



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Entry Level Certificate

Design and Technology

Electronics and Systems (4941)

Food Technology (4942)

Graphic Products (4943)

Product Design (4944)

Resistant Materials (4945)

Textiles Technology (4947)

2012

Material accompanying this Specification

- Instructions and Guidance for Teachers and Students

SPECIFICATION

This specification will be published annually on the AQA Website (www.aqa.org.uk). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.

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Background Information

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Entry Level Certificates

1.1	National Qualifications Framework	The Entry Level Certificates (formerly Certificates of Achievement) are designed for use by students who are unlikely to reach Grade G at GCSE – this grade being the lowest of the Foundation Level in the National Qualifications Framework.
1.2	Entry Level Qualification Requirements	The Entry Level requirements state that tasks or other assessments which are independently or externally set or validated, externally marked or moderated, and conducted under supervised and specified conditions must contribute at least 50% to the overall award in the case of National Curriculum subjects, literacy, numeracy, and information technology, and at least 40% in other cases.
1.3	Structure of this Entry Level Certificate	This is a unit-based specification, with students required to complete four of the units provided. The unit format provides a clearly focused structure for learning. Details of the possible pathways through the specification are given in Section 7.1.
1.4	Accreditation of Individual Units	<p>Accreditation of individual units is available for centres registered with the AQA Unit Award Scheme. Their candidates can receive a separate Unit Award Statement for each unit for which every outcome has been demonstrated (see Appendix A).</p> <p>Centres can enter for the Entry Level Certificate without also registering for the Unit Award Scheme, but no accreditation of individual units is then available.</p>
1.5	Basic Skills	The specification provides opportunities to develop and demonstrate the basic skills of literacy and numeracy. Details are provided in Section 27. Some students may be working above Entry 3 in some areas of their studies and may be able to meet some of the requirements of the ‘main’ Key Skills, Communication, Application of Number and Information and Communication Technology, or the ‘wider’ Key Skills, Working with Others, Improving Own Learning and Performance and Problem Solving.
1.6	Spiritual, moral, ethical, social, cultural, environmental, health and safety and European Issues	It is a requirement that all specifications identify ways in which the study of the subject can contribute to an awareness and understanding of these issues. Details in respect of this specification are provided in Section 28.

- 1.7 ICT
- The National Curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. In this specification candidates will be required to make effective use of ICT in ways appropriate to the needs of the subject.
- 1.8 Citizenship
- From 2002, students in England have been required to study Citizenship as a National Curriculum subject. This specification signposts, where appropriate, opportunities for developing citizenship knowledge, skills and understanding.

2

Specification at a Glance

Design and Technology

- This is the only specification in the subject offered by AQA.
- Three levels of award are available: Entry 1, Entry 2 and Entry 3.
- The scheme of assessment is not tiered.
- **There are two alternative pathways through this specification (see Section 7.1 for details).**
- Candidates should submit for assessment and moderation evidence from **four** units as follows.

Entry Level Certificate
Either: D&T: Product Design 4944
Or D&T: Food Technology 4942
Or D&T: Resistant Materials 4945
Or D&T: Graphic Products 4943
Or D&T: Textiles Technology 4947
Or D&T: Electronics & Systems 4941

Externally-set Assessment Tasks	50% of total marks
Candidates should submit evidence for the two Compulsory Units.	
Compulsory Unit 1: Health and Safety in Design and Technology	
Compulsory Unit 2: Evaluating Existing Products	
(See the Unit Descriptions and Sections 3.1, 7.1 and 7.2 for details of the requirements.)	
Teacher-controlled Assessment Tasks	50% of total marks
Candidates should submit evidence for two of the following Optional Units.	
Unit 3 – (Generic) Systems and Control in Design and Technology	
Unit 4 – (FT) Food Handling, Preparation and Storage	
Unit 5 – (FT) Preparing Food for a Specified Function	
Unit 6 – (FT) Cereals from Source to Table	
Unit 7 – (RM) Designing and Making a Small Container in Wood	
Unit 8 – (RM) Designing and Making an Object in Acrylic	
Unit 9 – (RM) Designing and Making an Object in Sheet Metal	
Unit 10 – (GP) 2D and 3D Drawing	
Unit 11 – (GP) Using Colour in Design	
Unit 12 – (GP) Packaging Design	
Unit 13 – (TT) Disassembly and Investigation of a Textile Product	
Unit 14 – (TT) Enhancement of Fabrics through the Application of Colour, Pattern or Texture.	
Unit 15 – (TT) Designing and Making a Fabric Container for Personal Possessions	
Unit 16 – (E&S) Building Circuits from Basic Components	
Unit 17 – (E&S) Using Transistors in Circuits	
Unit 18 – (E&S) Making a Working Model using a Motor and a Gearbox	

3

Availability of Assessment Units and Entry Details

-
- 3.1 Availability of Externally-set Units** The first two units *Health and Safety in Design and Technology* and *Evaluating Existing Products* are compulsory and form the externally-set component. These units are generic and may be applied to any of the following Design and Technology subject areas: Product Design, Food Technology, Resistant Materials, Graphic Products, Textiles Technology or Electronics and Systems. Full details are given on Units 1 and 2 in Sections 9 and 10. No further externally-set material is required.
-
- 3.2 Entry Codes** Centres must register as a centre with AQA before formally entering candidates in February in the year of the award.
- The Subject Codes for entry for the Entry Level Certificate are as follows:
- Design and Technology: Electronics and Systems 4941
 Design and Technology: Food Technology 4942
 Design and Technology: Graphic Products 4943
 Design and Technology: Product Design 4944
 Design and Technology: Resistant Materials 4945
 Design and Technology: Textiles Technology 4947
-
- 3.3 Prohibited Combinations** Candidates may take only one Entry Level Certificate in Design and Technology, if selecting pathway 1, ‘Design and Technology: Product Design’ qualification.
- Candidates may take more than one Entry Level Certificate in Design and Technology if selecting pathway 2, in a specialist area of Design and Technology, e.g. Design and Technology: Textiles Technology.
-
- 3.4 Private Candidates** This specification is not available to private candidates.
-
- 3.5 Access Arrangements and Special Consideration** We have taken note of equality and discrimination legislation and the interests of minority groups in development and administering this specification.
- We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This is published on the JCQ website (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).
- Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment.
-

