Instructions for Teachers

This document and the information contained within is to be made available to centres by 1 June 2016 to allow teachers to plan and resource the Controlled Assessment Task.

The information is not to be disclosed to candidates until 1 September 2016.

Assessment Summer 2017.
Controlled Assessment Task

It is a requirement of the specification that candidates complete a **30 hour design, make and evaluate task**. Teachers are required to monitor and verify that the time limit is adhered to and that the contributions of individual candidates are recorded accurately and that plagiarism does not take place.

**Candidates will not gain additional credit by exceeding the time limit.**

The task can be **carried out in the normal classroom/workshop environment.**

Candidates are allowed **supervised access** to resources that may include information gathered outside the 30 hours of controlled assessment time.

Candidates may gather research/inspirational material prior to or during the assessment period and this can be referred to during the task but this material is not to be included in the material to be assessed. **No graphical work prepared by the candidate or others outside the control rules is to be submitted as part of the task.**

Candidates may collaborate/confer with others in relation to the task but all **assessed material must be the candidates' work only.**

The supervising teacher can give candidates **limited guidance** during the task in order to clarify what is to be done and to ensure that safe working practices are adhered to.

All graphical and written work entered for this controlled assessment must be submitted on the pre-printed pages which are available for download from the WJEC website. **The task must not exceed the 15 A3 pages provided.** Candidates are free to use ICT applications where they are appropriate.

It is the responsibility of the **centre to ensure the reliability and authenticity of all work presented** for this controlled assessment. Teachers and students will be required to sign a declaration that all work presented is the work of the candidate alone. **Failure to authenticate the work may result in grades being delayed or refused.**

Further details of the assessment period, including the assessment criteria, can be found in Section 5 of the Specification for Design and Technology.
The Controlled Assessment Task is divided into two sections.

Section A is concerned with designing the product.

Marks will be awarded for:-

• Analysis of the Task 5 marks  Page 1
• Writing a Design Specification 5 marks  Page 2
• Generating Ideas 10 marks  Pages 3 & 4
• Developing and Modelling a Solution 25 marks  Pages 5 to 9
• Communicating the Final Solution 10 marks  Pages 10 & 11
• Demonstrating Creative Thinking 5 marks  Throughout

Section B is concerned with planning, making and evaluating the product.

Marks will be awarded for:

• Planning the make 10 marks  Page 12
• Making the Product 90 marks
• Evaluation of the Product 10 marks  Page 13
• Suggesting Improvements 10 marks  Page 14

When completing the Controlled Assessment Task candidates should:

• Contextualise the chosen brief.
• Design creatively by generating, developing, planning and communicating ideas.
• Make products by working safely with tools, equipment, components, materials and ingredients.
• Apply systems and control, CAD/CAM, digital media and new technologies appropriate to the focus area.
• Analyse and evaluate processes and products.

Teachers or candidates in consultation with their teachers should choose one of the Briefs set out below.

Brief 1: Indoor sports, health and fitness
Numbers of people undertaking fitness classes, joining gymnasiums, and generally improving their health and wellbeing are increasing every year. Identify a group of users and design and make an electronic product that uses a programmable microcontroller or microprocessor to improve the performance of the target market in the identified indoor activity.

Brief 2: Mechanical aid
Many people struggle with certain tasks for many different reasons. Investigate problems that people experience and design and make a mechanical device that will support the identified users and enable them to complete the previously difficult task with ease.

Brief 3: Multi-functioning product
The ability to perform different functions can often make products more innovative. Undertake research into your chosen topic, and design and make a product that uses a control system to perform a number of functions.