

Script: Live Event

Event Code:	1DT0-20P4
Event Title:	GCSE in Design and Technology - Coursework marking training Component 2 – New to Edexcel

Slide No.	Script (verbatim)
	Red text spoken but not on slides, Blue text direction for presenter
Slide 1	<p>Title slide – Hello, my name is BEN PRICE. Welcome to the online inset training programme for GCSE Design and Technology. This training event is designed for teachers who are new to Pearson Edexcel and are delivering our Pearson Edexcel GCSE Design and Technology qualification.</p> <p>The aim is to give you an overview of the course which maybe different to other boards. Having a copy of the Specification to hand will be useful as we go through the presentation for reference. The example of the candidates' work <i>is not</i> intended to represent recommended course structure or delivery, we are using it purely as a real example of work to which we can apply the assessment tools.</p>
Slide 2	<p>In this presentation are going to look at the structure of the course as well as the subject content and how we assess the work of the candidates.</p> <p>We will be looking at a couple of different ways of how to teach the course, however this will be dependent upon the teacher, the candidates and the facilities.</p> <p>The presentation is full of examples that you can use as examples with your candidates and staff in your centre, which were taken from the</p>



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	<p>first live series and so the contexts will pertain to the contexts from that series.</p> <p>Pearson centres are well supported and we will look at some of the ways you can get in touch.</p>
Slide 3	<p>When we designed the qualification we wanted to put a greater emphasis on building innovation into the design work, which is why 20% of the NEA is focused on the designing.</p> <p>The way we designed this course was to listen to the teachers. Teachers still wanted to be able to specialize so rather than teach broad, we allowed teachers to teach a breadth of the core knowledge in the written paper, but still allowed candidates to specialise in one area, and that part was the largest.</p> <p>As I mentioned the iterative design element was a gear change in the NEA, so this has a larger percentage of marks to the legacy Controlled Assessment Task. Teamed with the Design section the creative design and make takes up nearly 60% of the NEA to support our creative candidates.</p> <p>The way that Pearson specifications are written is that they are detailed and outline all the subject content that you need to teach your candidates.</p> <p>The qualification was written with key members sitting on the A-Level team too so the two run seamlessly one after the other.</p>
Slide 4	<p>As I mentioned, we are going to run through the overview of the qualification, the content, assessment overview, potential teaching strategies as well as look at a breakdown of the paper, the Non-Examined Assessment and any support and next steps.</p>
Slide 5	<p>When we crafted this qualification, we worked with lots of different stakeholders, teachers, candidates, lecturers, leaders in industry</p>



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	<p>including Dyson, The Design and Technology Association and the Royal Academy of Engineering.</p> <p>Our content is split into two sections; technical principles and design and making principles. This is a standard across all boards so this should follow a similar format to what you are used to already.</p>
Slide 6	<p>As you will be aware exam boards can no longer offer a choice of several different titles in specialised material areas. There is only one; Design and Technology.</p> <p>However at Edexcel, candidates are allowed to specialise in a material area in their written paper.</p>
Slide 7	<p>Candidates can select from Metals, Papers and Boards, Polymers, Systems, Textiles and Timbers as their specialism within the paper.</p> <p>As teachers you will have to tell your examinations officer which students are doing which material area prior to the exam.</p> <p>It would make sense to have all students in the class covering the same material area, however there is no requirement that the candidates make their project in their NEA from the material they have decided to specialise in.</p>
Slide 8	<p>As per the GCSE Reform in 2017, the GCSE subject content now has a requirement to include 15% mathematical and science knowledge, skills and understanding.</p>



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	<p>The mathematical skills are assessed in the written paper only and counts for 15% of the written paper. 10% in the Core section and 5% in the Specialist section.</p> <p>The level of demand for the maths is no higher than higher level Key Stage 3.</p> <p>Science skills are embedded with in the Design and Technology content and do not have a prescribed percentage attached to them. This will be through content such as properties of materials.</p> <p>This DfE Subject Content can be found in Appendix 1 and 2 of the specification.</p>
Slide 9	<p>As part of the reform, coursework is now referred to as Non-Examined Assessment or N.E.A.</p> <p>The NEA is now worth 50% rather than 60% as it had been previously.</p> <p>Within the NEA, all students are asked to produce a design and make project in response to one of the contextual challenges that are published on the Edexcel website on 1st June, a year prior to the examination series they will be entered for.</p>
Slide 10	<p>Let's look at the qualification overview.</p> <p>Component 1 is the written paper and counts for 50% of the final grade. The paper is externally assessed by Pearson and lasts for 1hour 45 mins. The paper is out of 100.</p>



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The paper includes calculations, short open and open-response questions as well as extended open response questions. These are focused on:

Analysis and evaluation of design decisions and outcomes, against a technical principle, for prototypes made by others.

