2007 Health & Food Technology
Home Economics

Intermediate 2 − Technological Project

Finalised Marking Instructions

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STEP 1 Total mark allocation − 14 marks

1 : 1 Identification of the key points with explanation

The candidate should identify the 'core' key points – these are all the main key words of the Technological Project brief.
The number of 'core' key points which can be identified will depend on the wording of the Technological Project brief.
Candidates should number each key point identified.

Identify the key points – 3 marks

Candidates who record all the 'core' key points will gain **2 marks**.
Candidates who record ½ or more, but not all the 'core' key points will gain **1 mark**.
Candidates who record less than ½ the 'core' key points will gain **0 marks**.
Candidates who provide an additional key point, other than those identified as 'core', will be awarded an additional **1 mark**.

Basic and accurate explanation of key points – 2 marks

Marks are determined by the number of key points which have a basic and accurate explanation.
If all key points have a basic and accurate explanation, candidates will be awarded **2 marks**.
If ½ or more but not all of the key points have a basic and accurate explanation, candidates will be awarded **1 mark**.
If less than ½ the key points have a basic and accurate explanation, candidates will be awarded **0 marks**.

Detailed and accurate explanation – 1 mark

Candidates who provide further accurate detail within the explanations will be awarded an additional mark. Extra detail means one additional point of explanation is provided for any one of the key points.

Brief 1
Develop an international dish for sale in the school canteen.

Brief 2
Develop a nutritious one pot dish suitable for a student market.

Brief 1
Key points

1. Develop
2. (an) international
3. dish
4. (for) sale
5. (in the) school
6. canteen

Brief 2
Key points

1. Develop
2. (a) nutritious
3. one pot
4. dish
5. suitable
6. (for a) student market

Example of basic accurate explanation of key points

Develop
- create or devise ideas for a new item

Example of further accurate detail in explanation of key points

Develop
- create or devise ideas for a new item
- make an item which is original or different to what is available at present

Brief 1 – International Dish
Additional Key Points

7. Nutritional needs of target group
8. Current dietary targets/Hungry for Success
9. Aesthetic appeal
10. Likes/dislikes
11. Appeal to market/target group
12. Age range of target group
13. Allergies
14. Skills/abilities
15. Time available for manufacture
16. Facilities/resources available
17. Hygiene/safety
18. Cost
19. Quality/standard required for sale
20. Suitable for mass production
21. Availability of ingredients
22. Portion size

Brief 2 – One Pot Dish
Additional Key Points

7. Nutritional needs of students
8. Current dietary targets
9. Aesthetic appeal
10. Likes/dislikes
11. Appeal to students
12. Age range of students
13. Allergies
14. Skills/abilities
15. Time available for manufacture
16. Facilities/resources available
17. Hygiene/safety
18. Cost
19. Quality/standard required for sale
20. Suitable for mass production
21. Availability of ingredients
22. Portion size

1 : 2 Draw up appropriate criteria for a specification

Allow for a range of solutions – 1 mark

Candidates whose specification allows for a range of solutions will be awarded 1 mark.

No marks will be awarded if a range of solutions is not possible.

Contain more detail than the brief – 2 marks

Specification points must be derived from the brief.

When drawing up the criteria for the specification, candidates should not just rewrite the key points – greater explanation is required.

- All specification points contain more detail than the brief **2 marks**
- ½ or more, but not all specification points contain more detail than the brief **1 mark**
- Less than ½ the specification points contain more detail than the brief **0 marks**

Be written in measurable terms – 2 marks

Candidates must indicate how each specification point should be able to be measured by a valid method.

- All specification points are measurable **2 marks**
- ½ or more, but not all specification points are measurable **1 mark**
- Less than ½ the specification points are measurable **0 marks**

Note: Candidates are expected to produce a **minimum of four** specification points.

