

Entry Level Certificate in Design & Technology

Entry 1 Candidate Assessment Booklet (CAB)

Centre number:						Candidate number:				
Year of examination:						Candidate name:				

Focus area: (please circle)				
Resistant Materials Technology	Graphic Products	Textiles Technology	Food Technology	Electronic Products

Edexcel task:	Edexcel set task and brief
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Photographic Evidence:
<p>Please attach securely, in this space, at least one photograph clearly showing the completed product.</p> <p>Centres should use the space on the back page of this booklet for supplementary photographic evidence. The quality of photographs supplied must be sufficient to enable the moderator to see the quality of the outcome(s). Include close-ups of any detail where necessary.</p> <p>A maximum of three photographs should be used. (Please include more photographs in the candidate portfolio.)</p> <p>Digital cameras may be used but the photographs must NOT be digitally enhanced.</p>

1. Investigate		Teacher	Moderator	Page ref/Comment
1.1 Analysing the Brief	Use your design brief to help you decide on some things to research.	Tick or cross to show achieved		Minimum requirement page numbers from the learner portfolio
1.2 Research	<p>Present research that addresses the statements made in your design brief.</p> <p>Investigate a similar existing product to find out some information that will help your designing.</p>			
1.3 Specification	Develop some specification notes about your product describing its form (what it might look like) and its function (what its purpose is).			

2. Design		Teacher	Moderator	Page ref/Comment
2.1 Initial Ideas	<p><i>RMT, Graphics, Food, Textiles:</i> Present design ideas that meet some of your specification ideas. Annotate your designs/plans showing the materials/ingredients/components and processes you will need to make them. Discuss your designs with peers to help with improvements.</p> <p>-----</p> <p><i>Electronics only:</i> Present ideas for case design and for circuit design that meet some of your specification ideas. Label the components in your circuit ideas. Annotate your case designs to show materials and how the case might be made. Discuss your designs with peers to help with improvements.</p>			
2.2 Review	Review your designs to decide which one matches your specification notes best.			
2.3 Develop a Final Proposal	<p>Make changes to your original idea to produce a final improved design proposal.</p> <p>Draw your final design/plan showing some dimensions and materials/ ingredients/components that would be helpful in making your product.</p>			

3. Make		Teacher	Moderator	Page ref/Comment
3.1 Production Plan	List some tasks that would be helpful when making your product.			
3.2 Making Skills	<p><i>RMT, Graphics, Food, Textiles:</i> Make a product using a range of different materials/ingredients/components, equipment, techniques and processes, that functions in some aspects but not in others. Understand why specific tools, equipment and processes, including CAD/CAM where appropriate, are used to make different component parts.</p> <p>Use making skills that demonstrate limited accuracy in manufacture, construction and assembly of component parts.</p> <p>Make your product safely.</p> <hr style="border-top: 1px dashed black;"/> <p><i>Electronics only:</i> Make an electronic circuit that uses input and output components. Make the case you have designed or use one given to you by your teacher that you will modify, and assemble these into an electronic product. Understand why specific tools, equipment and processes, including CAD/CAM where appropriate, are used to make different component parts. Use making skills that demonstrate limited accuracy in manufacture, construction and assembly of component parts. Use making skills that demonstrate limited accuracy in manufacture, construction and assembly of component parts.</p> <p>Make your product safely.</p>			Use of assessor witness statements showing where help has been provided and to what extent.
3.3 Quality of Final Outcome	Make component parts that function as intended but remain either unassembled or poorly assembled and finished . Produce parts of a product that show some function related to the specification. Produce parts of a product that show some function related to the specification.			

4. Test and Evaluate		Teacher	Moderator	Page ref/Comment
4.1 Test and Evaluate Final Outcome	Test some aspects of your final product against your specification criteria outlining good points and bad points.			
4.2 Suggest Improvements	Identify one thing you would do differently to improve your product if it were made again.			

Assessor witness statement

This form should be used by the assessor to support all relevant assessment criteria, particularly **Making Skills** and **Quality of Final Manufacture**. Please use as much detail as necessary to show that the candidate met the assessment criteria.

Assessment criteria	Comment of evidence	Date observed
1		
2		
3		
4		

Assessor name:			
Assessor signature:		Date:	

Candidate declaration			
I hereby certify that this work has been produced without external assistance beyond that which is acceptable under the scheme of assessment and is recorded. IMPORTANT: both the candidate and assessor must sign this form.			
I give permission for this work to be used by Edexcel for training purposes. (please tick)		YES	NO
Candidate signature:		Date:	
Assessor name:			
Assessor signature:		Date:	
<p>Photographic evidence: Centres should use this space for supplementary photographic evidence. A maximum of three photographs should be used in each CAB. The quality of photographs supplied must be sufficient to enable the moderator to see the quality of the outcome(s). Include close-ups of any detail where necessary.</p> <p>Digital cameras may be used but the photographs must NOT be digitally enhanced.</p>			