Rewarding Learning

AS/A2 Examinations
Summer 2019

Technology and Design (AS and A2 Unit 2)

Instructions to Teachers

Teacher-Assessed Component in Technology and Design

1   Introduction

1.1 Centres **must** read the *Joint Council for Qualifications Instructions for Conducting Coursework Legacy GCE Unitised AS and A-Level Qualifications* September 2018 to August 2019. Copies of these can be downloaded from the JCQ website. This document provides subject teachers, senior leaders and heads of centre with a single definitive source of generic guidance and instructions for legacy GCSE qualifications.

1.2 Centres must ensure their Examinations Officer registers them for the appropriate unit(s) on the eModeration admin system. Centres should submit their marks for internal assessment using the eCRS application.

1.3 Moderation of coursework will be by centre. Centres will be asked to submit the work of a number of candidates, chosen from the centre as a whole, to represent the standards of marking. Adjustments, if needed, will apply to all of the candidates in a centre and not to individual teaching groups. In cases where candidates from different centres have been taught and assessed together and wish to be treated as a consortium, a co-ordinator from one of the centres must be nominated. Application forms for consortium arrangements are no longer available on the JCQ website. JCQ now requires that all centres register their consortium arrangements through a new web portal that can be accessed via each centres central login. Examinations officers should be contacted for more information. **Centres must carry out internal standardisation across the consortium**. The moderation process will be carried out treating the consortium as a single group. If one centre applies for Enquiry about Results the outcome of the remoderation will apply to the candidates from all centres in the consortium. Please contact CCEA Moderation for further guidance 028 9026 1224.

2   Recording Coursework Marks

2.1 *Assessing Coursework*

Teachers must assess their candidates' coursework against the marking criteria set out in the specification making use of any additional exemplar material or guidance issued by CCEA. Where a teacher teaches his/her own child, the centre must declare the conflict of interest by completing the 'Conflict of Interest Form' available at http://ccea.org.uk/ qualifications/adminhelp/handbook. The centre must also submit the marked work for moderation whether or not it is part of the moderation sample.

2.2 *Completion of Candidate Record Sheets*

In order to leave sufficient time for marking, teachers should start assessing their candidates' coursework well in advance of the 7th of May. The marks awarded for each criteria should be recorded on the *Candidate Record Sheet* available on the eCandidate Record Sheet (eCRS) application. When the last item has been assessed the final mark should be entered in the appropriate box on these sheets. A copy of the candidate record sheet for all candidates in the sample must be made available to the Moderator at the time of the moderation visit.

GCE coursework marks are not accepted by CCEA using hard copy CRS and OMR forms. **All** centres **must** submit marks using the online eCRS system. Details of how to use this system are available from the Technology and Design microsite under the Internal Assessment tab and on the main homepage of the Technology and Design microsite www.ccea.org.uk/technology. For further information on all aspects of eModeration please see the hyperlink below:
http://ccea.org.uk/qualifications/e_moderation/application_details/ecandidate_record_sheet

When assessing coursework teachers are required to write <u>relevant</u> comments in each section on the *Candidate Record Sheet* for each pupil.

Teachers should comment specifically on any assistance which has been given to the candidate over and above normal teaching. The teachers' marks should be reflective of any assistance given. The observations recorded in the comment column should provide any additional information to support the mark awarded.

Annotation should be clear, unambiguous and appropriate to the nature of the work.

Annotation on a candidate's work provides a means of communication between teacher and candidate, showing where marks have been awarded and why. Comments should also assist the moderator in checking the application of the marking criteria to the work.

Annotation can be used to convey positive achievement of the candidate which may not be evident to a moderator from the written product.

Candidates must not do any further work on their coursework after the 7th of May.

Centres **must** make sure they complete the Candidate Record Sheet for all of their candidates.

Any work which has not been adequately annotated may be returned to the centre for further annotation. This may delay the moderation process.

2.3 *Internal standardisation*

It is a requirement of all specifications that where there is more than one teaching group in a subject, internal standardisation of assessments is carried out before submitting final marks to CCEA. Time must be set aside in centres for the completion of internal standardisation. Teachers may use archive pieces of work returned from previous series and exemplar work used by CCEA at agreement trials, to maintain and inform standards.