Total – 5 marks

Step 1.2

Brief 1 – International Dish			**Brief 2 – One Pot Dish**		
Item must:		**Measured by:**	**Item must:**		**Measured by:**
1	• be a food product	Component checklist/Recipe analysis Interview with food technologist	1	• be a food product	Component checklist/recipe analysis Interview with food technologist
2	• be made using international ingredients	Interview with food technologist/ retailer/canteen supervisor Literary/Internet check Component checklist	2	• be made/served in one dish/pot/container	Interview with food technologist/ retailer/manufacturer Recipe analysis/literary/Internet check Component checklist
3	• be healthy/take account of current dietary guidelines/Hungry for Success	Interview with food technologist/ dietician/canteen supervisor Component checklist	3	• healthy/take account of current dietary guidelines	Interview with food technologist/ dietician/food retailer/manufacturer Component checklist
4	• be nutritionally suitable for target group/school pupils	Interview with food technologist/ dietician Nutritional analysis & check by food technologist/dietician	4	• be nutritionally suitable for students	Interview with food technologist/ dietician Nutritional analysis & check by food technologist/dietician
5	• be suitable for inclusion in a school canteen	Interview with food technologist/ dietician/canteen supervisor	5	• complement other products in the range	Interview with food technologist/retailer/manufacturer
6	• be different to other products already on menu/be original	Interview with canteen supervisor Menu check	6	• be different to other products already on the market/be original	Interview retailer/manufacturer/food technologist Check against current product range
7	• be comparable in cost to other dishes in the school canteen	Costing exercise & menu price check Interview with canteen supervisor	7	• be comparable in cost to similar dishes on the market	Costing exercise & check against current product price Interview with retailer
8	• be cost effective/be good value for money	Costing exercise & interview with food technologist/canteen supervisor Costing exercise & interview/ questionnaire target group	8	• be cost effective/be good value for money	Costing exercise & interview with food technologist/retailer/manufacturer Costing exercise & interview/ questionnaire target group
9	• be within the budget of the school canteen	Costing exercise & interview with canteen supervisor	9	• be within the budget of the manufacturer	Costing exercise & interview with manufacturer

Step 1.2 (continued)

Brief 1 – International Dish			Brief 2 – One Pot Dish		
Item must:		**Measured by:**	**Item must:**		**Measured by:**
10	• be within the budget of the target group	Costing exercise & interview/ questionnaire to target group	10	• be within the budget of the students	Costing exercise & interview/ questionnaire to target group
11	• be of an acceptable/ satisfactory standard for sale	Interview with food technologist/canteen supervisor Sensory testing with target group Quality checklist	11	• be of an acceptable/ satisfactory standard for sale	Interview with food technologist/canteen supervisor Sensory testing with target group Quality checklist
12	• be an appropriate portion size	Interview food technologist/dietician/ canteen supervisor Sensory testing/questionnaire with target group	12	• be an appropriate portion size	Interview food technologist/dietician/ retailer/manufacturer/target group Sensory testing with target group
13	• be easy to portion	Interview canteen supervisor	13		
14	• be aesthetically pleasing to target group	Interview/questionnaire to target group/food technologist/canteen supervisor Sensory evaluation with target group	14	• be aesthetically pleasing to students	Interview/questionnaire to target group/food technologist/manufacturer/retailer Sensory evaluation with target group
15	• take account of likes/dislikes of target group	Sensory evaluation with target group Interview/questionnaire to target group/canteen supervisor	15	• take account of likes/dislikes of students	Sensory evaluation with target group Interview/questionnaire to target group/manufacturer/retailer
16	• be made using the facilities/resources available to the school canteen	Interview with food technologist/ canteen supervisor Facilities/resources checklist	16	• be made using the facilities/resources available to the manufacturer	Interview with food technologist/ manufacturer Facilities/resources checklist
17	• be made using the facilities/resources available to the candidate	Interview with food technologist Survey with retail outlet Checklist of facilities/component checklist	17	• be made using the facilities/resources available to the candidate	Interview with food technologist Survey with retail outlet Checklist of facilities/component checklist
18	• be within the capabilities of the candidate	Trial of prototype Time plan/checklist Interview with food technologist Skills analysis	18	• be within the capabilities of the candidate	Trial of prototype Time plan/checklist Interview with food technologist Skills analysis

Step 1.2 (continued)

Brief 1 – International Dish			**Brief 2 – One Pot Dish**		
Item must:		**Measured by:**	**Item must:**		**Measured by:**
19	• be made in the time available	Timed trial of prototype & interview with food technologist/canteen supervisor Interview with food technologist/canteen supervisor	19	• be made in the time available	Timed trial of prototype & interview with food technologist/manufacturer Interview with food technologist/manufacturer/target group
20	• be prepared under hygienic safe conditions	Interview with EHO/food technologist Quality checklist	20	• be prepared under hygienic/safe conditions	Interview with EHO/food technologist Quality checklist
21	• be safe to eat	Interview with food technologist/ canteen supervisor/EHO. Component checklist	21	• be safe to eat	Interview with food technologist/food retailer/manufacturer/EHO. Component checklist
22	• be easy to prepare/cook/ reheat	Interview with food technologist/ canteen supervisor	22	• be easy to prepare/cook/ reheat	Interview with food technologist/ manufacturer/retailer/target group
23	• be suitable to be made in advance	Interview with food technologist/ canteen supervisor	23	• be suitable to be made in advance	Interview with food technologist/ retailer/manufacturer
24	• have an appropriate shelf life	Interview with EHO/food technologist/ canteen supervisor	24	• have an appropriate shelf life	Interview with EHO/food technologist/ retailer/manufacturer/target group
25	• be suitable for mass production	Interview with food technologist/ canteen supervisor	25	• be suitable for mass production	Interview with food technologist/ manufacturer

