



Non-Exam Assessment

NCFE Level 1/2 Technical Award in Engineering (603/7006/3)

Centre version

September 2023 release

v1.1

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Introduction

The non-exam assessment (NEA) is a formal synoptic assessment that requires the learner to independently apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable them to demonstrate an integrated connection and coherence between the different elements of the qualification.

The NEA will contribute **60%** towards the overall qualification grade and therefore it is important that the learner produces work to the highest standard that they can. The learner must not start the NEA until they have been taught the full course of study, to ensure that they are in the best position to complete the NEA successfully.

What is synoptic assessment?

Synoptic assessment is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects of the subject content and across the breadth of the assessment objectives in an integrated way. The Department for Education (DfE) has consulted with Awarding Organisations and agreed the following definition for synoptic assessment:

“A form of assessment which requires a candidate to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.”

Synoptic assessment enables learners to show that they can transfer knowledge and skills learnt in one context to resolve problems raised in another. To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills.

As learners progress through the course, they will use and build upon knowledge and skills learnt across units. The NEA will test the learners' ability to respond to a real-world situation.

Information for learners

Introduction

The non-exam assessment (NEA) is a formal synoptic assessment that will contribute **60%** towards your overall qualification grade. It takes the form of a synoptic project that will require you to draw on your knowledge and understanding of the entire qualification, it is therefore important that you produce work to the highest standard that you can.

You will be assessed on your ability to independently select, apply and bring together the appropriate knowledge, understanding, skills and techniques you have learnt throughout your course of study, in response to a brief, set in a real-world-situation.

The NEA will be assessed holistically using a levels of response mark grid and against five integrated assessment objectives. These assessment objectives and their weightings are shown below.

Assessment objective (AO)
AO1 – Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding. 20 marks (16.7%)
AO2 – Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations, including finding creative solutions. 16 marks (13.3%)
AO3 – Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions. 16 marks (13.3%)
AO4 – Demonstrate and apply relevant technical skills, techniques, and processes The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector, by applying the appropriate processes, tools, and techniques. 60 marks (50%)
AO5 – Analyse and evaluate the demonstration of relevant skills, techniques and processes The emphasis here is for learners to analyse and evaluate the essential technical skills, processes, tools and techniques relevant to the vocational sector. 8 marks (6.7%)

Mark scheme

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total marks for each question.

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently, do not change your approach to marking once you have been standardised.
- Reward learners positively, giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- If you are in any doubt about the application of the mark scheme, you must consult with your centres internal quality assurer.

Guidelines for using extended response marking grids

Extended response mark grids have been designed to assess learners' work holistically. They consist of levels-based descriptors and indicative content.

Levels-based descriptors

Each level is made up of several descriptors for across the AO range – AO1 to AO5, which when combined provide the quality of response that a learner needs to demonstrate. Each levels-based descriptor is worth varying marks.

The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

Indicative content reflects content-related points that a learner may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content, as its purpose is as a guide for the relevance and expectation of the responses. Learners must be credited for any other appropriate response.

Application of extended response marking grids

When determining a level, you should use a bottom-up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors.

Past paper

Documentation

Declaration of Authenticity

The learner and assessor must complete the form at the end of the assessment and before any marking takes place. The assessor must check the number of tasks submitted by the learner is accurate.

The completed form must be retained within the centre and is not to be sent to the moderator or NCFE unless specifically requested.

Learner name:	
Task(s) submitted:	
Learner declaration:	
I certify that the work submitted for this NEA is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Learner signature:	
Date:	

Assessor name:	
Assessor declaration:	
I certify that the work submitted is the learner's own. The learner has clearly referenced any sources used in the work. I confirm that all work was conducted under conditions designed to assure the authenticity of the learner's work.	
Assessor signature:	
Date:	

NB: Once completed, the declaration of authenticity must be stored securely within the centre, in line with the following NCFE Regulations for Conduct of NEA. A copy of this declaration form must be made available to NCFE upon request.

GDPR Consent

Section A: This section must be completed by the learner

- NCFE may select your work for use at teacher training or standardisation events. Your work will be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required
- NCFE may select your work at some point in the future for use in teaching and learning resources published on the NCFE website. Your work would be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required
- you understand that this agreement may be terminated at any time through written request
- for further details about how we process your data please read more www.ncfe.org.uk/legal-information.

Please tick the option that applies, sign and date in the box below:

		Tick one only
I consent to my work being used in the manner detailed in Section A		
I do not consent to my work being used in the manner detailed in Section A		
Learner Signature:		
Date:		

Section B: This section must be completed by any participants who feature in the work

Over 13

- I am over 13 and I give my permission for my video and/or photographic image to be used as detailed in Section A (above).

