

# Entry Level Certificate in Design & Technology

## Entry 2 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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<b>Photographic Evidence:</b>
<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	<b>Identify</b> key points in your design brief to guide your research.	Tick or cross to show achieved		Minimum requirement page numbers from the learner portfolio
1.2 Research	<b>Present</b> relevant and selective research that addresses the key points identified in your design brief. <b>Investigate</b> a similar existing product to find out some useful information about the materials it is made from that will help your designing.			
1.3 Specification	<b>Develop</b> a design specification for your product using the following headings: <ul style="list-style-type: none"> <li>• form</li> <li>• function</li> <li>• material/ingredient/component requirements.</li> </ul>			

2. Design		Teacher	Moderator	Page ref/Comment
2.1 Initial Ideas	<p><i>RMT, Graphics, Food, Textiles:</i> <b>Present</b> a range of different initial ideas for your product that meet most of the points in your specification. <b>Annotate</b> your designs/plans showing the materials/ingredients/components and processes you will need to make them. <b>Justify</b> the use of some of the materials you have selected. <b>Discuss</b> your designs with peers focusing on general and technical points to decide on improvements for development.</p> <hr style="border-top: 1px dashed black;"/> <p><i>Electronics only:</i> <b>Present</b> a range of different circuit and case designs that meet most of the points in your specification. <b>Label</b> the components in your circuit ideas and briefly describe how the circuits work. <b>Annotate</b> your case designs to show materials and how the case might be made. <b>Justify</b> the use of some of the materials you have selected. <b>Discuss</b> your designs with peers focusing on general and technical points to decide on improvements for development.</p>			

2.2 Review	Review your design ideas against your specification criteria and choose the best <b>one</b> to develop in more detail. Use feedback from peers to help you form your decision.			
2.3 Develop a final proposal	<p><i>RMT, Graphics, Food, Textiles:</i> Develop your best design idea into a final design idea that improves your initial idea. Make a <b>model</b> of your final idea to test an aspect of design.</p> <p>-----</p> <p><i>Electronics only:</i> Develop a final circuit idea that is an improvement on an initial idea. Develop a case design that is an improvement on an initial idea. <b>Model</b> your final circuit to test its operation.</p> <p>-----</p> <p><i>RMT, Graphics, Textiles:</i> Draw your final design showing all the major dimensions and the materials it is made from.</p> <p>-----</p> <p><i>Food only:</i> Draw your final plan and include information on ingredients and techniques.</p> <p>-----</p> <p><i>Electronics only:</i> Draw your final circuit diagram and include values of electronic components. Draw the final case design and include dimensions and what materials it is made from.</p>			

3. Make		Teacher	Moderator	Page ref/Comment
3.1 Production Plan	<b>Plan</b> a sequence of tasks in an appropriate order for making your product.			
3.2 Making Skills	<p><i>RMT, Graphics, Food, Textiles:</i> <b>Make</b> a product using a range of component parts using different materials/ingredients/ components, equipment, techniques and processes, that functions adequately and matches some specification points. <b>Select</b>, with guidance, tools, equipment and processes, including CAD/CAM where appropriate, for specific uses. <b>Use</b> different making skills that demonstrate some accuracy, in most cases, of manufacture and construction of component parts and their assembly. <b>Make</b> your product safely.</p> <p>-----</p> <p><i>Electronics only:</i> <b>Make</b> an electronic circuit that uses input, process and output building blocks. <b>Make</b> the case you have designed or use one given to you by your teacher that you will modify significantly and assemble these into an electronic product. <b>Select</b>, with guidance, tools, equipment and processes, including CAD/CAM where appropriate, for specific uses. <b>Use</b> different making skills that demonstrate some accuracy, in most cases, of manufacture and construction of component parts and their assembly. <b>Make</b> 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	<b>Make</b> component parts that are functional, complete and assembled into a finished product or sub-systems of the product. <b>Produce</b> a product that matches the specification criteria but whose function is limited.			

4. Test and Evaluate		Teacher	Moderator	Page ref/Comment
4.1 Test and Evaluate Final Outcome	<b>Test and review</b> your final product against your specification criteria.			
4.2 Suggest Improvements	<b>Identify</b> some ideas for how your product could be improved 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. <b>IMPORTANT:</b> 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>			