Guidelines on internal standardisation are included in this booklet as Appendix 1. The lead teacher such as Head of Department or Subject Co-ordinator should confirm that internal standardisation has been carried out on the eCRS application. **This must be completed even where there is only one teacher responsible for a subject.**

2.4 *Completion of eCandidate Record Sheets*

In order to leave sufficient time for marking, teachers should collect work from their candidates in advance of the date for submission of marks. Where several items of work are to be assessed, the marks should be recorded on the *eCandidate Record Sheets*. Where appropriate, comments should be included so that moderators are informed of the rationale underpinning the mark awarded by the teacher. Please ensure that the correct marks are entered.

2.5 *Authentication of candidate's work*

Candidates may revise and re-draft internally assessed work without teacher involvement before submitting the final piece, unless the specification states otherwise.

Candidates must not copy published material and claim it as their own work. Candidates must provide detailed reference to material used from printed books, journals or taken from the internet.

Teachers must take steps to ensure the work submitted is the candidate's own work and that the candidate has signed the authentication statement to confirm this. If the candidate declines to sign the authentication statement, a mark of zero (0) must be recorded for that candidate. Teachers must also sign the authentication statement for the group of candidates whose work they have marked.

The lead teacher is required to confirm that the work was conducted under the conditions laid down in the specification and to authenticate the candidate's work on the eCRS application. If a teacher has reservations about authenticating the work of an individual candidate because the candidate received additional assistance, acceptable within the specification, but beyond that of the teaching group as a whole, then a mark which represents the candidate's unaided achievement should be awarded. Details of this must be recorded on the eCRS application. If a teacher is unwilling to confirm authentication then the candidate's work cannot be accepted for assessment and a mark of zero (0) must be recorded for that candidate. If malpractice is suspected the guidelines in paragraph 2.7 below must be followed.

Signed authentication statements by candidates and teachers **must be retained** in the centre for CCEA use and/or inspection purposes.

The internally assessed work submitted must be the work of individual candidates, even if the preparatory work/research has been done in pairs/groups.

2.6 *Malpractice in internally assessed work*

If dishonesty or malpractice such as copying, collusion or plagiarism, is discovered prior to the candidate signing the authentication statement (where required), the matter should be resolved internally by the centre. If the candidate is subsequently entered, none of the work which contributed to the malpractice should be submitted.

If dishonesty or malpractice is discovered after the candidate has signed the authentication statement (where required), the centre's examination officer should be informed and the details reported to CCEA using form JCQ/M1. This can be found on the JCQ website: http://www.jcq.org.uk/exams-office/malpractice

2.7 *Internal appeals procedure*

Centres are required to have internal appeals procedures relating to internal assessment decisions. These should be available and accessible to candidates.

3   Selecting Samples for Moderation and Collection of Candidates' Work

3.1 *Instructions regarding eCandidate Record Sheets*

The *eCandidate Record Sheets* of all candidates, must be submitted by the specified deadline.

3.2 *Issuing of Sampling Instructions*

During April, centres will receive specific instructions regarding the samples of work which must be made available for moderation. It is essential that all the samples specified in the instructions are made available.

All samples must be organised by the teacher immediately upon receipt of instructions to ensure that they are made available and displayed in rank order for the visit of the moderator. **The sample should be placed in order of merit, starting with the candidate with the highest mark.**

Note that the sample of work displayed **must always include the top and bottom candidate** in a centre's rank order. The 'bottom' candidate is the candidate with the lowest **non-zero** mark allocated to **complete** work. If any candidate listed on the sampling instructions has no work available, the work of the next candidate, in candidate number order, must be displayed.

In order to keep accurate records of a centre's submission the *Coursework/Controlled Assessment Sample Change* form must be completed (See Appendix 2). Centres will receive this form as part of their sampling instructions.

The *Coursework/Controlled Assessment Sample Change* form must be used when:

• **a sample of work requested is not available** - record details of the candidate being replaced, reasons why the work is not available and the replacement candidate details;

• **sample requested does not include the candidate with the highest mark** - record details of the candidate's work being provided representing the highest mark (in addition to the sample requested);

- **sample requested does not include the candidate with the lowest (non zero) mark** - record details of the candidate's work being provided representing the lowest (non zero) mark (in addition to the sample requested).

The Coursework/Controlled Assessment sample change form must be made available to the moderator at the time of the visit to return to CCEA.