Under 13

- I give my permission for my child's video and/or photographic image to be used as detailed in Section A (above).

Name of participant (Printed)	Participant/Parent signature	Date

If any of the participants have declined permission, please tick here: ☐

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Learner instructions

- Read the project brief carefully before you start the work.
- You **must** clearly identify and label all of the work you produce during the supervised time.
- You **must** hand in all of your work to the supervisor at the end of each timed session.

Learner information

- This NEA will assess your knowledge and understanding from across the qualification.
- The maximum mark for this assessment is **120**.
- The maximum completion time for this NEA is **18 hours** (plus **2 hours** preparation and research time).
- All of the work you submit **must** be your own.

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name _____

Centre name _____

Centre number

Learner number

Learner signature _____

Preparation and research task

Maximum time: 2 hours

In addition to the allocated assessment time for this (NEA), you are permitted to spend a maximum of **2 hours** to undertake research and develop a pack of resources that you can refer to during the formal NEA assessment time. During this 2-hour period, you may access all learning materials, the internet and other published materials.

You should use this time to create your own resource pack and it is this pack alone that you may use during the allocated time given to the NEA. This is the only support material that is permitted during the completion of NEA tasks (unless otherwise stated within each task instructions).

All research or data used in your final NEA **must** be referenced appropriately. As a minimum this should include the following:

- the use of quotation marks to clearly identify any passages not of your own words
- date accessed
- name of source / author.

Evidence requirements: research pack of no more than four sides of A4, font size 12 (if word processed) to be returned to your assessor at the end of each task / session and submitted with the completed NEA.

Formal NEA

Maximum completion time

You have been provided with a total of **18 hours** to complete this non-examined assessment (plus **2 hours** for preparation and research).

You may use some or all of the time provided for each task.

You are allowed to use any remaining time allocated to one task to rework previous tasks up to the maximum time allowed.

You are not allowed to exceed the total number of hours.

You should not start your NEA until you have been taught the full course of study. This will ensure that you are in the best position to complete the NEA successfully.

Do not turn over until the assessor tells you to do so.

Project Brief

You work for a truck engineering company. This company manufactures dump bodies and safety lock systems for quarry companies.

You have been asked to design and then produce a working scale model of a dump body attached to a truck chassis, including a link chain to a tolerance of ± 3 mm.

The main purpose of having a model is for you to demonstrate the best position to place a link chain to a chassis. You'll be required to show:

- which position will allow for the emptying of the truck
- that the rear tailgate of the dump body and chassis will clear before the load is moving / emptying.

The company has supplied you with a variety of engineering schematics and drawings. These identify the main moving parts of the dump body, tailgate and chassis, as shown in **Figure 1** and **Figure 2**. All dimensions are in millimetres (mm) unless otherwise stated.

Use the images / drawings in **Figure 1** and **Figure 2** for the main positions but use your own methods / ideas of hinging where appropriate. You also need to incorporate a safety LED light. This will light via a push switch which will be attached to the chassis.

A drawing has been produced to help in the construction of the dump body and chassis, as shown in **Figure 3**.

Project instructions:

The company have asked you to present a full portfolio of evidence which is to include:

1. Materials research and materials selected
2. Hand-drafted engineering drawing(s)
3. Engineering drawings using CAD software
4. Production plan
5. Functioning scale model manufacture
6. Evaluation of your final product

Figure 1: Suggested schematic representation of the dump body and chassis.

