

**Level 3 Advanced Technical Certificate  
in Engineering (360) (1145-30-031)**

**Level 3 Advanced Technical Extended  
Diploma in Engineering (720)**

**(1145-32-031)**

**Synoptic Assignment 2019 – v1.0**

## General guidance for candidates

### **General guidance**

This is a formal assessment that you will be marked and graded on. You will be marked on the quality and accuracy of your practical performance and any written work you produce. It is therefore important that you carry your work out to the highest standard you can. You should show how well you know and understand the subject and how you are able to use your knowledge and skills together to complete the tasks.

### **Plagiarism**

This is an assessment of your abilities, so the work must be all your own work and carried out under the conditions stated. You will be asked to sign a declaration that you have not had any outside help with the assessment.

Your tutor is allowed to give you some help understanding the assignment instructions if necessary, but they will record any other guidance you need and this will be taken into account during marking.

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were your own. Plagiarism is not allowed in this assignment.

Where research is allowed, your tutor must be able to identify which work you have done yourself, and what you have found from other sources. It is therefore important to make sure you acknowledge all sources and clearly reference any information taken from them.

### **Timings and planning**

Where you have to plan your time, you should take care to make sure you have divided the time available between tasks appropriately. In some assignments, there are specified timings which cannot be changed and which need to be taken into account. You should check your plan is appropriate with your tutor.

If you have a good reason for needing more time, you will need to explain the reasons to your tutor and agree a new deadline date. Changes to dates will be at the discretion of the tutor, and they may not mark work that is handed in after the agreed deadlines.

### **Health and Safety**

You must always work safely, in particular while you are carrying out practical tasks.

You must always follow any relevant Health and Safety regulations and codes of practice.

If your tutor sees you working in a way that is unsafe for yourself or others, they will ask you to stop immediately, and tell you why. Your tutor will not be able to reassess you until they are sure you are ready for assessment and can work safely.

### **Presentation of work**

Presentation of work must be neat and appropriate to the task.

You should make sure that each piece of evidence including any proformas eg record/job cards are clearly labelled with your name and the assignment reference.

All electronic files must be given a clear file name that allows your tutor to identify it as your work.

Written work eg reports may be word processed but this is not a requirement.

All sketches and drawings should be neat and tidy, to scale and annotated.

Calculations should be set out clearly, with all working shown, together with any assumptions made. You should use appropriate units at all times and answers must be expressed to a degree of accuracy, consistent with the requirements of the task.

The use of non-programmable scientific calculators is acceptable.

PAST ASSIGNMENT (2019) – DO NOT USE FOR LIVE ASSESSMENT

## Assignment Brief

You are a design engineer employed by a company that manufactures materials handling systems.

A customer has a product which is assembled in several stages, such as:

- inserting a circuit board
- attaching a motor
- adding a gearbox
- assembling the case

Each stage is carried out by a different worker. To speed up the assembly process, they want to use a series of conveyor belts to move products between each activity in the assembly process.

You have been asked to design and make the control system for a conveyor belt. If approved, your design will be used on 160 conveyor belts.

You have been asked to design, build and test a control system that:

- detects when a product is placed at one end of the conveyor belt and starts the belt moving
- detects when a product arrives at the other end of the conveyor belt and stops the belt moving.

The final product should include housings for the two sensor systems. One of the housings should also include a motor, which will be connected to the drive system of the conveyor belt.

### Design Criteria

The design criteria for the control system are as follows:

- there must be a sensor which can detect when a box that is 100-150 mm on each side is placed on the belt
- there must also be a sensor to detect the box at the end of the conveyor belt
- the control system should include a servo motor as an output device
- when the box is placed on the conveyor belt, the conveyor belt must begin moving
- when a box reaches the end of the conveyor belt, the conveyor belt must stop moving
- if there is already a box at the end of the conveyor belt when a new box is placed at the start, the conveyor belt should not move until the box at the end is removed.
- the communication between the sensors and the motor should be managed using a microcontroller
- the sensors should be hardwired to the motor
- there should be no wiring exposed externally
- the external housing must be resistant to minor knocks and bumps
- the external housing must enable installation with standard fixings.

