informal 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 students 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 individual students' work.

Students 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.

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

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

### Feedback to students

Teachers should give generic advice only during controlled assessment activities in order to ensure students are kept on track. This may include suggestions for broad areas of improvement, but should not focus on specific improvements to target marks. A student'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.
- Students who are absent may complete the work at another time. There are no restrictions on communication between students who have and who haven't completed the assessment, as there would be in a live examination.
- Teachers must ensure that a student's portfolio evidences about 40 hours of 'gainful employment' and should not include time spent waiting for materials or access to equipment.

### What can students 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.
- Students 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 student.

### Can students work on a computer?

“ Yes, the write-up can be done using ICT provided the teacher is happy that the work presented by a student 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. ”

### What about students who qualify for extra time in examinations?

“ Some students 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:

- Students are allowed to undertake research outside of the classroom but all write-up must be completed under informal teacher supervision in the classroom.
- Students 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 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 backgrounds to sheets which require time to download.

Please ensure that one CD is used for the work of just one student. It is also good practice to test each CD on another computer to see if it works properly.

Coursework Mark Record Booklets (CMRBs) still have to be submitted as hard copies. Retain a hard copy of each student'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 at the end of each academic year.

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

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

### Can students follow different tasks in one teaching group?

“ Yes, students are free to choose their own tasks in discussion with their teacher. However, some teachers may feel it more appropriate to guide their 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 students to maximise their potential in achieving a successful outcome to their work. ”

### Can students choose different design and make tasks?

“ Certainly, if students are following a separate design and make route then 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, eg

- 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, eg

- 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, eg

- 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, eg

- 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, eg

- 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, eg
  - A range of products for the elderly
  - A range of products for diabetics
2. Vegetarians, eg
  - A range of products for lacto vegetarians
  - A range of products suitable for vegans
3. Sports nutrition, eg
  - A range of products for elite athletes
  - A range of products for rowers
4. Multi-cultural, eg
  - A range of products influenced by Italian recipes
  - A range of products influenced by Asian recipes
5. Celebration, eg
  - A range of products suitable for a child's birthday party
  - A range of products suitable for an engagement party

### GCSE Graphic Products Tasks

#### 1. Packaging, eg

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

#### 2. Point-of-sale display, eg

- 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, eg

- 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, eg

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

#### 5. Interior and architectural design, eg

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

### GCSE Resistant Materials Tasks

#### 1. Storage, eg

- 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, eg

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

#### 3. Furniture, eg

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

#### 4. Leisure, eg

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

#### 5. Outdoors, eg

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

### GCSE Textiles Technology Tasks

#### 1. Sports fashion, eg

- 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, eg

- 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, eg

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

#### 4. Child's play, eg

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

#### 5. Sustainability, eg

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

# Further guidance on 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 students to find a route through their project by identifying the main issues that need to be addressed and focussing 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)

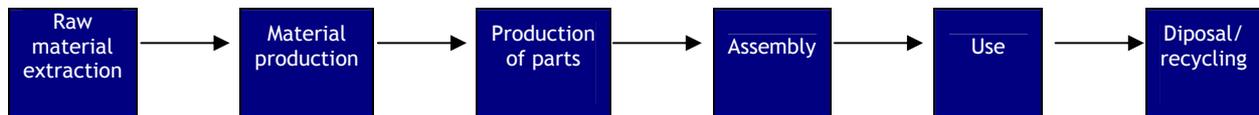
“ What is really important here is that the research is selective and avoids all unnecessary padding.

'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).

## Section 3: Task setting

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. Students 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 - students can bring research notes into the class but the write-up of the research must be under controlled conditions.



### 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)

“ Students 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?



# Section 3: Task setting

## 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 students 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 student 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 student 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 students 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.

”

## 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. Students 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 student'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 students 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.