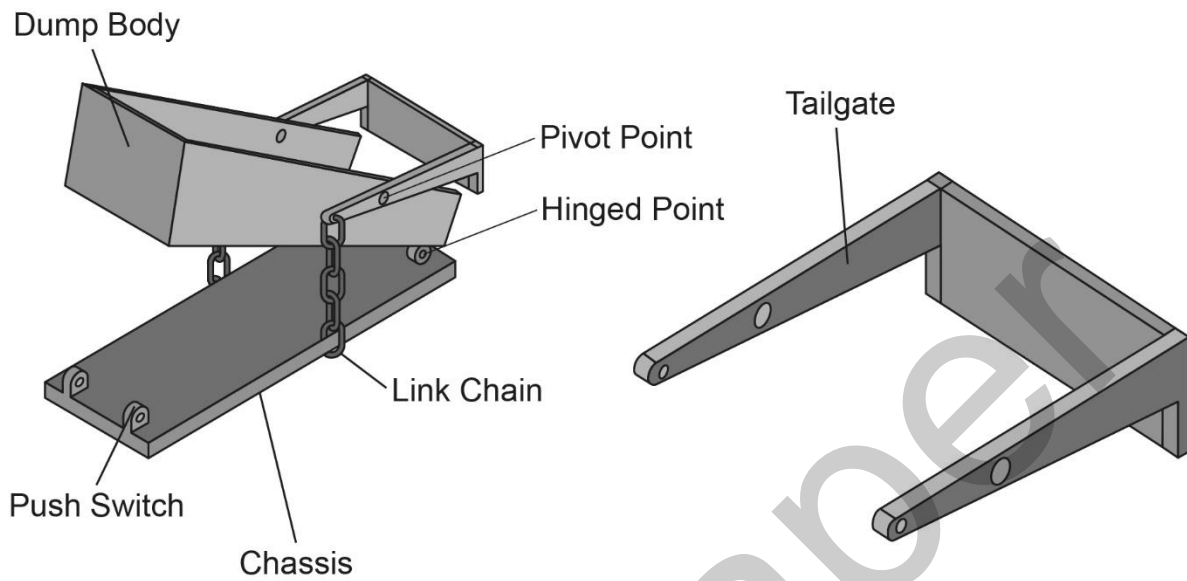


Figure 2: Drawing of the tailgate prior to folding (provided to support in the construction of the dump body and chassis).

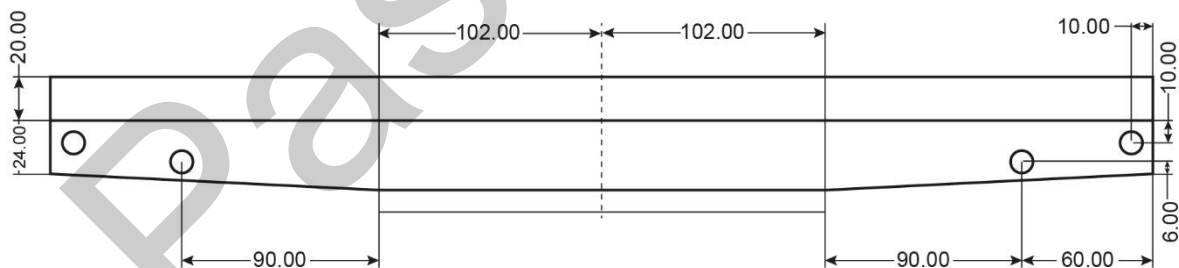
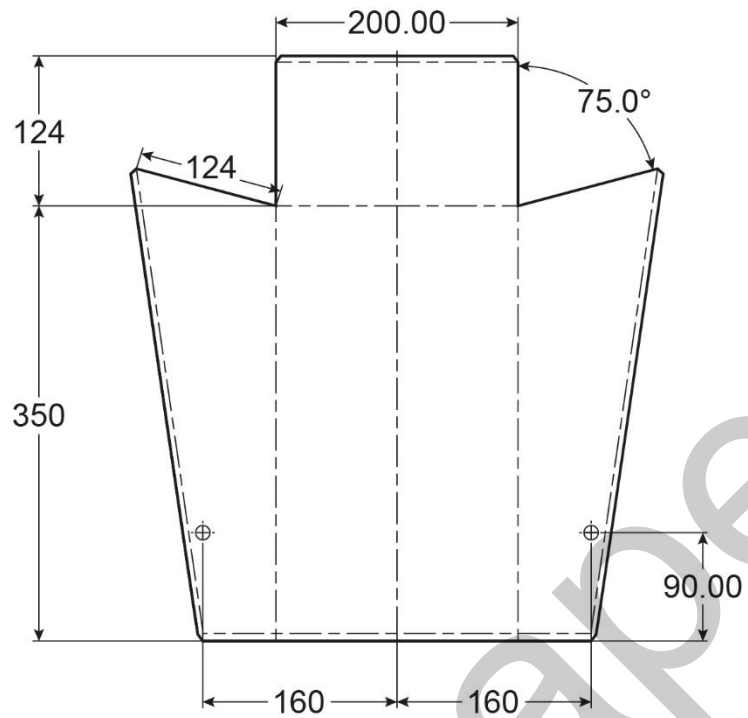


Figure 3: Drawing of the dump body and chassis prior to folding (provided to support in the construction of the dump body and chassis).



Assessment tasks and mark scheme

Task 1

Materials research and materials selection	
Maximum time	1 hour 30 minutes
Content areas assessed	1. Engineering disciplines 4. Properties, characteristics and selection of engineering materials.
Assessment objectives	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks
Research and select the materials, tools and / or machinery you will use to manufacture your dump body and chassis scale model. You need to show that you have researched and selected: - materials required to manufacture - tools and / or machinery required to manufacture the dump body and chassis scale model. You need to show: - supporting information to justify the selection of materials, tools and / or machinery. [12 marks]	
Evidence	You must include your internet browsing history used for research and planning purposes. You could use the following formats to provide evidence for your research: - written report - annotated diagrams - digital presentation.