**PLEASE NOTE: You do NOT have to design either the conveyor belt OR a method of attaching the motor to the drive system. That activity is the responsibility of another design engineer.**

## Tasks

### Task 1

Produce a design for the control system. These should include:

- a) a design specification using the design criteria.
- b) an evaluation of suitable sensors for the start and end of the conveyor belt. These may be different types of sensor if required.
- c) an evaluation of suitable materials and design options for the housings.
- d) a description of your chosen design, including CAD working drawings and circuit diagrams with details of the following, as a minimum:
  - all electronic systems and control arrangements
  - all physical parts of the system and the housings
  - design calculations for the power required to operate the servo motor.
- e) a complete BoM (Bill of Materials) for the control system and housings, identifying:
  - parts that are available, i.e. standard components
  - parts that can be modified from standard components
  - parts that need to be specially manufacturedThe BoM should include reasons for the materials and components used
- f) a control program to communicate between the sensors and the motor using the microcontroller.

#### **Conditions of assessment:**

You must carry out the task on your own, under supervised conditions.

#### **What you must produce for marking:**

- design specification
- evaluation of the sensor options and the design options and materials for the housing
- working drawings
- a circuit diagram
- all calculations and diagrams
- a BoM (Bill of Materials)
- an annotated control program.

## Task 2

You are required to build and test a prototype of your control system that is intended to satisfy the design criteria. You should:

- a) build a physical prototype of the system, including the sensors, microcontroller connections, motor, housings and control program
- b) carry out tests of the design functionality and performance.

### **Conditions of assessment:**

You must carry out the task on your own, under supervised conditions.

### **What you must produce for marking:**

- a prototype that is intended to satisfy the design criteria
- records of functional testing demonstrating design criteria compliance
- photographs or video clips of the functioning prototype systems
- photographs, video clips and/or tutor's notes of your working methods and quality of outputs.

## Task 3

Produce a detailed production plan for the **two** housings. This must be suitable for batch manufacture. It should include the manufacture or procurement of component parts and any required quality control measures.

### **Conditions of assessment:**

You must carry the task out on your own under supervised conditions.

### **What you must produce for marking:**

- a production plan.

## Task 4

In your role as a design engineer, produce a reflective evaluation for your manager. This should detail how well your prototype meets the design criteria, identifying areas for improvement in the design following testing.

The evaluation should be no more than 800 words long.

### **Conditions of assessment:**

You must carry out the task on your own, under supervised conditions.

### **What you must produce for marking:**

- a reflective evaluation.

## Task instructions for centres

### Resources

Candidates **must** have access to a suitable range of resources to carry out the tasks including:

- internet access for research of: design ideas, costs, component data
- access to ICT software, such as word processing (product design specification and reflective evaluation) and spreadsheet software for the BoM
- access to CAD software tools suitable for mechanical drawing and electronic circuit design
- manufacturers' datasheets
- scientific calculator for design calculations
- materials to develop the prototype and housing
- programmable microcontroller boards – e.g. PICAXE, PIC, Genie, Raspberry Pi or Arduino
- access to software for programming the microcontroller
- a range of hand and/or machine tools to enable manufacture of the housings
- a range of tools for manufacture of the electronic system. This may include, for example: soldering iron, side cutters, snipe nose pliers, wire strippers, stripboard cutter (if used), PCB/stripboard holder, solder extraction units (portable or fixed)
- servo motors
- DC power supply units
- digital multimeter or oscilloscope
- basic electronic components
- PCB or stripboard for circuit prototype
- a camera (video/still) for recording prototype function.

### Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is approximately **22** hours. Candidates should be required to plan their work and have their plans confirmed for appropriateness by the tutor in relation to the time allocated for each task.