# Section 3: Task setting

## Stage 3 Develop

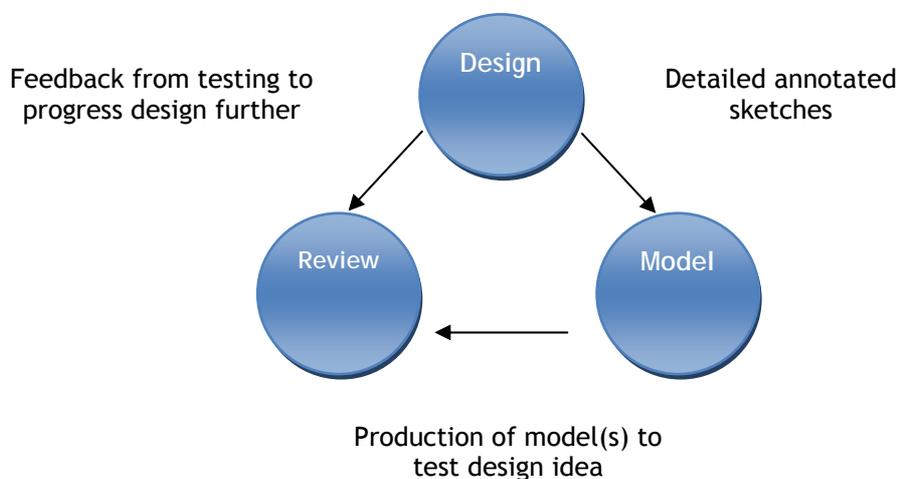
### 3.1 Development

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 students 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. Students should understand that ‘develop’ illustrates change and should include features of previous design ideas being used to produce the final design proposal.

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 student 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 students leave this project at this stage and start a different make project?**

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

”

### Make activity

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

“ If students 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 products should be taken so that students can access the high mark bands. For example, does it require a wide range of skills and processes to be used in its manufacture? ”

Could a student 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 student totally unrelated to the previous design task. For example, the student 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 student 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.

”

## 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 all 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 in preference to another, 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. ”

## Section 3: Task setting

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

“ Students 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 students better than we do and will endeavour to ‘agree’ marks awarded if fully supported and justified. ”

### Witness statement

The teacher should use the witness statement as evidence of their observation of an individual student’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

# Section 3: Task setting

## 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 it's 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 student. However, suitable annotation of photographs making reference to health and safety procedures may be good practice. ”

## 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. This is ideal if following a combined design and make activity. 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 this make activity it is necessary to provide a brief manufacturing specification against which students 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 any marks awarded for quality of written communication?

“ There are no specific marks awarded for quality of written communication (QWC). However, a student 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 ”

# Suggested resources to support teachers and students

Before you choose your controlled assessment option, you will need to have an idea of available resources to support your teaching of the course.

The following is a provisional list of resources which may be updated as publishers begin to produce new resources to this support controlled assessment topic.

### GCSE Design and Technology

- Design and Technology text books for Resistant Materials, Graphics Products and Food Technology - [www.pearsonschoolsandfecolleges.co.uk/Secondary/DesignAndTechnology/14-16/EdexcelGCSEDesignandTechnology/EdexcelGCSEDesignandTechnology.aspx](http://www.pearsonschoolsandfecolleges.co.uk/Secondary/DesignAndTechnology/14-16/EdexcelGCSEDesignandTechnology/EdexcelGCSEDesignandTechnology.aspx)
- Podcast - [www.edexcel.com/cap](http://www.edexcel.com/cap)
- Ask the Expert - [gcsedandt@edexcelexperts.co.uk](mailto:gcsedandt@edexcelexperts.co.uk)

Exemplar materials on OSCA, website and schemes of work for the 5 strands on Design and Technology

- 2RM01 Resistant Materials - [www.edexcel.com/quals/gcse/gcse09/dt/Resistant](http://www.edexcel.com/quals/gcse/gcse09/dt/Resistant)
- 2EP02 Electronic Products - [www.edexcel.com/quals/gcse/gcse09/dt/electronic](http://www.edexcel.com/quals/gcse/gcse09/dt/electronic)
- 2FT01 Food Technology [www.edexcel.com/quals/gcse/gcse09/dt/Food](http://www.edexcel.com/quals/gcse/gcse09/dt/Food)
- 2GR01 Graphics Product - [www.edexcel.com/quals/gcse/gcse09/dt/Graphic](http://www.edexcel.com/quals/gcse/gcse09/dt/Graphic)
- 2TT01 Textile Technology - [www.edexcel.com/quals/gcse/gcse09/dt/Textiles](http://www.edexcel.com/quals/gcse/gcse09/dt/Textiles)