Task 1 – Materials research and materials selection		
Band	Marks	Descriptors
4	10–12	AO1 – excellent ability to research, reflecting a wide range of research sources in relation to the brief. All elements will be researched in a detailed and effective way. AO2 – excellent ability to apply knowledge and understanding to the scenario within the brief. Highly suitable creative selections, very relevant to the engineering piece. AO3 – excellent analysis of the brief, showing analytical thinking skills, with highly reasoned justifications and decisions in the choice of materials and tools / machinery. Learner has offered well considered approaches in order to meet the brief.
3	7–9	AO1 – good ability to research, reflecting a wide range of research sources in relation to the brief. Most elements of the brief will be researched in a detailed way. AO2 – good ability to apply knowledge and understanding to the scenario within the brief. Suitable creative selections, relevant to the engineering piece. AO3 – good analysis of the brief, showing some analytical thinking skills, with reasoned justifications and decisions in the choice of materials and tools / machinery. Learner has offered considered approaches in order to meet the brief.
2	4–6	AO1 – reasonable ability to research, reflecting a range of research sources in relation to the brief. Some elements will be researched in a reasonably detailed way. AO2 – reasonable ability to apply knowledge and understanding to the scenario within the brief. Some suitable creative selections, relevant to the engineering piece. AO3 – reasonable analysis of the brief, showing a limited level of analytical thinking, with some reasoned justifications and decisions in the choice of materials and tools / machinery. Learner has shown some consideration of approaches to meet the brief.
1	1–3	AO1 – limited ability to research, reflecting limited use of research sources in relation to the brief. Some elements may be researched in a limited way. AO2 – limited ability to apply knowledge and understanding to the scenario within the brief. Limited suitable creative selections, relevant to the engineering piece. AO3 – limited analysis of the brief, showing limited analytical thinking, justification and decisions in the choice of materials and tools / machinery. Learner has shown limited consideration of approaches to meet the brief.
0	0	No rewardable material

NB: It is not a requirement that the learner formulates a response in their portfolio specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content:

AO1 – Learners will recall knowledge and show understanding of the following:

Materials required:

- characteristics and properties of ferrous alloys
- characteristics and properties of non-ferrous alloys
- characteristics and properties of polymers
- characteristics and properties of composites
- characteristics and properties of woods
- characteristics and properties of ceramics.

Tools / machinery:

- correct use of marking-out tools
- correct methods of modifying materials
- correct methods of joining materials
- correct methods of finishing materials.

AO2 – Learners will apply knowledge and understanding of the following:

- the dump body and chassis will need to be functional
- in order to successfully develop a working dump body and chassis scale model, the appropriate materials would need to be selected
- when developing the dump body and chassis scale model, the correct equipment will be needed to ensure the effective development. This would require accurate marking out of components, modifying the components to comply with drawing dimensions, joining the components correctly and finishing the scale model to ensure effective operation.

AO3 – Analyse and evaluate knowledge and understanding of the following:

- justifications on the choices made when deciding upon the material selected for the development of the dump body and chassis scale model
- justifications on the choices made when deciding upon the tools and/or machinery selected for the development of the dump body and chassis scale model (for example, a drill could be used to create the holes used at the pivot points).

Task 2

Hand-drafted engineering drawings	
Maximum time	2 hours 30 minutes
Content areas assessed	2. Applied science and mathematics in engineering 3. Reading engineering drawings 6. Hand-drafted engineering drawings
Assessment objectives	AO1 – 8 marks AO4 – 12 marks
You are required to: Provide a brief description on the requirements of British Standard 8888 which you can refer to throughout this project. Create hand-drafted engineering drawing(s) of the dump body and chassis provided in the brief. [20 marks]	
Evidence	Your evidence must include: • your description of BS 8888 • hand-drafted engineering drawing(s) of the dump body and chassis.