It is recommended that centres allocate the time as follows:

- Task 1 – 12 hours
- Task 2 – 6 hours
- Task 3 – 2 hours
- Task 4 – 2 hours

## Centre guidance

Guidance provided in this document supports the administration of this assignment. The following documents available on the City & Guilds website provide essential generic guidance for centres delivering Technical qualifications and **must** be referred to alongside this guidance:

- **Technical qualifications – marking**
- **Technical qualifications – moderation** (updated annually)
- **Technical qualifications – teaching, learning and assessment**

This synoptic assessment is designed to require the candidate to make use of their knowledge, understanding and skills they have built up over the course of their learning to tackle problems/tasks/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area, and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with an assignment brief. They then have to draw on their knowledge and skills and independently select the correct processes, skills, materials, and approaches to take to provide the evidence specified by the brief.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported to independently use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the synoptic assessment.

Candidates should be made aware during learning what the Assessment Objectives are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks.

Candidates should not be entered for the assessment until the end of the course of learning for the qualification so they are in a position to complete the assignment successfully.

### **Health and safety**

Candidates should not be entered for assessment without being clear of the importance of working safely, and practice of doing so. The tutor must immediately stop an assessment if a candidate works unsafely. At the discretion of the tutor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely however, their assessment must be ended and they must retake the assessment at a later date.

### **Compliance with timings**

The timings provided are estimates to support centre planning. They refer to assessment time, not any additional setting up the centre needs to carry out to create the required to ensure an appropriate assessment environment.

It is the centre's responsibility to plan sufficient assessment sessions, under the appropriate conditions, within the assignment window, to allow candidates reasonable time to complete the assessment tasks.

Where candidates are required to plan their work they should have their plans confirmed for appropriateness in relation to the time allocated for each task.



Candidates should be allowed sufficient time to fully demonstrate the range of their skills, however this also needs to be reasonable and practicable. Candidates should be allowed to overrun their planned timings or professional service times (where they exist) in order for evidence of a range of their skills to be captured. If however, the time required exceeds reasonably set assessment periods, or the tolerance suggested for professional service times, the centre may stop the assessment and base the marking on the evidence up to that point, including the tutor's notes of how far over time the task has taken.

### **Observation evidence**

Where the tutor is required to carry out observation of performance, detailed, descriptive notes must be recorded on the practical observation (PO) form provided. The centre has the flexibility to adapt the form, to suit local requirements (eg to use tablet, hand-written formats, or to ease local administration) as long as this does not change or restrict the type of evidence collected.

The number of candidates a tutor will be able to observe at one time will vary depending on:

- the complexity of evidence collection for the task
- local conditions eg layout of the assessment environment
- amount of additional support available (eg to capture image/ video evidence), staggered starts etc,
- whether there are any peak times where there is a lot of evidence to collect that will need additional support or any that are quieter.

It is advisable to trial the planned arrangements where possible during formative assessment, reviewing the quality of evidence captured and manageability. It is expected that for straight forward observations, (and unless otherwise specified) no more than eight candidates will be observed by a single tutor at one time, and the number will usually be fewer than this maximum. The key factor to consider is the logistics of collecting sufficient evidence.

As far as possible, candidates should not be distracted, or their performance affected by the process of observation and evidence collection.

Observation notes form part of the candidate's evidence and must describe **how well** the activity has been carried out, rather than stating the steps/ actions the candidate has taken. The notes must be very descriptive and focus on the **quality** of the performance in such a way that comparisons between performances can be made. They must provide sufficient, appropriate evidence that can be used by the marker (and moderator) to mark the performance using the marking grid.

Identifying what it is about the performances that is **different** between candidates can clarify the qualities that are important to record. Each candidate is likely to carry out the same steps, so a checklist of this information would not help differentiate between them. However qualitative comments on **how well** they do it, and quantitative records of accuracy and tolerances would.

The tutor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be **detailed, accurate and differentiating**.