Note:

- The candidate **must** specify the term 'expert' if used
- A food technologist could include a person working in food product development or a Home Economics teacher

NB

- **Specification Points** – **it must be checked that the specification points are different.**
  – **A candidate may use different wording to state the same thing.**
- **Measured by** – **The candidate must specify the term 'expert' if used.**

Method of measuring must be able to check/assess whether the specification point has been met.

1 : 3 Devise an overall plan for investigations

List a range of relevant investigations – 2 marks

Candidates who provide a list of possible investigations which focus clearly on the following

- the key points of the project brief
- the specification points
- and have a clear aim/purpose

will be awarded **2 marks**.

Candidates who provide a list of investigations which do not focus clearly on the key points and the specification will be awarded **1 mark**.

Obvious omissions from the list of investigations will result in the full mark allocation being unavailable.

Identify techniques to be used – 1 mark

All techniques must be appropriate for the investigations and so allow the candidate the possibility of collecting relevant data/information.

Where techniques are not consistently appropriate, candidates will be penalised.

Total – 3 marks

From the proposed list of investigations drawn up in 1:3 above, candidates should form a prioritised list of those investigations which they propose to undertake.

No marks are awarded at this stage but candidates are expected to focus on those investigations most relevant to the needs of the project brief. A number of investigations may be combined by using one technique.

No more than 3, depending on their nature, could be realistically carried out in the time available.

Candidates who intend to use a questionnaire as an investigation must issue 20 in order to gain valid results.

Candidates should complete this work on pages 6 – 7 of the pro forma.

Step 1.3

Brief 1 – International Dish			**Brief 2 – One Pot Dish**		
Investigation		**Technique**	**Investigation**		**Technique**
1	• Types of international ingredients/dishes	Interview with food technologist/canteen supervisor Literary/Internet search	1	• Range of one pot dishes	Interview with food technologist/manufacturer/retailer Literary/Internet search
2	• Potential uses of international ingredients	Literary/Internet/recipe search Interview with food technologist/ canteen supervisor	2	• Range of one pot containers/ utensils	Literary/Internet search Interview with chef/food technologist/manufacturer
3	• Current dishes/international dishes	Survey of school canteen menu Interview with canteen supervisor	3	• Current one pot dishes	Survey of retail outlets Interview/survey with retailer/manufacturer Literary/Internet search
4	• Foods/ingredients suitable for use in international dishes	Interview with target group/dietician/ food technologist/canteen supervisor Literary/Internet/recipe search	4	• Suitable foods for inclusion in a one pot dish	Literary/Internet/recipe search Interview with retailer/manufacturer/food technologist/dietician
5	• Ideas for potential solutions	Survey of school canteen Literary/Internet/recipe search Trial of prototype Sensory testing with target group Interview with food technologist/ canteen supervisor	5	• Ideas for potential solutions	Survey of retail outlets Literary/Internet/recipe search Trial of prototype Sensory testing with target group/students Interview with food technologist/ retailer/manufacturer
6	• Nutritional needs of target group	Literary/Internet search Interview with food technologist/ dietician	6	• Nutritional needs of students	Literary/Internet search Interview with food technologist/ dietician
7	• Hungry for Success	Literary/Internet search Interview with dietician/food technologist/canteen supervisor	7		
8	• Aesthetic appeal of potential solutions	Sensory testing with target group/ food retailer/canteen supervisor	8	• Aesthetic appeal of potential solutions	Sensory testing with target group/students/food technologist/ retailer/manufacturer
9	• Likes and dislikes of target group	Interview/questionnaire/survey to target group/canteen supervisor	9	• Likes and dislikes of students	Interview/questionnaire/survey to target group/students

Step 1.3 (continued)