Analysis and evaluation of wider issues in design and technology, including social, moral, ethical and environmental impacts.

These cover A03 and A04.

The written paper is split in two; the Core (Section A) and the Specialist sections (Section B).

Students must answer all questions in The Core and it is worth 40 marks or 40%. All material areas will be covered.

Students select ONE specialism to follow for the course and this is examined in the Specialist part of the paper. This counts for 60 marks or 60%. Students must select from Metals, Papers and Boards, Polymers, Systems, Textiles and Timbers.

Students must have calculators and rulers in the examination.

Component 2 is the Non-Examined Assessment project. This is internally assessed by the assessors in the centre and externally moderated by Pearson. The NEA counts for 50% of the qualification and is worth 100 marks.



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	<p>On the 1st June, THREE themes are provided, each with two contextual challenges. Students should be given the opportunity to select ONE and make a response to it.</p> <p>Candidates will produce a project which consists of a portfolio and a prototype. The portfolio will contain approximately 20 to 30 sides of A3 or the electronic equivalent.</p> <p>There is no expectation that the students will follow the same material specialism from their written paper. Candidates are guided to explore and work in a range of materials, however candidates will not be penalised if they wish to work in one material area, e.g. Textiles.</p> <p>The NEA is broken down into four sections; Investigate, Design, Make and Evaluate.</p>
Slide 11	<p>There is not ONE way to teach this course and it will depend on many different factors;</p> <p>Staffing How the candidates work Facilities available</p> <p>However, a good starting point is considering a 5-year GCSE, starting with Key Stage 3 and looking at what you can start to teach in Key Stage 3 so when you come back to teach it in Year 10 or 11, students are already familiar with the content.</p> <p>Candidates should be offered the full range of Design and Technology activities covering all material areas including Systems. This again may be lower down the school and specialise at GCSE, however candidates should have some knowledge of these other materials and technologies that they may wish to add into their work or be examined on.</p>



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	<p>Candidates should be exposed to mathematical-based skills at an appropriate level. Using past papers are useful and as there are 6 every year, there are six examples to use with your candidates from each series. You may choose to start in Key Stage 3 with drip feeding maths into your lessons, or you may choose to start in Year 10, but it is important to set some designated lessons to start training your candidates with.</p> <p>Some centres use Year 9 to undertake a Mini NEA task in response to one of the previously published Contextual Challenges. Other centres do this in Year 10 with one or two Mock NEA tasks to prepare candidates with the assessment criteria and feedback and so they have 'what a good one looks like' for when they start their NEA.</p>
Slide 12	<p>With the advent of the release date of 1st June, means that Year 10 can be devoted to teaching the specification content. How you do that is up to you. Some centres start with the Core whereas others dive straight into the Specialism and leave the Core till the end of Year 10.</p> <p>You may not choose to do a Mini-Mock NEA, but you may still choose to look at different elements of the NEA across different projects, so at least they have done every grid at least once.</p> <p>The iterative design process, although nothing new, does focus on the wider range of iterations than in previous qualifications, so you may choose to focus on a project whereby candidates make a wider range of iterative models.</p>
Slide 13	Let's start by looking at the Written paper in a bit more detail.
Slide 14	The written paper is split into two sections, with Section A being common to all papers. Candidates will have ONE paper and it will contain the Core section followed by the Specialist paper. Centres will