Tutors should ensure that any required additional supporting evidence including photographs or video can be easily matched to the correct candidate, are clear, well-lit and showing the **areas of particular interest** in **sufficient detail** and **clarity** for assessment (ie taken at appropriate points in production, showing accuracy of measurements where appropriate).

If candidates are required to work as a team, each candidate's contribution must be noted separately. The tutor may intervene if any individual candidate's contribution is unclear or to ensure fair access (see below).

The **Technical qualifications guides on marking and moderation** are essential guidance documents and are available on the City & Guilds website. These provide further information on preparing for assessment, evidence gathering, standardisation, marking and moderation, and must be referred to when planning and carrying out assessment.

### Minimum evidence requirements for marking and moderation

The sections in the assignment:

- **What you must produce for marking**, and
- **Additional evidence of your performance that must be captured for marking**

list the minimum requirements of evidence to be submitted for marking and the moderation sample.

Evidence produced during assessment above and beyond this may be submitted, as long as it provides useful information for marking and moderation and has been produced under appropriate conditions.

While technological methods which support the capturing or creating of evidence can be helpful, eg pinboard style websites for creating mood boards, the final evidence must be converted to a suitable format for marking and moderation which cannot be lost/ deleted or amended after the end of the assessment period (eg screen prints, pdf files). Considerations around tracking authenticity and potential loss of material hosted on such platforms during assessment is the centre's responsibility.

Where candidates have carried out some work as a group, the contribution of each candidate must be clear. It is not appropriate to submit identical information for each candidate without some way for the marker and moderator to mark the candidates individually.

*Note: Combining candidates' individual pieces of evidence into single files or zip files may make evidence management during internal marking more efficient and will greatly simplify the uploading of the moderation sample.*

Where the minimum requirements have **not been submitted** for the moderation sample by the final moderation deadline, or the **quality of evidence is insufficient** to make a judgement, the moderation, and therefore any subsequent adjustment, will be based on the evidence that *has* been submitted. **Where this is insufficient to provide a mark on moderation, a mark of zero may be given.**

### Preparation of candidates

Candidates should be aware of which aspects of their performance (across the AOs) will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment.

During the learning programme, direct tutor instruction in how to tackle practical tasks through modelling, support, guidance and feedback are critical. However gradual removal of this support is necessary in preparation for summative assessment. This supported approach is **not** valid for summative assessment.

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Candidates may not have access to the full marking grids, as these may be misinterpreted

as pass, merit or distinction descriptors. Refer to the **Technical qualifications – teaching, learning and assessment** centre guidance document, available on the City & Guilds website for further information on preparing candidates for Technical qualification assessment.

### **Guidance on assessment conditions**

The assessment conditions that are in place for this synoptic assignment are to:

- ensure the rigour of the assessment process
- provide fairness for candidates
- give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

The conditions outlined below relate to this summative synoptic assignment. These do not affect any formative assessment work that takes place, although it is advised that candidates are prepared for the conditions they will need to work under during summative assessment.

The evidence for the tasks that make up this synoptic assignment must be completed under the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified. It is the centre's responsibility to ensure that local administration and oversight gives the tutor sufficient confidence to be able to confirm the authenticity of the candidate's work.

### **Security and authentication of candidate work**

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the tutor must ensure learners and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack and must be signed after the production of all evidence.

**Where the candidate or tutor is unable to, or does not confirm authenticity through signing the declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises eg at moderation, the centre may be contacted for justification of authentication.**

### **Accessibility and fairness**

Where a candidate has special requirements, tutors should refer to the *Access arrangements and reasonable adjustments* section of the City & Guilds website.

Tutors can support access where necessary by providing clarification to **any** candidate on the requirements or timings of any aspect of this synoptic assignment. Tutors should **not** provide more guidance than the candidate needs as this may impact on the candidate's grade, see the guidance and feedback section below.

All candidates must be provided with an environment, time frame and resources that allows them reasonable access to the full range of marks available.

