

<i>Edexcel Use Only</i>

<b>AS GCE (Sept 2006)</b>
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<p><b>CENTRES <u>MUST</u> FOLLOW ALL INSTRUCTIONS GIVEN IN THIS DOCUMENT. FAILURE TO DO SO COULD RESULT IN LATE RETURN OF RESULTS.</b></p>
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<b>Unit Code</b> <i>Please refer to page 2</i>	
<b>Candidate Name</b>	
<b>Candidate Number</b>	
<b>Centre Name</b>	
<b>Centre Number</b>	
<b>Year of Entry</b>	

**RESUBMISSION**                      YES                      NO  
 (please tick one box only)                                           

(Resubmissions are coursework submissions from candidates who have added to an original submission from an earlier examination series.)

**Edexcel Advanced Subsidiary GCE  
 And Advanced GCE in  
 Design and Technology:**

- Product Design
- Food Technology

**Coursework Assessment Booklet (CAB) for  
 Summer 2007 onwards**

This document is a key tool in the assessment of coursework for the following endorsed titles in Design and Technology:

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- Product Design
  - Food Technology
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Please ensure that you follow all the procedures outlined in this booklet.

### Unit code checklist for coursework

Unit		Unit Code
Product Design: Resistant Materials Technology (PD: RMT)	Unit 1: Product Development	6141
	Unit 4: Commercial Product Development	6144
Product Design: Graphics with Materials Technology (PD:GMT)	Unit 1: Product Development	6145
	Unit 4: Commercial Product Development	6148
Product Design: Textiles Technology (PD: TT)	Unit 1: Product Development	6149
	Unit 4: Commercial Product Development	6152
Food Technology (FT)	Unit 1: Product Development	6153
	Unit 4: Commercial Product Development	6156

## Coursework submission

- The teacher responsible for overseeing the candidate's work must ensure that a separate CAB is completed for each item of coursework for each candidate.
- The coursework folder and CAB for each candidate in the sample has to be sent by the date specified in the GCE timetable and information manual. This date will normally be in early May of the year of the examination.
- Please see the "INSTRUCTION FOR COMPLETION AND SAMPLING" notes on the back of the OPTEMS for further details.
- Coursework folders **MUST** be parcelled in such a way that a package should contain only folders pertaining to an individual module, e.g. a parcel containing AS Food Technology folders **ONLY**. These parcels must clearly display the relevant module number, specification name, specification number, centre name and centre number.

## Front Cover

- Please enter the unit code, candidate name, candidate number, centre name, centre number and year of entry on the front cover.

## Coursework details

- Where AS coursework is being submitted, the A2 coursework details must be left blank.
- Where A2 coursework is being submitted, the AS coursework details must also be completed.
- Candidate and teacher must authenticate the work submitted by completing the appropriate sections on page 10.

## Photographic evidence of completed outcomes

- Photographic evidence of completed outcomes **must** be attached to each CAB. The outcomes must be clearly labelled with candidate name, candidate number, centre name, centre number and unit code before being photographed. The quality of the photography **must** be sufficient to enable moderators to see the completed project clearly. Digital cameras may be used. For submissions in Graphics with Materials Technology, the 2D outcome and the 3D outcome must be clearly stated and clear photographic evidence of each must be given in this CAB.

## Teacher annotation

- Each CAB should include teacher annotation indicating where the marks for each assessment criterion have been awarded, this could be page referenced to the student's folder.

## Assessment grid

- Enter one mark for each of the eight sections, A-H. Fill in the totals where indicated on page 5 and 7.
- The levels of response are indicators of what to expect and must be considered as a framework rather than as absolute. Therefore candidates should not be penalised for omitting some aspect of a given level if in all other respects their response is excellent.
- Section G allows candidates to gain marks for appropriateness of the project, as defined in the Unit 1 and Unit 4 content section of the appropriate specification.
- Section H allows candidates to gain marks for quality of written communication.