3.3 *Miscellaneous points to note*

The following points should be taken into account before the work and marks are submitted:

- care must be taken to ensure that each mark inputted on the eCRS system is correct.

- if the total number of candidates for a subject is 11 or less, the work of all candidates must be displayed, unless otherwise directed.

4 Moderation

4.1 *Purpose of Moderation*

The purpose of moderation is to align the marking of internally assessed components in all centres with the CCEA standard.

4.2 *Moderator's visit*

For each centre, CCEA will send a moderator to the centre to inspect the sample. The moderator will check that it is a fair and reasonable sample of the work of the centre. The visit will occur on any day during the visiting moderation period. Centres will be informed closer to the time. Centres **must** be available for this visit. If the Head of Department is not available on the day for feedback from the moderator, they must nominate another teacher in the department or senior teacher to receive this feedback in their absence.

4.3 *Scrutiny of samples*

The moderator will scrutinise the sample of work displayed and will assess it against the assessment criteria contained in the specification and the standards established by the principal moderator. **The sample is taken to be representative of the marking standard at the centre**. Candidate's work must be displayed in rank order. Centres must use the rank order labels to identify the candidates' position in the centre rank order (Appendix 3). A copy of the eCRS for each candidate must be provided for the moderator at the time of the visit. Record sheets for sample candidates must accompany the work. All other eCRS must be printed and retained in rank order in case requested by the moderator. Scrutiny of the sample will indicate if any adjustment to marks is needed and senior moderators will determine the nature and scale of that adjustment.

4.4 *Additional internally assessed work samples*

The moderator/CCEA may request to view all candidates work.

4.5 *Resubmission of marks*

Where difficulties arise during moderation, for example, if the rank order of candidates cannot be accepted because of lack of internal standardisation, centres may be asked to review their marking and to submit revised marks to CCEA. In this situation another moderation visit will be arranged.

4.6 *Feedback and adjustment or non adjustment to marks*

Based on the inspection of the sample, the moderator will determine if the centre's marks are acceptable or if an adjustment may be needed. Decisions about the nature and scale of any adjustment are taken by the principal moderator and assistant principal moderators at a meeting convened for that purpose. Where an adjustment to a centre's marks is considered necessary, the adjustment will be made to align the centre's marks as closely as possible with the moderator's marks. In those cases where the moderator feels able to confirm the centre's marks, the Head of Department (HOD), or teacher deputising, will be informed accordingly. Where the moderator's assessments and those of the centre are different, the moderator will discuss the assessments with the HOD and highlight where the variations in marking have been found. Depending on the number of candidates outside tolerance the moderator will be directed, according to CCEA regulations, to tick a specified box as to whether an adjustment may or may not be required. **Centres should note that moderators do not have the authority to make an adjustment; this duty falls on the senior moderating team at the post moderation meeting**. The confirmation of moderation outcome form must be signed by the school representative and the moderator.

Re-moderation

4.7 Where agreement cannot be reached, the re-moderation procedure described below must be implemented.

Requests for re-moderation will be accepted at the time of the Moderator's visit or within five days of the Moderator's visit.

4.8 *Re-moderation of candidates' work*

In those cases where requests for re-moderation have been lodged with CCEA's moderation department within five days of the Moderator's visit, the centre must make arrangements for the work to be available for the Assistant/Principal Moderator's visit. The Assistant/Principal Moderator will re-moderate the work concerned and report directly to CCEA. The Assistant/Principal Moderator will not inform the centre of the outcome of their moderation.

4.9 *Re-moderation by an Assistant/Principal Moderator*

The mark(s) awarded by the Assistant/Principal Moderator will stand. Thereafter another request for Re-Moderation cannot be considered before issue of results for this component of the examination.

4.10 *Retention of coursework in centre*

Centres are required to retain candidates' marked coursework, under secure conditions, whether or not it was part of the moderation sample, until all possibility of an enquiry about results has been exhausted.

In accordance with CCEA's rules and programme all coursework must be retained in the centre until the end of October.

4.11 *Requested work for RMA and Agreement Trials*

If work is requested for RMA or Agreement Trial purposes by CCEA, centres **must** submit the work to CCEA. Centres are advised to ensure all work is correctly labelled and appropriately packaged. JCQ regulations state awarding organisations do not accept any liability for the loss of, or damage to, coursework that occurs during the moderation process or during dispatch, transit or storage, or for problems that occur during the construction, submission and moderation of coursework in electronic format. Candidates should be advised not to include any items of real or sentimental value e.g. photographs, certificates.