Where candidates have worked in groups to complete one or more tasks for this synoptic assessment, the tutor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the tutor must intervene.

### **Guidance and feedback**

To support centre file management, tutors may specify a suitable file format and referencing format for evidence (unless otherwise specified eg if file naming is an assessment point for the assignment). Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance must be

- recorded fully on the candidate record form (CRF),
- taken into account along with the candidate's final evidence during marking
- made available for moderation.

Tutors **must not** provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice.

Tutors **should** however provide general reminders to candidates throughout the assessment period to check their work thoroughly before submitting it, and to be sure that they are happy with their final evidence as it may not be worked on further after submission.

Candidates can rework any evidence that has been produced for this synoptic assignment during the time allowed. However, this must be as a result of their own review and identification of weaknesses and not as a result of tutor feedback. Once the evidence has been submitted for assessment, no further amendments to evidence can be made.

Tutors **should** check and be aware of the candidates' plans and designs to ensure management of time and resources is appropriate, and so any allowed intervention can take place at an appropriate time.

Tutors **should** ensure that candidates' plans for completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate.

It is up to the marker to decide if the guidance the candidate has required suggests they are lacking in any AO, the severity of the issue, and how to award marks on the basis of this full range of evidence. The marker must record where and how guidance has had an impact on the marks given so this is available should queries arise at moderation or appeal.

### **What is, and is not, an appropriate level of guidance**

A tutor **should intervene with caution** if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However, this should **only** take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the CRF.

- The tutor **should not** provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words, only the minimum support the candidate actually needs should be given, since the more tutor

guidance provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact on the marks awarded.

- A tutor **must not** provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.
- The tutor **must not** produce any templates, pro-formas, work logs etc unless instructed to in the assignment guidance. Where instructed to do so, these materials must be produced as specified and contain no additional guidance. Templates provided as part of the assignment should be used as provided, and not adapted.

**All** specific prompts and details of the nature of any further guidance must be recorded on the relevant form and reviewed during marking and moderation.

### **Guidance on marking**

Please refer to the **Technical qualifications – marking, and - moderation** centre guidance documents for further information on gathering evidence suitable for marking and moderation, and on using the marking grid and forms.

The candidate record form (CRF) is used to record:

- Details of any guidance or the level of prompting the candidate has received during the assessment period
- Rough notes bringing together relevant evidence from across tasks during marking.
- Summary justifications when holistically coming to an overall judgement of the mark.

The practical observation form (PO) is used to record:

- Descriptive information and evidence of candidate performance during an observation. Although descriptions of the quality of performance should support decisions against the AOs, the notes should follow the flow of the observation, rather than attempting to assign evidence against the AOs at this point.

## Marking grid

For any category, 0 marks may be awarded where there is no evidence of achievement

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent	
20	<b>AO1 Recall of knowledge relating to the qualification LOs</b> <ul style="list-style-type: none"> <li>Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand?</li> <li>How accurate is their knowledge? Are there any gaps or misunderstandings evident?</li> <li>How confident and secure does their knowledge seem?</li> </ul>	<p style="text-align: center;"><b>(1-4 marks)</b></p> <p><b>Recall shows some weaknesses in breadth and/or accuracy.</b> Hesitant, gaps, inaccuracy.</p>	<p style="text-align: center;"><b>(5-8 marks)</b></p> <p><b>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.</b> Sound, minimal gaps.</p>	<p style="text-align: center;"><b>(9-12 marks)</b></p> <p><b>Consistently strong evidence of accurate and confident recall from the breadth of knowledge.</b> Accurate, confident, complete, fluent, slick.</p>	
		<p><b><i>Examples of types of knowledge expected:</i></b> mechanical and electronic design calculations, identification of mechanical and electronic component parts, technological terms, mechanical and electrical theory, PLC theory, manufacturing operations, CAD system operations, innovation theory, sustainability and waste minimisation theory, product planning terms, product planning theory, reflective evaluation writing principles.</p>			
		<p>Candidate has shown basic knowledge from across the qualification, with some insecurity in some areas. Examples provided cover a limited range.</p>	<p>Candidate has shown a good range of knowledge from across the qualification which is sound and often detailed.</p>	<p>Candidate shows in-depth and detailed knowledge across the whole qualification range showing a high degree of confidence and accuracy.</p>	