Assessment criteria	Level of response
A. Exploring problems and clarifying tasks	1. Identify a problem with superficial brief. Limited analysis and research with a superficial specification that relates to the problem.
	2. Identify a problem with adequate brief. Limited analysis, with some use of a range of research. The specification covers some constraints that relate to the problem.
	3. Identify a problem with appropriate brief. Reasoned analysis, with use of selective research. The specification covers major constraints that relate to the problem.
	4. Identify a problem with appropriate brief. Focused analysis, with use of a range of selective research linked to the analysis. The specification arising from the research with justified statements that contain quantitative information.
	5. Identify a problem with clearly defined brief. Analysis covers relevant factors in depth. Produce a range of research that has a high degree of selectivity developed from the analysis. The specification arises from the research with justified statement that contains quantitative information covering all key factors.
B. Generating ideas	1. A limited range of relevant design ideas. Little use of research. Evaluation is limited and superficial.
	2. A range of relevant design ideas. Some use of research. Evaluation is subjective.
	3. A range of realistic alternative design ideas that relate to the problem. Relevant use of appropriate research. Evaluate ideas against specification criteria.
	4. Use of design strategies to generate a range of appropriate alternative ideas. Relevant use of appropriate research with detailed annotation that reflects knowledge and understanding. Evaluate and test ideas against measurable specification criteria.
	5. Use of a range of design strategies to generate and refine ideas that focus on the problem and specification. Design decisions reflect knowledge and understanding gained through the research, demonstrated through detailed annotation. Objectively evaluate and test ideas against measurable specification criteria.
C. Developing and communicating design proposals	1. Develop and present a design proposal. Some understanding of a limited range of resources, equipment and processes. Evaluation is limited and superficial. Limited communication skills with little use of ICT.
	2. Develop, model and present a design proposal. Understanding the use of a limited range of resources, equipment and processes. Evaluation is subjective. Adequate communication skills with some use of ICT.
	3. Develop, model and present a design proposal making use of knowledge and understanding. A good understanding of a range of resources, equipment and processes. Evaluate design decisions against the specification criteria. Good communication skills with use of ICT appropriate to the development of the product.
	4. Develop, model, refine and present a design proposal making use of knowledge and understanding. A good understanding of a range of resources, equipment and processes. Evaluate, test and justify design decisions against the specification criteria. High-level communication skills, focused use of ICT relevant to the development of the product.
	5. Develop, model, refine and present a design proposal with use of in-depth knowledge and understanding evidenced through the development of the product. In-depth understanding of a range of relevant resources, equipment and processes. Objectively evaluate, justify and test design decisions against the specification criteria. High-level communication skills, focused use of ICT relevant to the development of the product.
D. Planning manufacture	1. Limited production plan with unrealistic deadlines. Some management of time and resources, taking little account of the scale of production. No consideration of risk assessment.
	2. Production plan with some realistic deadlines. Adequate management of time and resources, taking some account of the scale of production. Limited consideration of risk assessment.
	3. Production plan with realistic deadlines. Evidence of good management of time and resources, taking account of the scale of production. Some major risk areas are considered.
	4. Realistic production plan containing most of the information needed for third-party manufacture of the product with achievable deadlines. Evidence of good management of time and resources, appropriate to the scale of production. Most major risk areas are considered.
	5. Detailed production plan with achievable deadlines containing all necessary information needed for third-party manufacture. Effective management of time and resources, appropriate to the scale of production. High-level safety awareness for self and others.

TEACHER ANNOTATION		MARK RANGE	TEACHER MARK	EDEXCEL USE ONLY
Evidence found on page(s)	Comments			
		0-2		
		3-4		
		5-6		
		7-8		
		9-10		
		0-3		
		4-6		
		7-9		
		10-12		
		13-15		
		0-3		
		4-6		
		7-9		
		10-12		
		13-15		
		0-2		
		3-4		
		5-6		
		7-8		
		9-10		