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	<p>enter candidates for a specialist paper and candidates will sit one paper in its entirety.</p> <p>Section A tests the core content from the specification. It is a total of 40 marks, contains 10 marks for maths-based questions and culminates with an open-response extended written question.</p> <p>Section B tests one of the six specialist material areas. These papers ARE templated and therefore they follow an identical style and format. One material area is NOT easier than another. It is useful to look at the same question from different papers within that series to find a wider range of questions, however the answers will be similar.</p> <p>The Specialist paper is out of 60 with 5 marks which are math-based and culminates with an open-response extended written question.</p> <p>The paper is 1 hour and 45 minutes long.</p>
Slide 15	<p>The exam paper is written using a common hierarchy of command words which candidates should become familiar with in terms of the type of response each command word elicits. It is good practice to share these with the candidates. A list of these and their meanings can be found in the Appendix on pg85 of the specification. They include in no particular order:</p> <ul style="list-style-type: none">CalculateDescribeDiscussEvaluateExplainGive / State / NameIdentifyUse annotated sketches to show



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	We are now going to look at a range of these questions in situ within the paper.
Slide 16	<p>Give / State / Name questions only requires a single word or a short sentence in order to be able to answer the question and are worth ONE mark.</p> <p>Here the response scored ONE. The question comes from the table in Question 1 with a range of products and materials with candidates explaining the reason for use. Here the Cedar roof tile is Water resistant which is why it is useful as a roof tile.</p>
Slide 17	<p>This question, Q5 comes is the first question from Section B. It is a nice question as it allows candidates to be creative and to develop an idea that is already in place. The design is water-marked for them to amend and add to. The question has a common format across the papers however it does differ for the different specialisms to fit.</p> <p>The candidate needs to modify a design proposal to take into consideration some additional specification points. Each bullet point contains two marking points, one lower level and one higher level. The response should be written and drawn. It is important to stress that it is not sufficient for candidates to simply repeat the stem saying for example 'easily accessed'. They need to explain how it is easily accessed. Notes and sketches should be used to communicate here. This response scored 5 out 6.</p>
Slide 18	<p>This question is the final question on the paper and is one of two Extended Open Response questions. This is marked using a Levels-Based Mark Scheme rather than a mark a point. There is indicative content to provide a guide to the examiners or the assessors if you are using it in school. You should remember that it is neither definitive nor</p>



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	<p>exhaustive. It is important that Evaluate questions contain a conclusion.</p>
Slide 19	<p>Explain Questions. Explain type questions are worth two marks each, but there are some questions on the paper where 3 marks are awarded for a single explanation, so it is important to make candidates aware of this by looking at the number of marks available for each question. One 'Explain' would be worth 2 marks. 'Explain two' would be worth 4.</p> <p>This example scored 2 out of 2 as it included a point; less carrier bags are needed, with a justification; which would mean less profit for the company.</p>
Slide 20	<p>Mathematical Skill is new to D&T as we know it. It can be assessed in several different ways, which means it doesn't always come in the form of a calculation...which is good. As I mentioned earlier, this content can be found in more detail in Appendix 1 in the back of the specification on page 79.</p>
Slide 21	<p>There is no disputing that Maths has its place within Design and Technology, however Maths will only be assessed in the written paper but candidates should be encouraged where possible to demonstrate their mathematical ability in their NEA.</p> <p>Maths skills represent 15% of the overall examination paper and come as arithmetic and numerical computation, handling data, use of graphs and geometry and trigonometry. These are listed in Appendix 1.</p> <p>The level of Maths equates to that of higher-level Key Stage 3.</p>



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Slide 22	<p>For Calculate questions it is important to stress to candidates that they should show ALL their working out. Correct answers alone will score full marks, however if the answer is incorrect and the working out or method of working out is correct, they can still pick up some marks if their working out is partially correct using the concept of ECF or Error Carried Forward.</p> <p>The response scored 2 marks out of 2 for a correct answer of 29%. The candidate gained one mark for the working and one mark for the final answer. '29%' on its own with no working out would have also gained 2 marks as it was correct.</p>
Slide 23	<p>The Arithmetic and numerical computation question comes from the 2019 paper. The examiners are well aware of different types of ways of answering questions, and if the answer is correct the candidates will gain full marks.</p>
Slide 24	<p>This candidate example has been set out clearly and is easy to follow. In the first instance the answer is correct, but the candidate has shown the steps taken along the way to arrive at their final answer which is to be encouraged.</p>
Slide 25	<p>Now let's look at the Non-Examined Assessment element.</p>
Slide 26	<p>If you have moved to us from another exam board you will be aware of the same implications I have mentioned earlier; a design and make project which counts for 50% of the qualification, starts on the 1st June and is based on the selection of a contextual challenge provided by Pearson Edexcel.</p> <p>As I have mentioned, candidates do not have to produce a project which mirrors that of their specialist paper selection, however it does make sense. The NEA project prototype should look to use a range of</p>