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent	
<b>20</b>	<b>AO2 Understanding of concepts theories and processes relating to the LOs</b> <ul style="list-style-type: none"> <li>• Does the candidate make connections and show causal links and explain why?</li> <li>• How well theories and concepts are applied to new situations/the assignment?</li> <li>• How well chosen are exemplars – how well do they illustrate the concept?</li> </ul>	<b>(1-4 marks)</b> <b>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</b> Misunderstanding, illogical connections, guessing.	<b>(5-8 marks)</b> <b>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</b> Logical, slightly disjointed, plausible.	<b>(9-12 marks)</b> <b>Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations.</b> Logical reasoning, thoughtful decisions, causal links, justified.	
		<b>Examples of understanding expected:</b> <i>relationship between mechanical interface of equipment design and human use, relationship between mechanical and electronic components, properties and relationships of electronic components, selection of components, parameters for experimentation, properties of materials and components, relationships between programs and physical component movement, manufacturing planning processes, manufacturing processes, waste and recycling processes, structural and design performance characteristics.</i>			
		<b>Bottom of band:</b> Candidate has shown a basic understanding of some key concepts.  <b>Top of band:</b> Candidate has shown basic understanding of concepts from across the qualification. Some points were covered in detail.	<b>Bottom of band:</b> Candidate has shown understanding of a range of concepts from across the qualification, which were sound and often detailed.  <b>Top of band:</b> Candidate has shown a broad range of understanding of concepts, making links to practice. Understanding is consistent with reasoning coherent and well explained.	<b>Bottom of band:</b> Candidate has shown in-depth and detailed understanding of concepts across the whole qualification range, showing a high degree of confidence and accuracy.  <b>Top of band:</b> Candidate explanations are clear and strong links have been made between concepts and links to practice. Concepts and understanding were applied consistently and effectively with recommendations.	

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent	
<b>20</b>	<b>AO3 Application of practical/ technical skills</b> <ul style="list-style-type: none"> <li>How practiced/fluid does hand eye coordination and dexterity seem?</li> <li>How confidently does the candidate use the breadth of practical skills open to them?</li> <li>How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes?</li> </ul>	<b>(1-4 marks)</b> <b>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</b> Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.	<b>(5-8 marks)</b> <b>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</b> Somewhat successful, some inconsistencies, fairly adept/ capable.	<b>(9-12 marks)</b> <b>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</b> Dextrous, fluid, comes naturally, skilled, practiced.	
		<b>Examples of skills expected:</b> range of skills demonstrated, features of CAD software used effectively, manual dexterity in prototype build, experimentation, measuring, testing, health and safety.			
		<b>Bottom of band:</b> Candidate created outputs some of which were incomplete. May not show full range of skills to complete tasks but was able to work safely at all times.  <b>Top of band:</b> Candidate demonstrated basic application of technical skills. Created outputs with limited accuracy and interrelationships. Able to obtain some data from tests and to work safely at all times.	<b>Bottom of band:</b> Candidate demonstrated application of technical skills to create required outputs which were generally accurate and some interrelationships evident. Able to obtain accurate data from tests and work safely at all times. Demonstrated manual dexterity in the use of equipment and materials.  <b>Top of band:</b> Candidate demonstrated application of technical skills when completing tasks with some inconsistency. Outputs were generally accurate and there was a clear relationship between them. Obtained some valid, reliable and accurate data. Technology and software were used effectively. Able to work safely at all times. Demonstrated manual dexterity in the use of equipment and materials and outputs were functional.	<b>Bottom of band:</b> Candidate demonstrated consistent application of technical skills. Outputs were accurate, functional and finished to a high standard with clear relationships between them. Obtained valid, reliable and accurate data through appropriate methodologies. Technology and software were used effectively. Showed a high degree of manual dexterity in the use of equipment and materials. Able to work safely at all times.  <b>Top of band:</b> Candidate demonstrated consistent, confident application of technical skills. Outputs were accurate, functional and finished to a professional standard with clear relationships between them. There was effective use of technology and advanced software features. Obtained valid, reliable and accurate data through appropriate methodologies. Showed a high degree of manual dexterity in the use of equipment and materials. Able to work safely at all times.	