Task 2 – Hand-drafted engineering drawings		
Band	Marks	Descriptors
4	10–12	AO4 – Excellent consideration of all aspects of the brief. The needs of the engineering company are fully met in a sophisticated and effective manner through the creation of appropriate drawing(s). AO4 – Excellent ability to construct drawing(s). Sophisticated and effective technical skills are demonstrated along with the provision of clear and detailed drawing(s). AO4 – Excellent demonstration of drawing skills using a highly appropriate structure. Technical terms and layout are used correctly and effectively throughout. The drawing(s) is accurate, sophisticated and conform to all relevant standards.
3	7–9	AO4 – Good consideration of all aspects of the brief. The needs of the engineering company are fully met in an effective manner through the creation of appropriate drawing(s). AO4 – Good ability to construct drawing(s). Effective technical skills are demonstrated along with the provision of clear drawing(s). AO4 – Good demonstration of drawing skills using an appropriate structure. Technical terms and layout are used correctly and effectively throughout. The drawing(s) is accurate and conform to relevant standards.
2	4–6	AO4 – Reasonable consideration of all aspects of the brief. The needs of the engineering company are met in a mostly appropriate manner through the creation of mostly appropriate drawing(s). AO4 – Reasonable ability to construct drawing(s). Reasonable technical skills are demonstrated along with the provision of some evidence of clear drawing(s). AO4 – Reasonable demonstration of drawing skills using a mostly appropriate structure. Technical terms and layout are reasonably used. The drawing(s) is moderately appropriate with appreciation to relevant standards.
1	1–3	AO4 – Limited consideration of all aspects of the brief. The needs of the engineering company may not be fully met through the creation of drawing(s). AO4 – Limited ability to construct drawing(s). Limited technical skills are demonstrated along with the provision of limited evidence of clear drawing(s). AO4 – AO4 – Limited demonstration of drawing skills using a somewhat appropriate structure. Technical terms and layout are used in a limited way. The drawing(s) is limited with some appreciation of relevant standards.
0	0	No rewardable material.

Task 2 – Hand-drafted engineering drawings		
Band	Marks	Descriptors
4	7–8	AO1 – Excellent recall of knowledge and understanding of relevant British standards that is comprehensive. AO1 – Excellent recall of knowledge and understanding of how to construct hand-drafted engineering drawings that is comprehensive.
3	5–6	AO1 – Good recall of knowledge and understanding of relevant British standards that is detailed. AO1 – Good recall of knowledge and understanding of how to construct hand-drafted engineering drawings that is mostly detailed.
2	3–4	AO1 – Reasonable recall of knowledge and understanding of relevant British standards that has some detail. AO1 – Reasonable recall of knowledge and understanding of how to construct hand-drafted engineering drawings that has some detail.
1	1–2	AO1 – Limited recall of knowledge and understanding of relevant British standards that has minimal detail. AO1 – Limited recall of knowledge and understanding of how to construct hand-drafted engineering drawings that has minimal detail.
0	0	No rewardable material.

NB: It is not a requirement that the learner formulates a response in their portfolio specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

AO1 – Learners will recall knowledge and show understanding of the requirements of BS 8888 and may include the following:

- everything in the same language when graphically representing items
- ensures that all relevant information is included
- ensures that particular British Standard 8888 are met.

AO4 – Learners will demonstrate the application of vocational skills with the creation and completion of hand-drafted engineering drawings. The drawings may include the following:

- a consideration of the needs of the engineering company and its requirements
- hand-drafted drawing or drawings that include the following:
 - 3-dimensional
 - scale
 - dimension: angles, lengths and diameters
 - unit of measurement: metric
 - lines: visible, hidden, centre and construction
 - tolerance (+ or -)
 - title block.

Task 3

CAD produced engineering drawings	
Maximum time	2 hours 30 minutes
Content areas assessed	2. Applied science and mathematics in engineering 3. Reading engineering drawings 7. Computer-aided design (CAD) engineering drawings
Assessment objectives	AO1 – 8 marks AO4 – 12 marks
You are required to: Use CAD software to create engineering drawing(s) of the hand-drafted engineering drawing(s) of the dump body and chassis, that you created in Task 2. Your drawing(s) must apply a layout that is recognised within the engineering industry following British Standard 8888. [20 marks]	
Evidence	Your evidence must include: • CAD software engineering drawing(s) of the dump body and chassis.