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	<p>materials however if a candidate decides to make a prototype made completely of timber or completely of metal or completely of textiles, they will not be penalised for this.</p> <p>Due to the nature of an iterative design project we decided not to provide any suitable learning hours as we felt that it might take some candidates longer than others. This is about you and your candidates and whatever is appropriate for you.</p>
Slide 27	<p>The prototype must be a fully-functional model which should be capable of being tested, even if it is a scaled model.</p>
Slide 28	<p>Contextual Challenges are released by Edexcel to their website on 1st June. Candidates should be given a choice of THREE themes each with TWO contextual challenges, from which they should choose ONE. Candidates should be given a FREE choice to make their own decisions as it should be something that they wish to work on and will hold their interest for the best part of a year. Where centres impose or dictate particular contexts, this can backfire on the centre. Candidates should feel empowered to follow these design decisions and make a prototype that works for them. This will allow for a much more creative direction too and allow them to take ownership of their project.</p> <p>Candidates should identify a problem and a design context and then develop a range of potential solutions and realise one.</p> <p>Candidates should be directed to find user groups and target audiences to design for however if candidates decide to find clients that should be praised. Following either of these routes will allow for a much more realistic experience.</p> <p>They may be some opportunities to use maths skills through maths modelling, or even addition of final parts or total costs.</p>



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Slide 29	<p>A Candidate Assessment Booklet (CAB) is available to download from the Pearson Edexcel website. All students should sign the Candidate Authentication form and the centre assessor should fill in the CAB for each candidate which is sent off.</p> <p>Pearson randomly select 10-15 candidates for moderation depending on the size of the cohort. These candidates' work must be internally assessed, moderated and uploaded to the Pearson portal.</p> <p>As the qualification is ONE qualification, Pearson Edexcel only require between 10 and 15 candidate folders to be uploaded to the portal. If the centre has one group in the cohort, this will obviously come from one whole group, however if the cohort has several groups, comprising of Papers and Boards, two groups of Systems, Textiles and two groups of Timbers, the 12-15 candidates may come from the full cohort and cover several groups as it is at random. It is now more important that as a department YOU internally standardise across all material subjects and teachers to ensure that any leniency or harsh marking is picked up before any work is sent off for moderation externally by Pearson Edexcel as any inconsistencies will cause problems. All work must be retained by the centre during the live marking window and can be passed back to students after the enquires about results window has closed in October.</p> <p>It is very important that the correct numbers are entered into the spreadsheet on the portal to ensure that marks tally with the ones on the CAB. You may also want to guide us to information on certain pages with some annotation to give us any extra information.</p>



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	<p>The candidates Candidate Authentication form, CAB and NEA work should be uploaded electronically on or before 15th May.</p> <p>It is worth noting that we accept work on any medium and candidates should work on the medium that suits them or the school the best.</p>
Slide 30	<p>The Contextual Challenges are released on 1st June and all contextual challenges should be shared with the candidates. It is VERY important that you use the correct themes and contextual challenges for that series.</p> <p>Specific project controls relating to candidate independence and teacher guidance to candidates is given on pg 60 of the specification.</p>
Slide 31	<p>These are the Contextual Challenges and Themes that were released on 1st June 2020 for those candidates who will be sitting the exam in the summer of 2021.</p> <p>An overview for Component 2 in terms of further guidance to include in each of the following sections is included on page 55 and beyond in the specification.</p>
Slide 32	<p>Investigate – should comprise of 5 or 6 sheets, for example; considering potential problems and potential users Contextual research pertinent to the theme and market research Existing products and the work of others /companies('Lego' here) which includes form and function.</p>
Slide 33	



