

Entry Level Certificate

Examiner's Report

**Entry Level Certificate
Design & Technology (8910)**

June 2003

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Principal Moderator's Report

1.0 General Comments

This new specification has been designed to cover the national Curriculum Programme of study at levels 1, 2 and 3. Students have the opportunity to produce a piece of coursework in one of the five focus areas within D&T. The specification allows candidates to show their design and technology capability and combine skills with knowledge and understanding in order to make quality products.

2.0 Coursework Design and Make Task Paper 1

In general candidates had been guided well with their choice of task and the types of activity individual candidates followed. The awards made by their teachers were accurate and evidence presented in a range of styles. Those easiest to moderate chose to present one task that was presented in the order of the assessment criteria Record Sheets. Where centres did not follow this practice the moderator had to look carefully at the work presented to validate the award.

There was a good range of work from both Food and RMT presented for moderation. Some work was from candidates who had not reached the standard required for GCSE entry and showed a range of products that had been assessed for this title. There was limited work from any of the other focus areas of this specification.

Annotation varied greatly between centres, the minimum ie page numbers where evidence could be found in a candidate folio, gives the moderator invaluable help in finding the evidence and is a requirement for all centres. This annotation should be entered on to the record sheet. The record sheet can be photocopied from pages 15, 16 or 17 from the specification. This is important as some of the evidence, particularly in the Level 1 award comes from teacher observation. The best annotation was seen from centres where the teacher has recorded comments in the work presented or as a commentary on a separate sheet.

The use of photographic evidence is vital and can in many instances be used by teachers' to back up the teacher observation of certain activities. The minimum photographic evidence required by the moderator is 2 images, one showing the product as a whole with some idea of scale and the second showing detail or features of the product. The best evidence of this type is seen where centres have used a series of images throughout the production of the folio showing various activities in progress. This can assist in evidencing safe working practice, planning parts or whole tasks and during group discussions for evaluation or taste testing.

The next three sections give brief details of the evidence presented for moderation at the three levels of award and where necessary amplification of the kinds of evidence the moderator is looking for. It is not however exhaustive or the only method of providing such evidence for assessment.

2.1 Level 1 Award

1. **Gather information:** at this level candidates are required to select information for their folio from that which is provided, this was most often in the form of photocopied sheets of information or a collection of product data similar to that which the candidate is making.
2. **Develop ideas and solutions:** a drawing or description of the proposed product is the minimum required and all candidates at this level fulfilled this.
3. **Use written and graphical techniques:** there was some written information from most candidates and many used a computer to word process their written work.
4. **Produce and use simple schedules:** this assessment criteria was generally discussed at this level either with a teacher or in small group discussion, this evidence must be annotated by the teacher as having taken place and with a date.
5. **Select and use tools:** here the simplest evidence was for a brief list of the tools or equipment used. Either written or photocopied pictures cut out and pasted or similar was presented by candidates for this assessment criteria.
6. **Test and evaluate the product:** some comment was made about the product and how it was made or how the candidate felt the project had been accomplished was the most common response to this criteria.

2.2 Level 2 Award

1. **Gather information:** the specification points for the proposed product was the component that was most often not completed by candidates at this level. There was often a great deal of research that candidates had collected or selected with some brief comment on how the information was to be used in the project.
2. **Develop ideas and solutions:** the description or drawing of the proposed product did often include a small range of idea which candidates selected and gave reasons why they had accepted, rejected parts or ideas.
3. **Use written and graphical techniques:** there was often a range of presentation techniques used by candidates at this level, much of it generated by the candidate though some centres had produced various work sheets for candidates to help focus their thinking towards achievable outcomes. Some centres used CAD/CAM equipment for the production of graphics and parts of the candidates' product.
4. **Produce and use simple schedules:** there was limited evidence of the planning for making of part of a product, it is expected that candidates will have either a simple timeline, storyboard or sequence which they expect to try to follow for part of their making activity. There also needs to be some commentary of how successful or otherwise this plan has been during the making of the component.
5. **Select and use tools:** most candidates completed a full product, which was evidenced through the use of a photograph or digital image. Some centres provided a series of pictures showing various activities through the production process which assisted in providing evidence for selecting and use of tools and equipment as well as safe working practice.
6. **Test and evaluate the product:** there was a general evaluation of the finished product presented by most candidates at this level though very few compared what they had made with their original specification which should be included at this level.

2.3 Level 3 Award

1. **Gather information:** there was a wide range of evidence presented at this level much of it had obviously been collected by the candidate for their work. There was comment on how this material might be used for either parts or all of the product. Candidates should produce a short specification, which will help them to ensure their product fulfils the brief.
2. **Develop ideas and solutions:** a number of ideas were proposed with details of materials and important sizes included in the drawing was evidenced at this level. A small number of candidates produced models or mock-ups of their final proposal.
3. **Use written and graphical techniques:** there was often a range of presentation techniques used by candidates at this level, much of it generated by the candidate, a number of candidates used CAD/CAM equipment for the production of graphics and parts of their product.
4. **Produce and use simple schedules:** some candidates presented a timetable to show a sequence for making their proposed product, but the majority presented only limited evidence of the planning for making of the selected product. It is expected that candidates will have either a timeline of events, a storyboard or sequence which they expect to try to follow for production of their product. There also needs to be some commentary of how successful or otherwise this plan has been during the making of the product.
5. **Select and use tools:** most candidates completed a product of quality, which was evidenced through the use of a photograph or digital image. Some centres provided a series of pictures showing various activities through the production process which assisted in providing evidence for selecting and use of tools and equipment as well as safe working practice.
6. **Test and evaluate the product:** there was evidence of testing the finished product from some candidates at this level, very few used the points of specification as criteria for completing the evaluation. It is expected at this level for candidates to produce and use a simple, short specification and refer back to it to ensure their product fulfils the original requirement.