Task 3 - Engineering drawings using CAD Software		
Band	Marks	Descriptors
4	10–12	AO4 – Excellent consideration of all aspects of the brief. The needs of the engineering company are fully met in a sophisticated and effective manner through the creation of appropriate drawing(s). AO4 – Excellent ability to construct drawing(s). Sophisticated and effective technical skills are demonstrated along with the provision of clear and detailed drawing(s). Excellent demonstration of drawing skills using a highly appropriate structure. Technical terms and layout are used correctly and effectively throughout. AO4 – The drawing(s) is accurate and conform to all relevant standards.
3	7–9	AO4 – Good consideration of all aspects of the brief. The needs of the engineering company are fully met in an effective manner through the creation of appropriate drawing(s). AO4 – Good ability to construct drawing(s). Effective technical skills are demonstrated along with the provision of clear drawing(s). Good demonstration of drawing skills using an appropriate structure. Technical terms and layout are used correctly and throughout. AO4 – The drawing(s) is accurate and conform to relevant standards.
2	4–6	AO4 – Reasonable consideration of all aspects of the brief. The needs of the engineering company are met in a mostly appropriate manner through the creation of mostly appropriate drawing(s). AO4 – Reasonable ability to construct drawing(s). Reasonable technical skills are demonstrated along with the provision of some evidence of clear drawing(s). Reasonable demonstration of drawing skills using a mostly appropriate structure. Technical terms and layout are satisfactorily used. AO4 –The drawing(s) is moderately appropriate with appreciation to relevant standards.
1	1–3	AO4 – Limited consideration of all aspects of the brief. The needs of the engineering company may not be fully met through the creation of drawing(s). AO4 – Limited ability to construct drawing(s). Limited technical skills are demonstrated along with the provision of limited evidence of clear drawing(s). Limited demonstration of drawing skills using a somewhat appropriate structure. Technical terms and layout are used in a limited way. AO4 – The drawing(s) is limited with some appreciation of relevant standards.
0	0	No rewardable material.

Task 3 - Engineering drawings using CAD Software		
Band	Marks	Descriptors
4	7–8	AO1 – Excellent recall of knowledge and understanding of relevant British standards that is comprehensive. AO1 – Excellent recall of knowledge and understanding of how CAD drawn engineering drawings are constructed that is comprehensive.
3	5–6	AO1 – Good recall of knowledge and understanding of relevant British standards that is detailed. AO1 – Good recall of knowledge and understanding of how CAD drawn engineering drawings are constructed that is mostly detailed.
2	3–4	AO1 – Reasonable recall of knowledge and understanding of relevant British standards that has some detail. AO1 – Reasonable recall of knowledge and understanding of how CAD drawn engineering drawings are constructed that has some detail.
1	1–2	AO1 – Limited recall of knowledge and understanding of relevant British standards that has minimal detail. AO1 – Limited recall of knowledge and understanding of how CAD drawn engineering drawings are constructed that has minimal detail.
0	0	No rewardable material.

NB: It is not a requirement that the learner formulates a response in their portfolio specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

AO1 – Learners will recall knowledge and understanding of relevant British Standard and how CAD drawn engineering drawings are created that may include the following:

- CAD drawn drawing or drawings that include the following:
 - 3-dimensional
 - scale
 - dimension: angles, lengths and diameters
 - unit of measurement: metric
 - lines: visible, hidden, centre and construction
 - tolerance (+ or -)
 - title block
- British Standard 8888

AO4 – Learners will demonstrate the application of vocational skills with the creation and completion of CAD drawn engineering drawings. The drawings may include the following:

- a consideration of the needs of the engineering company and its needs/requirements
- CAD drawn drawing or drawings that include the following:
 - 3-dimensional
 - angle applied to the sides
 - scale
 - dimension
 - unit of measurement
 - lines:
 - tolerance (+ or -)
 - title block
- clear understanding of relevant British Standard:
 - this should include an understanding of and compliance with: how BS 8888 is applied to engineering drawings.

Task 4

Production plan	
Maximum time	4 hours
Content areas assessed	5. Engineering tools, equipment, and machines 8. Production planning techniques
Assessment objectives	AO2 – 12 marks AO3 – 12 marks
You are required to: create a production plan for your engineering scale model, based on the drawings you developed in tasks 2 and 3. Your plan must evidence each of the following areas: - tools and equipment requirements - health and safety measures - quality control measures - time plan (including timescales and deadlines for completion of tasks). You must also justify each of the planning decisions made. [24 marks]	
Evidence	Your evidence must include: - a plan of your engineering scale model You could use a range of the following to provide evidence for your plan: - written report - annotated diagrams - digital presentation - screen shots. You must include your internet browsing history used for research and planning purposes.

Task 4 – Production plan		
Band	Marks	Descriptors
4	10–12	AO2 – Excellent application of knowledge and understanding of the planning process in a highly appropriate format. AO2 – Highly appropriate planning tools will be selected and used effectively. AO2 – Scale model manufacturing features are highly relevant and described with strong detail. Requirements, measures and techniques are described with excellent detail and understanding of their use within the production of the product.
3	7–9	AO2 – Good application of knowledge and understanding of the planning process in a completely appropriate format. AO2 – Appropriate planning tools will be selected and used effectively. AO2 – Scale model manufacturing features are relevant and described with detail. Requirements, measures and techniques are described with good detail and understanding of their use within the production of the product.
2	4–6	AO2 – Reasonable application of knowledge and understanding of the planning process in a somewhat appropriate format. AO2 – Some planning tools will be selected and used with some success. AO2 – Scale model manufacturing features may not be relevant or described with clear understanding. Requirements, measures, and techniques are described with detail and understanding of their use within the production of the product.
1	1–3	AO2 – Limited application of knowledge and understanding of the planning and the format may not be appropriate. AO2 – Planning tools may be selected and used, but with limited success. AO2 – Scale model manufacturing features may not be relevant or described sufficiently and lack clear understanding. Requirements, measures, and techniques are described with limited detail and understanding of their use within the production of the product.
0	0	No rewardable material.

