



***CENTRES MUST FOLLOW ALL INSTRUCTIONS GIVEN IN THIS DOCUMENT. FAILURE TO DO SO COULD RESULT IN LATE RETURN OF RESULTS.***

<b>Unit Code</b> <i>Please refer to page 2</i>	
<b>User-friendly 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**

(please tick one box only)

YES

NO

(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
- Systems and Control Technology

**Coursework Assessment Booklet (CAB) for  
Summer 2005 onwards**

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Order code: UA009125

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
  - Systems and Control 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	User-friendly Code
Product Design: Resistant Materials Technology (PD: RMT)	Unit 2: Product Development I	6298/01	R2
	Unit 5: Product Development II	6301/01	R5
Product Design: Graphics with Materials Technology (PD: GMT)	Unit 2: Product Development I	6304/01	G2
	Unit 5: Product Development II	6307/01	G5
Product Design: Textiles Technology (PD: TT)	Unit 2: Product Development I	6310/01	T2
	Unit 5: Product Development II	6313/01	T5
Food Technology (FT)	Unit 2: Product Development I	6316/01	F2
	Unit 5: Product Development II	6319/01	F5
Systems and Control Technology (SCT)	Unit 2: Product Development I	6282/01	S2
	Unit 5: Product Development II	6287/01	S5

## 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, along with the CABs for all remaining candidates. This date will normally be in early May of the year of the examination. The related CABs should be bundled together and not placed within the coursework folders. A copy of the OPTEMS should also be supplied.
- 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, user-friendly 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 8.

## 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.

## Assessment grid

- Enter one mark for each of the seven sections, A - G. Fill in the totals where indicated on page 5.
- 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.
- In sections B, C and F, a distinction should be drawn between formative evaluation, as in B and C, and summative evaluation, as in F. Formative evaluation takes place throughout the project and should lead to improvements through a process of suggestion and appraisal. Summative evaluation takes place at the end of the project and is intended to assess the complete project.
- Section G allows candidates to gain marks for appropriateness of the project, as defined in the Unit 2 and Unit 5 content section of the appropriate specification.

ASSESSMENT CRITERIA	LEVEL OF RESPONSE
A. Exploring problems and clarifying tasks	1. Identify a problem, with superficial analysis. Limited research. Superficial brief and specification.
	2. Identify a problem, with limited analysis. Some use of a range of research. Adequate brief. Specification covers some constraints.
	3. Identify a problem, with reasoned analysis. Wide range of research with a degree of selectivity. Appropriate brief. Specification covers major constraints.
	4. Identify a problem, with sound and reasoned analysis. Wide range of appropriate research with good degree of selectivity. Sound brief and specification.
	5. Clearly identify a problem. Analysis covers relevant factors in depth. Wide range of imaginative research with high degree of selectivity. Clearly defined brief and specification.
B. Generating ideas	1. Use limited design strategies to generate some ideas. Limited use of research. Evaluation is superficial.
	2. Use some design strategies to generate a range of ideas. Some use of research. Evaluation is subjective.
	3. Use appropriate design strategies to generate a range of alternative ideas. Relevant use of appropriate research. Evaluate ideas against specification criteria.
	4. Use a range of design strategies to generate a wide range of alternative ideas. Sound use of appropriate research. Evaluate and test ideas against specification criteria.
	5. Use a broad range of design strategies to generate and refine a wide range of imaginative ideas. Effective use of appropriate research. Objectively evaluate and test ideas against specification criteria.
C. Developing and communicating design proposals	1. Develop and model the design proposal. Limited communication skills with little use of ICT. Some understanding of limited range of resources, equipment, processes and commercial manufacturing requirements. Evaluation is superficial.
	2. Develop and model the design proposal. Adequate communication skills with some use of ICT. Understanding of limited range of resources, equipment, processes and commercial manufacturing requirements. Evaluation is subjective.
	3. Develop and model the design proposal, making use of feedback. Good communication skills with appropriate use of ICT. Good understanding of range of resources, equipment, processes and commercial manufacturing requirements. Evaluate design proposal against specification criteria.
	4. Develop, model and refine the design proposal with good use of feedback. Very good communication skills with appropriate use of ICT. Sound understanding of wide range of resources, equipment, processes and commercial manufacturing requirements. Evaluate and test design proposal against specification criteria.
	5. Develop, model and refine the design proposal with effective use of feedback. High-level communication skills with appropriate use of ICT. Clear understanding of wide range of resources, equipment, processes and commercial manufacturing requirements. Objectively evaluate and test design proposal against specification criteria.
D. Planning manufacture	1. Limited production plan with unrealistic deadlines. Some management of time and resources, taking little account of the scale of production. Little use of ICT.
	2. Production plan with some realistic deadlines. Adequate management of time and resources, taking some account of the scale of production. Some use of ICT.
	3. Production plan with realistic deadlines. Good management of time and resources, taking account of the scale of production. Appropriate use of ICT.
	4. Sound production plan with achievable deadlines. Good management of time and resources, appropriate to the scale of production. Appropriate use of ICT.
	5. Clear and detailed production plan with achievable deadlines. Effective management of time and resources, appropriate to the scale of production. Good use of ICT.
E. Product manufacture	1. Some understanding of a limited range of materials, components and processes. Making skills show little attention to detail. Little use of ICT. High-level safety awareness.
	2. Understanding of limited range of materials, components and processes. Adequate making skills that show some attention to detail. Some use of ICT. High-level safety awareness.
	3. Good understanding of a range of materials, components and processes. Good making skills that show attention to detail. Appropriate use of ICT. High-level safety awareness.
	4. Sound understanding of a range of materials, components and processes. High-level making skills that show precision and attention to detail. Appropriate use of ICT. High-level safety awareness.
	5. Clear understanding of a wide range of materials, components and processes. Demonstrates imagination and flair. Demanding and high-level making skills that show precision and attention to detail. Good use of ICT. High-level safety awareness.
F. Testing and evaluating	1. Some use of work plan to achieve an 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 an 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. Good use of testing to ensure fitness-for-purpose. Evaluate the outcome against specifications.
	4. Sound use of work plan to achieve a good-quality outcome. Devise good quality assurance procedures. Sound use of testing to ensure fitness-for-purpose. Evaluate the outcome 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 and suggest appropriate improvements.
G. Appropriate Project	1. Project was not appropriate and failed to meet the guidelines stated in the specification.
	2. Project was appropriate, but did not fully meet the guidelines stated in the specification.
	3. Project was totally appropriate and matched the guidelines stated in the specification.
	TOTAL MARKS

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		
		0-8		
		9-16		
		17-24		
		25-32		
		33-40		
		0-2		
		3-4		
		5-6		
		7-8		
		9-10		
		0		
		5		
		10		
		110		

## 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 <b>must</b> 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.

### 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.