Brief 1 – International Dish			**Brief 2 – One Pot Dish**		
Investigation		**Technique**	**Investigation**		**Technique**
10	• Facilities/resources available to school canteen	Interview with canteen supervisor Component/equipment checklist	10	• Facilities/resources available to the manufacturer	Interview with manufacturer Component/equipment checklist
11	• Facilities/resources available to candidate	Interview with food technologist Resources/equipment checklist	11	• Facilities/resources available to candidate	Interview with food technologist Resources/equipment checklist
12	• Skills necessary for manufacturing the product	Interview with food technologist/canteen supervisor Skills audit	12	• Skills necessary for manufacturing the product	Interview with food technologist/ manufacturer Skills audit
13	• Time available for manufacturing the product	Interview with food technologist/canteen supervisor Timed trial of prototype	13	• Time available for manufacturing the product	Interview with food technologist/ manufacturer Timed trial of prototype
14	• Hygiene/safety requirements for food production	Interview with EHO/food technologist/canteen supervisor/ Trading Standards Officer	14	• Hygiene/safety requirements for food production	Interview with EHO/food technologist/manufacturer/retailer/ Trading Standards Officer
15	• Quality requirements of potential solutions	Interview with food technologist/canteen supervisor Trial of prototype Sensory testing with target group	15	• Quality requirements of potential solutions	Interview with food technologist/ retailer/manufacturer Trial of prototype Sensory testing with target group/ students
16	• Shelf life of potential solutions	Interview with EHO/food technologist/canteen supervisor	16	• Shelf life of potential solutions.	Interview with EHO/food technologist/retailer/manufacturer
17	• Appropriate portion size for target group	Interview with food technologist/ dietician/canteen supervisor Literary/Internet research	17	• Appropriate portion size of potential solution	Interview/questionnaire with food technologist/dietician/retailer/ manufacturer Literary/Internet research
18	• Suitability for mass production	Interview with food technologist/ canteen supervisor	18	• Suitability for mass production	Interview with food technologist/ manufacturer

Step 1.3 (continued)

Brief 1 – International Dish			**Brief 2 – One Pot Dish**		
Investigation		**Technique**	**Investigation**		**Technique**
19	• Price range of similar dishes	Interview with canteen supervisor Survey of canteen menu	19	• Price range of similar dishes on market	Interview with retailer/manufacturer Survey of similar dishes on market
20	• Cost of potential ingredients/solutions	Costing exercise	20	• Cost of potential ingredients/ solutions	Costing exercise
21	• Budget of school canteen	Interview with food technologist/ canteen supervisor	21	• Budget of manufacturer	Interview with food technologist/ manufacturer
22	• Budget of target group/amount target group is prepared to pay	Interview/questionnaire/survey with target group/canteen supervisor	22	• Budget of target market/students amount target group is prepared to pay	Interview/questionnaire/survey with target group/students/retailer/manufacturer
23	• Influencing factors on final product	Interview with food technologist/ canteen supervisor/target group	23	• Influencing factors on final product	Interview with food technologist/ target group/retailer/manufacturer

Note:

- The candidate **must** specify the term 'expert' if used
- A food technologist could include a person working in food product development or a Home Economics teacher

STEP 2 Total mark allocation – 12 marks

2 : 1 Implement the overall plan for investigations – 9 marks

The mark allocation for this area will be awarded holistically and will be based on candidates' performance in a series of investigations.

Candidates will be assessed on the results and conclusions from each investigation.

Candidates' findings should

- be brief, concise and easy to interpret
- show a link to the aim and purpose of the investigation

Results must be derived from the investigations and be based on facts and evidence. Conclusions must be based on **results obtained**.

Findings are recorded in a format which is

- brief
- concise
- easy to interpret

Marking criteria

- Holistic approach – marks must be briefly justified
- Results must be brief, concise and easy to interpret
- Results must show a link to the aim/purpose of the investigation.
- Results must be derived from the investigations and based on facts and evidence
- Conclusions must be based on the results obtained

For all investigations candidates have done as they intended	**2 marks**
For ½ or more investigations candidates have done as they intended	**1 mark**
Less than ½ investigations candidates have done as they intended	**0 marks**
All investigations contain brief, concise and easy to interpret results	**2 marks**
½ or more investigations contain brief, concise and easy to interpret results	**1 mark**
Less than ½ investigations contain brief concise and easy to interpret results	**0 marks**
All results are based on fact/relevant to option statement	**2 marks**
½ or more of results are based on fact/relevant to option statement	**1 mark**
Less than ½ of results are based on fact/relevant to option statement	**0 marks**
All conclusions are based on the results and show progression	**3 marks**
½ or more conclusions are based on the results and show progression	**2 marks**
Less than ½ conclusions are based on the results and show progression	**1 mark**
No valid conclusions are provided	**0 marks**