Task 4 – Production plan		
Band	Marks	Descriptors
4	10-12	AO3 – Planning will contain excellent justification of decisions made. Conclusions will be very clear and detailed with excellent reasoning. AO3 – Engineering features will also be very well justified and relevant to the brief, as well as in line with their own proposal. AO3 – The analysis of the requirements, measures and techniques that are to be used is of excellent detail, with excellent reasoning and judgement made.
3	7–9	AO3 – planning will contain good justification of decisions made. Conclusions will be clear and detailed with good reasoning. AO3 – Engineering features will also be justified and relevant to the brief, as well as in line with their own proposal. AO3 – The analysis of the requirements, measures and techniques that are to be used is of good detail, with clear reasoning and judgement made.
2	4–6	AO3 – Planning will contain reasonable justification of decisions made. Conclusions may not be clear and are reasonable in reasoning. AO3 – Some engineering features may not be justified or relevant to the brief. Planning may not be in line with their own proposal. AO3 – The analysis of the requirements, measures and techniques that are to be used is of reasonable detail, with partially clear reasoning and judgement made.
1	1–3	AO3 – Planning will contain very limited justification of decisions made. Conclusions are not clear and are limited in reasoning. AO3 – Very few engineering features are justified or relevant to the brief. Planning may not be in line with their own proposal. AO3 – The analysis of the requirements, measures and techniques that are to be used is of very limited detail, with unclear reasoning and judgement made.
0	0	No rewardable material.

NB: It is not a requirement that the learner formulates a response in their portfolio specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

AO2 – Learners knowledge and understanding may include the following:

- consideration of health and safety measures that are required to complete the dump body and chassis scale model safely. This could include the wearing of safety goggles and use of safety guard to protect from broken drill bits
- the production plan that focuses on the development of scale model could include:
 - flow chart
 - Gantt chart
 - spreadsheet
- information on quality control measures that should be implemented during and after the production of the dump body and chassis scale model to ensure that it is produced to the highest possible standard.

AO3 – Analyse and evaluate knowledge and understanding of the following:

- information on the tools and equipment required and justification as to why these are necessary
- information on quality control measures that should be implemented and justification on why these are important
- a time plan that shows how time will be allocated and a justification as to why this has been planned.

Task 5

Functioning scale model manufacture	
Maximum time	6 hours
Content areas assessed	9. Applied Processing Skills and Techniques
Assessment objectives	AO4 – 36 marks
Using the drawings and production plan that you developed in tasks 2-4 You are required to: • create a functioning scale model of the dump body and chassis to an appropriate scale. You must use suitable processing skills and techniques • test the functionality of the scale model. Your scale model must: • meet the needs of the brief • follow your hand-drafted and CAD drawings • be fully functional. You must provide: • your functioning scale model • evidence of production processes, skills, and techniques • evidence of scale model testing. [36 marks]	
Evidence	You could use a range of the following formats to provide evidence of your production process: • digital presentation • written report • annotated screenshots • annotated images.

Task 5 – Functioning scale model manufacture- Meeting the needs of the brief		
Band	Marks	Descriptors
4	10–12	AO4 – Excellent consideration of all aspects of the brief. AO4 – The needs of the engineering company are fully met in a sophisticated and effective manner. AO4 –Production/manufacturing choices are appropriate and effective.
3	7–9	AO4 – Good consideration of all aspects of the brief. AO4 – The needs of the engineering company are mostly met in an effective manner. AO4 – Production/manufacturing choices are appropriate.
2	4–6	AO4 – Reasonable consideration of some aspects of the brief. AO4 – Some of the needs of the engineering company are met in a sound manner. AO4 – Production/manufacturing choices are somewhat appropriate.
1	1–3	AO4 – Limited consideration of some aspects of the brief. AO4 – Limited needs of the engineering company are met. AO4 – Production/manufacturing choices are of limited appropriateness.
0	0	No rewardable material.