5   Post Results Services for Coursework

5.1 As part of the JCQ awarding bodies' enquiries about results services, centres can request a post-results review of moderation (Service 3) to ensure that the assessment criteria have been fairly, reliably and consistently applied. This service is not available if a centre's marks have been accepted without change by an awarding body.

5.2 The review of moderation:

- is normally carried out by a Senior Moderator;

- is a process in which a second moderator reviews the work of the first moderator. The second moderator sees the original marks and any annotations made by the first moderator to gain a full and clear understanding of whether the assessment criteria have been applied as intended;

- is undertaken on the original sample of candidates' work;

- includes feedback similar to that provided following the original moderation. If the review of the moderation is carried out in the centre because of the nature of the moderation (visiting moderation) the moderator does not provide feedback to the centre. The centre will receive a formal report on the review of the moderation directly from CCEA's moderation department. If centre marks are reinstated, feedback may not be provided.

5.3 A review of moderation will not be undertaken upon the work of an individual candidate or the work of candidates not in the original sample (unless there was a fault in the selection of the original sample, e.g. insufficient candidates included).

5.4 The work submitted for a review of moderation:

- must be the original work submitted for moderation;

- must have been kept under secure conditions;

- must not have been returned to the candidates.

5.5 If the original sample of candidates' work has been lost, an equivalent sample may be requested by the awarding body.

5.6 Internally assessed coursework will be treated as examination scripts for the purposes of enquiries about results. Centres should request a post-results review of marking. (Service 2) or a priority post-results review of marking (Priority Service 2) as appropriate to the level of the qualification.

5.7 For further information on the enquiries about results process please refer to the JCQ document Post Result Services, Information and guidance for centres. This booklet is also available on the JCQ website http://www.jcq.org.uk/exams_office/postresult_services/

5.8 Coursework involving Visiting Moderation

5.9 (i) For subjects involving visiting moderation, re-moderation can be requested at the time of the visiting moderation exercise.

Service 3 (post-results review of moderation) is available only for those subjects for which physical work is available. This means that the service is not available for some internally assessed units/components of subjects such as Drama, PE or GCSE English (Talking and Listening) where the controlled assessment outcome is ephemeral.

(ii) For those subjects for which physical work is available (e.g. Art and Design, and Technology and Design) Heads of Centre will be required to confirm in writing that the work to be submitted for the Service 3 re-moderation:

- will be the original work submitted for moderation;

- has been kept under secure conditions;

- has not been available to the candidates;

- will be presented in exactly the same way as for the original moderation.

TEACHER-ASSESSED COMPONENTS

Internal standardisation – guidelines to teachers

1   CCEA requires that, in each centre in which more than one teaching group is entered for a subject, a process of internal standardisation of controlled assessment should be carried out within the centre. The purpose of these guidelines is to provide teachers and departments with a simple method of internal standardisation. The purpose of this process is to ensure, as far as possible, that there is uniformity in the centre's assessments for each subject.

2   The internal standardisation should take the form of a mini agreement trial, based on samples of work drawn from each of the teaching groups concerned.

3   From each teaching group the work selected should illustrate the variety of types of work undertaken by that group and also the range of performance within the group. Five items of work from each group are likely to suffice as sample material.

4   The sample work from one teaching group should be re-marked by the other teachers in the department. The original marks should not be known to those doing the re-marking. All assessments should be in accordance with the assessment criteria for the subject.

5   The marks resulting from both the original marking and the re-marking should be recorded together and a discussion held on the reasons for any significant discrepancies which appear. Reference should be made to the assessment criteria in this process. If it is found that the original marks awarded by one or more teachers do have to be adjusted, agreement should be reached on the adjustment(s) needed. For each mark range, consideration must be given to the amount of adjustment to be applied to all candidates in the mark range.

6   If substantial adjustments are found to be necessary the original marker should be asked to reconsider the marks for all candidates in that teaching group. It might be wise (time permitting) to hold a second standardisation exercise based on different items of work from that teaching group, before the submission of the marks to CCEA.