%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent	
20	<b>AO4 Bringing it all together – coherence of the whole subject</b> <ul style="list-style-type: none"> <li>Does the candidate draw from the breadth of their knowledge and skills?</li> <li>Does the candidate remember to reflect on theory when solving practical problems?</li> <li>How well can the candidate work out solutions to new contexts/problems on their own?</li> </ul>	<p style="text-align: center;">(1-4 marks)</p> <p><b>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</b></p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. May need prompting.</p>	<p style="text-align: center;">(5-8 marks)</p> <p><b>Shows good application of theory to practice and new context, some inconsistencies.</b></p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice.</p>	<p style="text-align: center;">(9-12 marks)</p> <p><b>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</b></p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p>	
		<p><b>Examples of bringing it all together:</b> <i>applying knowledge and understanding across all tasks, justifying reflective recommendations/approaches taken, understanding of mechanical components in CAD, representation of mechanical/electronic features using CAD, application of understanding of product planning, application of understanding of measurement to test mechanical and electronic assemblies, application of understanding of material properties and manufacturing processes for the development of a design.</i></p>			
		<p><b>Bottom of band:</b></p> <p>Candidate presented some evidence of using their knowledge, understanding and skills to make straightforward links between limited topics across the qualification.</p> <p><b>Top of band:</b></p> <p>Candidate showed evidence of using their knowledge, understanding and skills to make key links between limited topics across the qualification.</p>	<p><b>Bottom of band:</b></p> <p>Candidate consistently brought together their knowledge, understanding and skills when developing the design model. Key links were made between a range of topics from across the qualification.</p> <p><b>Top of band:</b></p> <p>Candidate used a range of knowledge, understanding and skills from across the qualification when developing and evaluating the design model. Integration of knowledge, understanding and skills to inform development of design model to commercial manufacture.</p>	<p><b>Bottom of band:</b></p> <p>Candidates used a range of knowledge, understanding and skills from across the qualification when developing and evaluating the design model. Integration of knowledge, understanding and skills to inform recommendations for development of design model to commercial manufacture.</p> <p><b>Top of band:</b></p> <p>Candidate used a wide range of knowledge, understanding and skills from across the qualification to develop and evaluate the design model. Integration of knowledge, understanding and skills informed justified recommendations for development of design model to commercial manufacture.</p>	

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<b>AO5 Attending to detail/perfecting</b> <ul style="list-style-type: none"> <li>Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions?</li> <li>How much is accuracy a result of persistent care and attention (eg measure twice cut once)?</li> <li>Would you describe the candidate as a perfectionist and wholly engaged in the subject?</li> </ul>	<p align="center"><b>(1-4 marks)</b></p> <p><b>Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.</b></p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>	<p align="center"><b>(5-8 marks)</b></p> <p><b>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</b></p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>	<p align="center"><b>(9-12 marks)</b></p> <p><b>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</b></p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>
		<p><b>Examples of attending to detail:</b> meeting specific requirements of the task, attention to detail when completing drawings and assemblies (accuracy, neatness, annotation, orientation of components, structural integrity, finishing).</p>		
		Candidate showed limited attention to detail. Evidence provided showed inaccuracies or gaps in assessment tasks.	Candidate showed consistent attention to detail. Evidence provided was generally accurate and related to specific tasks.	Candidate was highly focused on the task showing care and attention to detail. Minimal errors were evident.