Total – 9 Marks

2 : 2 Derive a solution from the investigations – 3 marks

Generate one solution – 2 marks

Candidates derive **one solution** which must be

- relevant to the needs of the project brief **1 mark**
- based on the results and conclusions reached in the investigations **1 mark**

Brief description of the solution – 1 mark

The solution should be described so it is able to be **visualised.**

Various methods may be used − written details, sketches, diagrams, labelled diagrams, storyboards − to ensure clarity.

Total − 3 marks

Brief 1: International Dish **Possible solutions**	**Brief 2: One Pot Dish** **Possible solutions**
Any appropriate international dish.	Any appropriate one pot dish.

STEP 3 Total mark allocation – 18 marks

3 : 1 Manufacture the chosen solution

Candidates must complete the plan **before** starting to manufacture the solution.

Candidates will be penalised if the plan is written retrospectively.

Identify and requisition resources – 3 marks

Candidates who identify and requisition **all the main** resources will gain **3 marks**.

Candidates who requisition **most** of the main resources will gain **2 marks**.

Candidates who only requisition **some** main resources will gain **1 mark**.

Resources will depend on the chosen solution and may relate to food, textiles or packaging materials.

Identify and requisition equipment – 3 marks

Candidates who identify and requisition **all** main equipment will gain **3 marks**.

Candidates who identify and requisition **most** of the main equipment will gain **2 marks**.

Candidates who identify and requisition **some** of the main equipment will gain **1 mark**.

Equipment will depend on the chosen solution and may relate to equipment used in food or fabric activities.

Draw up a sequence of work – 3 marks

Candidates should show logical thinking when drawing up the sequence of work to manufacture the solution, eg

- activities should be in the correct order to complete the solution
- longer activities started nearer the beginning of the sequence
- dovetailing of activities as appropriate.

Sequence of work is highly effective − **all** activities planned in correct order **– 3 marks**.

Sequence of work is effective − **most** activities planned in the correct order **– 2 marks**.

Sequence of work is satisfactory **– some** activities planned in the correct order, sufficient to allow the solution to be manufactured **– 1 mark**.

Deployment of time (time plan) – 3 marks

Candidates should make good use of time.

- Activities should be appropriately timed.
- Resources and equipment are used to make more effective use of time.

Highly effective time plan **– 3 marks**.

Effective time plan **– 2 marks**.

Satisfactory time plan **– 1 mark**.

Total – 12 marks

After completing the plan for manufacture, candidates should start to manufacture the solution.

Candidates should be encouraged to make notes on page 14 of the proforma as they are carrying out the manufacturing process. Notes may be made on how manufacture is proceeding, any problems encountered and any changes/modifications made to the plan.

This work is not marked, but may prove useful to candidates when completing Step 4 : 1 – Evaluation of the overall plan.

Photographic evidence

Photographic evidence of the candidates' work must be attached to the proforma. If this evidence is not attached, marking must stop, and a note of explanation added to the marking sheet. This project must then be marked for the attention of the PA.

Although no marks are awarded for this area, **evidence must be provided** of the candidates' solution.

When a centre has no photographic evidence attached, but has a note of explanation, continue marking the project but again refer this project to the PA.

Two photographs are required:

- one should provide evidence of the solution **during manufacture**.
- the other should provide evidence of the **completed** solution.

Although the quality of the photographs is not important, they **must** give an indication of the type of work being carried out and completed by the candidate.

3 : 2 Devise a test for the manufactured solution

Present one test – 1 mark

Candidates should present **one** appropriate test – failure to do this will result in no marks being awarded.

Identify technique to be used – 1 mark

Technique must be **appropriate** to the test, allowing candidates to collect relevant data/information.

Total – 2 marks

Briefs 1 & 2

Test	**Technique**
1. Examination by a specified expert eg canteen supervisor/dietician/food technologist/EHO/Trading Standards Officer	Interview/questionnaire Sensory testing
2. Examination by target group	Interview/questionnaire/discussion Sensory testing Observational checklist
3. Costing exercise	Costing exercise confirmed by interview with expert, eg food technologist/food retailer/manufacturer/canteen supervisor
4. Nutritional analysis	Interview with expert, eg dietician

When the candidate uses the term 'expert', it must be qualified, eg a food technologist**.**

This could be included in either the test or the technique.