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	<p>The specification is a list of requirements that the design must do or comply with. Research undertaken in the investigate section should be used to justify the inclusion the specification points. The specification should also include some technical and measurable points which can be tested at the end of the project in the testing and evaluation section. This is also where the marks are for Design Brief however your candidates may place it elsewhere, just signpost us in the CAB to where it is.</p> <p>Here the candidate has written a detailed Spec but has later tweaked it due to changes. Points are measurable (must be within a 100g tolerance of 1kg) and technical (completely count in a consecutive sequence). Each point is justified in bold. Although a little specific, the candidate score 8 out of 8.</p>
Slide 34	<p>Design ideas should reference design strategies, specification points, user wants and needs, materials and manufacturing processes. Candidates should come up with a minimum of three designs focused on meeting the contextual challenge.</p> <p>Here the Textiles example has some discussion of materials and techniques, they have made reference to some user needs and wants and specification points however these have been implicit. There is some modelling and sampling that takes place and this was credited in Development. The candidate focusses on a user centred design approach.</p> <p>In the Systems example, the candidate discusses materials and components in some detail, along with manufacturing processes and implicitly covers user needs and wants and specification points. In later pages the candidate signposts the reader to these by using headings which is good practice. The circuit utilises systems thinking and user centred design is mentioned.</p>



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	<p>In the Product Design approach, the candidate shows two designs, with some inspiration from their existing products as a form of a design strategy. The annotation covers materials and manufacture with some user wants and needs and spec points met implicitly throughout the annotation on the design pages.</p>
Slide 35	<p>Once the candidates have designed their prototypes, they should review their design ideas against their specification. The review of initial ideas needs to consider each idea against the initial specification and how it meets or fails to meet each of the points. A conclusion of the overall outcome is to be encouraged here with any potential modifications. It is ok at this point to be opinions of the candidate however it is good practice to use the views of their client or focus group.</p> <p>Candidates here have RAG rated their statements with Red, Amber and Green depending on how well it meets the Spec points.</p>
Slide 36	<p>This is where we now have 4 levels of assessment as opposed to 3 in the other grids so far.</p> <p>Here we would expect to see much of the design iteration with careful record keeping and photographic evidence of any models made to show the iterative developments. This work should conclude with the presentation of a final design proposal.</p> <p>Candidates should be directed to follow a cyclic movement of Research – Develop – Model – Test to come up with a final solution. There is no explicit number of iterations a prototype should take as it is dependent on the candidate and the project.</p> <p>Candidates should be using a wide range of methods; card and paper models, block models, blue-foam models, samples and seam samples, toile, modelling of joints, 3D CAD models, 3D-printed models, laser cut</p>



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	<p>models, circuit simulations, PCB simulations, flowcharts and coding to conclude with a working solution. Better examples will simulate to test that it is suitable.</p> <p>Candidates should conclude this with a Final Design which should be able to be followed by a skilled third party i.e. YOU. This might look like or include 2D CAD to be cut out by hand or CNC machinery, cutting lists, material dimensions, bill of materials, engineering drawing, dimensions, maths modelling, final CAD renders, line drawing, images of prints or embroidery motifs, lay plans, net developments, PCB artwork, flowcharts, wiring diagrams and details of CMYK codes for colours to be printed to name but a few.</p> <p>Candidates should also document any manufacturing methods as now Planning has been omitted in the reformed qualification.</p> <p>It is at this point that any Final Design should relate to the prototype that is being made. If the candidate has been designing a building it is the prototype that will be drawn and the sizes of the prototype that will be given for a third party to make this. This will also include materials and manufacturing processes.</p>
Slide 37	<p>This section is credited throughout the Design and Developments stages and not throughout the whole folder. An extensive list is given on page 57 of the specification of what techniques can be employed to demonstrate communication of design ideas.</p> <p>Communication relates to the Written, Drawing and CAD used in the Design and Development section. It is expected that in the 21st century there is a whole host of opportunities for CAD; apps to software, 3D and 2D.</p> <p>Here the first candidate has produced two card models and some 3D CAD. They later produce some PCB designs which are simulated.</p>



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	<p>The second example uses some seam and threading techniques as well as some printing of the Skull design.</p>
Slide 38	<p>This section should look at how the final design proposal meets the initial specification. It should include how user group feedback was taken into consideration throughout the development process.</p> <p>Here candidates should only look at the specification points that they have identified as not meeting the Spec back in Review of Initial Ideas and have worked on these throughout the Development section.</p> <p>It is wasted time going back and saying that a design meets a specification point when it did before when those elements have not been changed. Reference to the user group with some user group feedback should be made to validate the work.</p> <p>There are some marks here (bullet point 1) for analysis of the developments which are awarded throughout the Development section. Any evaluative comments for this are marked as this final end review which is evidenced on these pages.</p>
Slide 39	<p>This is an example of a Final Design page. It shows the views but in this page is lacking dimensions. A 2D CAD vector drawing is shown for cutting out on a CNC machine. What we are looking at here however is the table in the middle.</p> <p>Candidates here are awarded marks for Selection of Materials. Candidates should make reference to the choice of materials and explain their reason for choice. Candidates will only be awarded a level 1 mark if no evidence is submitted as we realise there must have been some selection taking place. For the higher-level marks, we expect candidates to explain the reasons for choice related to the context it is being used for. Candidates need not mention every single</p>