Assessment criteria	Level of response
E. Product manufacture	1. Some understanding of a limited range of materials, components and processes. Making skills show little attention to detail. Simplistic or incomplete product produced lacking in appropriate level of demand. Appropriate use of ICT.
	2. Understanding of limited range of materials, components and processes. Adequate making skills show some attention to detail. Simplistic or incomplete product produced lacking in appropriate level of demand. Appropriate use of ICT.
	3. Good understanding of a range of materials, components and processes. Good making skills that show attention to detail in the production of a completed product at the appropriate level of demand. Appropriate use of ICT.
	4. Good understanding of a range of materials, components and processes. High-level making skills that show precision and attention to detail in the production of a completed product at the appropriate level of demand. Appropriate use of ICT.
	5. In-depth understanding of an appropriate range of materials, components and processes. Demanding and high-level making skills that show precision and attention to detail in the production of a completed product at an appropriate level of demand. Appropriate use of ICT.
F. Testing and evaluating	1. Some use of work plan to achieve a completed outcome. Devise limited quality-assurance procedures. Limited use of testing to ensure fitness-for-purpose. Evaluation is superficial.
	2. Adequate use of work plan to achieve a completed outcome. Devise some quality-assurance procedures. Some use of testing to ensure fitness-for-purpose. Evaluation is subjective.
	3. Good use of work plan to achieve a quality outcome. Devise appropriate quality-assurance procedures. Sound use of testing to ensure fitness-for-purpose. Evaluate the outcome against points of specification.
	4. Good use of work plan to achieve a good-quality outcome. Devise good quality-assurance procedures. Selective use of testing to ensure fitness-for-purpose. Evaluate the outcome against points of specification and suggest improvements.
	5. Effective use of work plan to achieve a high-quality outcome. Devise clear quality-assurance procedures. Effective use of testing to ensure fitness-for-purpose. Objectively evaluate the outcome against points of specification and suggest appropriate improvements to improve product performance and quality.
G. Appropriate project	1. Project was not appropriate and failed to meet the definition stated in the Edexcel GCE Design and Technology specification.
	2. Project was appropriate, but did not fully meet the definition stated in the Edexcel GCE Design and Technology specification.
	3. Project was totally appropriate and matched the definition stated in the Edexcel GCE Design and Technology specification.
H. Quality of written communication (QWC)	1. Specialist vocabulary rarely used, but displays reasonably good spelling, punctuation and grammar to communicate with some clarity, relevance and coherence.
	2. Some use of specialist vocabulary and displays good spelling, punctuation and grammar to communicate, often with clarity, relevance and coherence.
	3. Appropriate use of specialist vocabulary and displays excellent spelling, punctuation and grammar to communicate consistently with clarity, relevance and coherence.

TEACHER ANNOTATION		MARK RANGE	TEACHER MARK	EDEXCEL USE ONLY
Evidence found on page(s)	Comments			
		0-8		
		9-16		
		17-24		
		25-32		
		33-40		
		0-2		
		3-4		
		5-6		
		7-8		
		9-10		
		0		
		5		
		10		
		1-2		
		3		
		4-5		
	<b>TOTAL MARKS</b>	<b>115</b>		

## Coursework details

Use the **appropriate** boxes to give a brief summary of your coursework.  
Describe objectives, methods and the work itself.

<b>AS Project Title</b>	
<b>Summary of AS Project</b>	

<b>A2 Project Title</b>	Where A2 coursework is being submitted, the AS coursework details must also be completed above.
<b>Summary of A2 Project</b>	

Please refer to the instructions on page 3.

**Photographic evidence of completed coursework outcome**

(A maximum of three photographs may be submitted)

<b>Graphics with Materials Technology units only</b>	
The 2D outcome and the 3D outcome must be clearly stated below and clear photographic evidence of each must be given in this CAB.	
<b>2D Outcome</b>	
<b>3D Outcome</b>	

Please refer to the instructions on page 3.

### Sources of Assistance

Use this box to give details of any sources of assistance used in completion of the coursework described in this booklet other than the normal practical assistance given in school and college environments.

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### Candidate's Declaration

I certify that the coursework submitted is my own work; that it has not previously been submitted for any other level of examination; and that all sources of assistance that have been used are acknowledged in the box above.

Signature of Candidate		Date	
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### Teacher's Declaration

I certify that the candidate named on the booklet completed the coursework submitted and that it has not previously been submitted for any other level of examination.

Signature of Teacher		Date	
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Please refer to the instructions on page 3.