Task 5 – Functioning scale model manufacture- Technical Skills		
Band	Marks	Descriptors
4	10–12	AO4 – Excellent ability to construct a fully functioning scale model. AO4 – Sophisticated and effective technical skills are demonstrated along with the provision of clear and detailed evidence of processing skills and techniques. AO4 – Excellent translation of drawings to the scale model.
3	7–9	AO4 – Good ability to construct a fully functioning scale model. AO4 – Effective technical skills are demonstrated, along with the provision of clear evidence of processing skills and techniques. AO4 – Good translation of drawings to the scale model.

Task 5 – Functioning scale model manufacture- Technical Skills		
Band	Marks	Descriptors
2	4–6	AO4 – Reasonable ability to construct a functioning scale model. AO4 – Technical skills are demonstrated along with the provision of some evidence of processing skills and techniques. AO4 – Reasonable translation of drawings to the scale model.
1	1–3	AO4 – Limited ability to construct a functioning scale model. AO4 – Limited technical skills are demonstrated along with the provision of limited evidence of processing skills and techniques. AO4 – Limited translation of drawings to the scale model.
0	0	No rewardable material.

Task 5 – Functioning scale model manufacture- Functionality of the product		
Band	Marks	Descriptors
4	10–12	AO4 – Fully functioning scale model with excellent functionality. AO4 – The scale model will fully meet the requirements of such a machine. AO4 – Product testing is appropriate, detailed and comprehensive.
3	7–9	AO4 – Fully functioning scale model with good functionality. AO4 – The scale model will mostly meet the requirements of such a machine. AO4 – Product testing is appropriate and detailed.
2	4–6	AO4 – Functioning scale model with reasonable functionality. AO4 – The scale model will somewhat meet the requirements of such a machine. AO4 – Product testing is appropriate and in some detailed.
1	1–3	AO4 – Functioning scale model with limited functionality. AO4 – The scale model may be unfinished or missing elements. AO4 – Product testing is limited.
0	0	No rewardable material.

NB: It is not a requirement that the learner formulates a response in their portfolio specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

AO4 – Learners will demonstrate the application of vocational skills with the creation and completion of a functioning scale model of the dump body and chassis which may include the following:

- Scale models may show evidence that learners have considered:
 - scale
 - dimension in accordance with drawings
 - materials used in accordance with production plan and/or drawings
 - tolerance (+ or -) within acceptable values
 - function of scale model conforming to requirements of the brief
 - pivot points and rotational base according to requirements.

Task 6

Summative evaluation	
Maximum time	1 hours 30 minutes
Content areas assessed	8. Production planning techniques
Assessment objectives	AO5 – 8 marks
You are required to: Evaluate your final product. Your evaluation must include: • how your scale model met the brief • how you could improve your scale model, in relation to the brief. As a minimum you must consider the following three areas within your response: • functionality of the scale model • how well it met the brief • how suitable it is for the specified use. [8 marks]	
Evidence	You could use the following formats to provide evidence of your evaluation: • annotated screenshots • written report.

Task 6 – Summative evaluation of the product		
Band	Marks	Descriptors
4	7–8	AO5 – Excellent analysis and evaluation of the success of the final scale model, its functionality, how well it met the brief and suitability to the specified industry that is comprehensive and highly detailed. AO5 – Supported by thoughtful and imaginative and highly relevant examples of ways to improve the engineering scale model are provided.
3	5–6	AO5 – Good analysis and evaluation of the success of the final scale model, its functionality, how well it met the brief and suitability to the specified industry that is mostly detailed and considered way. AO5 – Supported by thoughtful, useful and mostly relevant examples of ways to improve the engineering scale model are provided.
2	3–4	AO5 – Reasonable analysis and evaluation of the success of the final scale model, its functionality, how well it met the brief and suitability to the specified industry that is some detail. AO5 – Supported by at least one example of a way to improve the engineering scale model is provided that has some relevance.
1	1–2	AO5 – Limited analysis and evaluation of the success of the final scale model, its functionality, how well it met the brief and suitability to the specified industry that has minimal detail. AO5 – Supported by at least one example of a way to improve the engineering scale model is provided that has minimal or no relevance.
0	0	No rewardable material.

NB: It is not a requirement that the learner formulates a response in their portfolio specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

AO5 – A learner will analyse and evaluate the whole process of developing the dump body and chassis scale model, including:

- evaluation of how well the drawings, planning and production of the scale model to include the following:
 - were the materials tools and / or machinery selected ultimately the correct ones?
 - how effective were the hand-drafted engineering drawings, accurate and useful?
 - how effective were the CAD drawn engineering drawings, accurate and useful?
 - how useful and accurate was the production plan and how closely was this followed?
 - was the production of the final scale model successful and did the functionality of the dump body and chassis perform as desired?
 - how suitable to the industry was the final product
 - how could the process be improved?

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