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	material and component but should make reference to the main materials and components used in their project.
Slide 40	<p>At Pearson Edexcel we ask that candidates produce a photographic diary and accompanying notes to document the manufacture of their prototype. Photographic diaries are a good way to record the manufacturing stages of the product along with notes about safe working practices. These three elements together are used to assist the moderator in agreeing your marks.</p> <p>The photo so we can see the prototype taking shape The information relating to the process with competency And the health and safety being taken into consideration.</p>
Slide 41	<p>The page shows the Quality and Accuracy of the prototype. A final set of good quality photographs showing close-up detail should be used wherever possible. There should be some evidence to show levels of quality and accuracy such as parts being measured or aspects of the product functioning.</p> <p>The example here is well made, neatly finished to a high quality. The crank handle moves easily and the rest of the system moves smoothly. Very often we can see from the photographic evidence supplied if a prototype is accurately made or not, however it is often followed up with a client feedback to say as such, like this candidate has done here.</p>
Slide 42	<p>On this page the candidates have tested their prototypes against the measurable and technical specification points. In the first example the candidate has used the specification points down the left hand side and evaluated the work by RAG rating them with some evaluative comments.</p>



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	<p>In the Systems example, the candidate has carried out tests to show the prototype functioning with some specification points being tested and evidence of these tests shown on the right.</p> <p>Best practice should be to carry both of these methods out along with a Life Cycle Assessment of the final prototype against its ecological footprint.</p>
Slide 43	<p>I am now going to look at some methods of support from Pearson Edexcel.</p>
Slide 44	<p>Let me introduce you to Evren Alibaba. Evren, along with Abu are on hand and are there to advise you with any questions you may have.</p> <p>They are available by ringing the phone number, or hit the link for the email system to send them a message. Evren is also on Twitter on @PearsonTeachDT and there is also a support network on Facebook too. Search PearsonD&T.</p> <p>There is also a weekly maildrop to receive important updates to the qualification so you are kept up to date, and there is also a D&T Community page which you can join too.</p>
Slide 45	<p>There are some course planners available online if you are thinking about delivering a two or three year course</p> <p>A range of different NEA exemplars with commentaries including marks and explaining why they are awarded those particular marks.</p>



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	<p>There are some Mapping Documents so if you are transferring to us from another board we have documents to show where the similarities and differences are.</p> <p>All past training events are available online for you to download and listen to from the Edexcel website</p> <p>Getting Started and NEA Guide Books are available to download As well as a Maths Guide</p> <p>Follow the link below which will take you to the Pearson Edexcel Design and Technology page.</p>
Slide 46	<p>Pearson have produced a new for 2017 course textbook which is available in paperback and as a digital copy or ActiveBook. These cover all material areas so you do not need to buy specific books based on different materials, they are all in one book.</p>
Slide 47	<p>There are a number of feedback sessions available and some training modules that have taken place online too.</p> <p>The Chief Examiner report is really useful in covering the exam and NEA content from the series and outlines any good practice as well as any general problems centres had with either component. This is a gem to gain extra information on the qualification.</p>
Slide 48	<p>We also have some scripts which have been anonymised and marked with examiner commentaries so you can follow answers to questions and see why they scored the marks they did.</p>



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	<p>There are SAMs (Sample Assessment Materials) written in 2017 and Additional Specimen Papers (2018) before the first cohort took the first exam so these are useful for mocks and in-lesson questions or homeworks.</p>
Slide 49	<p>ResultsPlus provides the most detailed analysis available of your students' exam performance. This is a free online service which helps you to identify topics and skills where students could benefit from further learning, helping them gain a deeper understanding of Design and Technology.</p> <p>Not only is ResultsPlus really useful in tracking results but what is really useful is access to the candidates' scripts to see how they have done.</p>
Slide 50	<p>Thank you for listening today. I hope it has been useful. Good bye.</p>