7   The procedures outlined in paragraphs 4, 5 and 6 above should be repeated for each teaching group.

8   As indicated in the teachers' instructions in relation to the submission of marks for teacher-assessed components, any adjustments to the total mark made as a result of this internal standardisation procedure should be shown on the *Candidate Record Sheet*. **The letters *IS* should be used to indicate that this is the reason for the change.** This should be recorded in the comment section of the eCRS.

Appendix 2

Series: 2019 Summer
Component: STE21 : AS Tech & Design Unit 2 (CW)
Centre Number: _____
Candidate Number: _____
Candidate Name: _____

Title

Product Development

Provide details of additional assistance (if any)

Task	Mark
Investigation and Analysis of Product Low Mark Band (1-3 marks) Medium Mark Band (4-6 marks) High Mark Band (7-10 marks)	_____ out of 10
Re-design Solutions and Development Low Mark Band (1-12 marks) Medium Mark Band (13-28 marks) High Mark Band (29-40 marks)	_____ out of 40
Making Low Mark Band (1-12 marks) Medium Mark Band (13-28 marks) High Mark Band (29-40 marks)	_____ out of 40
Testing and Evaluation Low Mark Band (1-3 marks) Medium Mark Band (4-6 marks) High Mark Band (7-10 marks)	_____ out of 10

Total Mark: _____ out of 100

Series: 2019 Summer
Component: ATE21 : A2 Tech & Design Unit 2 (CW)
Centre Number: _____
Candidate Number: _____
Candidate Name: _____

Title

Product - System Design and Manufacture

Provide details of additional assistance (if any)

Task	Mark
Identifying a problem, client or user needs and design specification **Low Mark Band (1-3 marks)** **Medium Mark Band (4-6 marks)** **High Mark Band (7-10 marks)**	____ out of 10
Initial ideas, selection of ideas for development **Low Mark Band (1-6 marks)** **Medium Mark Band (7-13 marks)** **High Mark Band (14-20 marks)**	____ out of 20
Development **Low Mark Band (1-6 marks)** **Medium Mark Band (7-13 marks)** **High Mark Band (14-20 marks)**	____ out of 20
Making **Low Mark Band (1-12 marks)** **Medium Mark Band (13-28 marks)** **High Mark Band (29-40 marks)**	____ out of 40
Testing and Evaluation **Low Mark Band (1-3 marks)** **Medium Mark Band (4-6 marks)** **High Mark Band (7-10 marks)**	____ out of 10

Total Mark: _____ out of 100

Appendix 4

Coursework/Controlled Assessment Sample Change Form	cea *Rewarding Learning*

Series: _____ Centre *(specify if consortium)*: _____

Subject/Pathway: _____ Component/Unit: _____

Candidate Number	Candidate Name	Admin Centre (if applicable)	Reason for Change to Sample Requested Please ✓ as appropriate	Candidate Number Being Replaced and Reason (if appropriate)
			❑ Highest mark ❑ Lowest mark ❑ Replacement	
			❑ Highest mark ❑ Lowest mark ❑ Replacement	
			❑ Highest mark ❑ Lowest mark ❑ Replacement	
			❑ Highest mark ❑ Lowest mark ❑ Replacement	
			❑ Highest mark ❑ Lowest mark ❑ Replacement	
			❑ Highest mark ❑ Lowest mark ❑ Replacement	
			❑ Highest mark ❑ Lowest mark ❑ Replacement	

We will only use the personal information you provide for the purpose we have requested it for. Signing this form will confirm your consent to the processing of this information. We will not share your personal information with any third party without your consent or unless we are required to do so by law or to prevent fraud.

Signed: _____

Printed: _____

(Head of Department)

Date: _____

Top copy: Centre to include with sample
Bottom copy: Centre retain copy

Clarendon Dock, 29 Clarendon Road, Belfast BT1 3BG   Tel: (028) 9026 1200, Fax: (028) 9026 1234

CCEA/FO/2416/02

CCEA GCSE Technology and Design: Candidate Rank Order Labels

Centre should photocopy this master sheet to provide the number of labels required.

Candidate Rank Order	Candidate Rank Order
Candidate No.	Candidate No.
Candidate Rank Order	Candidate Rank Order
Candidate No.	Candidate No.
Candidate Rank Order	Candidate Rank Order
Candidate No.	Candidate No.

This booklet has been drawn up to comply with the relevant regulatory requirements.