3 : 3 Implement the test for the manufactured solution

Brief, concise and easy to interpret results – 2 marks

Results should be derived from the test and be based on facts and evidence.

Test results should be presented in a format which is

- brief
- concise
- easy to interpret.

Brief conclusions based on results – 2 marks

Candidates will be marked on their ability to draw meaningful and accurate conclusions from the results of the test.

Conclusions must be

- factually correct
- based on the evidence provided by the results.

Candidates must not offer personal opinions.

Total – 4 marks

STEP 4 Total mark allocation – 6 marks

4 : 1 Evaluate the chosen solution

Evaluation against the specification points – 3 marks

Candidates must rewrite the specification points briefly in the appropriate column.

Candidates must evaluate the solution against **each** specification point. The results of the testing can be used here.

Candidates will be penalised for a lack of accuracy and detail within the explanation.

Page 19 of the pro forma should be used for the evaluation against the specification.

- All specification points are evaluated **3 marks**
- ½ or more, but not all specification points are evaluated **2 marks**
- Less than ½ the specification points are evaluated **1 mark**
- No evaluation is provided **0 marks**

Evaluation of the overall plan – 3 marks

Candidate will evaluate the overall plan (Steps – 3 of the Technological Project).

The following criteria should be used in the evaluation

- time
- resources
- skills and abilities.

Please Note – No marks will be awarded to candidates who do not use these criteria in their evaluation

The evaluation, which may include adaptations/modifications, **must be based on evidence** which can be found within the candidate's Technological Project pro forma.

Candidates should be encouraged to give reasons for any statements they make in the evaluation.

Candidates may find it helpful to use some of the headings for Steps 1 – 3 in the pro forma for the evaluation.

Pages 20 and 21 of the pro forma should be used for the evaluation of the overall plan.

Total – 6 marks

Technological Project Intermediate 2

Summary Mark Allocation

Total 50 marks available

Step	Mark Breakdown	Allocation
1 . 1	**Identification of the key points with explanation** Identify the key points Identify additional key points Key points plus basic and accurate explanation Key points plus detailed and accurate explanation	 **2 marks** **1 mark** **2 marks** **1 mark** **Total mark allocation 6**
1 . 2	**Draw up appropriate criteria for a specification** Allow for a range of solutions Contain more detail than the brief Be written in measurable terms	 **1 mark** **2 marks** **2 marks** **Total mark allocation 5**
1 . 3	**Devise an overall plan for investigations** List a range of relevant investigations Identify techniques to be used	 **2 marks** **1 mark** **Total mark allocation 3**
Total mark allocation for Step 1 – 14 marks		
2 . 1	**Implement the overall plan for investigations** Holistic approach	 **Total mark allocation 9**
2 . 2	**Derive a solution** From the investigation generate one solution Brief description of the solution	 **2 marks** **1 mark** **Total mark allocation 3**
Total mark allocation for Step 2 – 12 marks		

Step	Mark Breakdown	Allocation
3 . 1	**Manufacture the chosen solution**	
	Requisitions all main resources Requisitions most main resources Requisitions some main resources	**3 marks** **2 marks** **1 mark** **Total mark allocation 3**
	Requisition all main equipment Requisition most main equipment Requisition some main equipment	**3 marks** **2 marks** **1 mark** **Total mark allocation 3**
	Highly effective sequence of work Effective sequence of work Satisfactory sequence of work	**3 marks** **2 marks** **1 mark** **Total mark allocation 3**
	Highly effective deployment of time (time plan) Effective deployment of time (time plan) Satisfactory deployment of time (time plan)	**3 marks** **2 marks** **1 mark** **Total mark allocation 3**
3 . 2	**Devise a test for the manufactured solution**	
	One test presented Technique identified	**1 mark** **1 mark** **Total mark allocation 2**
3 . 3	**Implement the test for the manufactured solution**	
	Brief, concise and easy to interpret results Brief conclusions based on results	**2 marks** **2 marks** **Total mark allocation 4**
Total mark allocation for Step 3 – 18 marks		
4 . 1	**Evaluate the chosen solution**	
	Evaluation of specification points	**3 marks** **Total mark allocation 3**
	Evaluation of overall plan against set criteria: time/resources/ skills and abilities	**3 marks** **Total mark allocation 3**
Total mark allocation for Step 4 – 6 marks		

[END OF MARKING INSTRUCTIONS]