Entry Level qualifications are designed for those who may not be able to demonstrate attainment at the level required for GCSE, which makes greater demands on the candidates. Many candidates entering for Entry Level qualifications will require arrangements to be made to give them access to the assessment. Some access arrangements require an application to be made to AQA.

Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances at the time of the assessment.

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

3.6 Language of Examinations

All assessment will be through the medium of English. Assessment will not be available in Welsh or Gaeilge.

Scheme of Assessment

4

Introduction

4.1 National Criteria

This Entry Level Certificate specification complies with the following:

Levels 1-3 of the National Curriculum requirements for Design and Technology

Entry Level Requirements

The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

4.2 Rationale

This specification has been designed to provide an appropriate qualification for candidates with special needs or those for whom specific units of work give a clearly focused framework for developing and practising their designing and making skills specific to work in Design and Technology. It also offers opportunities for these candidates to work alongside others following a GCSE course in Design and Technology.

There are two alternative pathways through the specification. Candidates have the opportunity to specialise in a particular Design and Technology subject area and obtain a specific qualification. Alternatively, they may choose to adopt a mix and match approach to obtain a generic Design and Technology: Product Design qualification (see Section 7.1 for details).

4.3 Prior Level of Attainment and Recommended Prior Learning

The specification links with the National Curriculum Programme of Study at Key Stage 3 in Design and Technology.

It is not necessary for candidates to have studied Design and Technology before commencing work on the specification and no prior knowledge of the subject is necessary. It is recommended that candidates should have acquired literacy skills of Entry 1 or above, as these will be used in all units. Numeracy skills are required where appropriate, but may be relevant to any unit where candidates are interpreting information or measuring or calculating.

Teachers should provide appropriate and adequate guidance about the demands of the specification before the students embark on their studies.

4.4 Progression

The scheme of assessment allows attainment to be recognised at

standards broadly consistent with National Curriculum Levels 1, 2 and 3. As an approved Entry Level Qualification, the specification provides excellent progression to GCSE studies particularly in Design and Technology. It will also lay an appropriate basis for study of related qualifications at Foundation level.

The skills and knowledge acquired will be relevant and transferable in both educational and career settings. The qualification therefore increases flexibility for students and makes a distinct contribution to the quality and coherence of the qualifications framework.

In addition, it provides a worthwhile course for students of various ages and from diverse backgrounds in terms of general education and lifelong learning.

5

Aims

A course based on this specification should encourage candidates to:

- a. develop their design and making skills, and to combine these with knowledge and understanding to design and make quality products;
- b. develop and practise skills specific to work in Design and Technology;
- c. investigate, disassemble and evaluate familiar products and applications;
- d. consider the effects and implications of technological activity;
- e. work both individually and as members of a team;
- f. apply skills, knowledge and understanding from other subjects, where appropriate, including, art, mathematics, science and information technology;
- g. evaluate products (their own and others) against specific criteria;
- h. study industrial practices and the application of systems and control.

6

Assessment Objectives

Candidates should be able to:

- a. use their designing and communication skills, and combine them with the application of knowledge and understanding to design products to suitable specifications (Designing);
- b. select strategies and use materials, tools and equipment appropriate to the task and apply knowledge and understanding to relevant processes, materials and techniques to produce work to suitable specifications (Making).

Scheme of Assessment

7.1	Requirements	The scheme of assessment allows attainment to be recognised at Entry 1 or Entry 2 or Entry 3. These levels are the equivalent to National Curriculum Levels 1, 2 and 3. The format for submission of units is as follows.
	Externally-Set Tasks	Units 1 and 2 are the compulsory units and form the externally-set assignments. These are generic units and can be applied to any of the subject areas in Design and Technology. Initially assessed by the teacher, they will be moderated by AQA.
	Teacher Controlled Tasks	Candidates should then choose another two units from the remaining 16 available. Details of the units are given in Sections 9 to 26. These will also be assessed by the teacher and moderated by AQA.
	Unit Pathway 1	<p>There are two possible pathways through this specification:</p> <p>Pathway 1: Product Design Candidates may choose to follow a Product Design pathway, and attain a qualification which will be entitled ‘Design and Technology: Product Design’, by completing the compulsory units 1 and 2 in any of the Design and Technology specialist areas together with any two of the optional units.</p> <p>e.g.</p> <p>Design and Technology: Product Design Compulsory Unit 1 – Health and Safety In Design and Technology (RM) Compulsory Unit 2 – Evaluating Existing Products (GP) Optional Unit 4 – Food handling, Preparation and Storage (FT) Optional Unit 15 – Designing and Making a Fabric Container for Personal Possessions (TT)</p>

Unit Pathway 2

Pathway 2: Specialist Area

Alternatively, candidates may choose to specialise in a particular area, to attain a specific qualification, e.g. Textiles Technology. There are five specific certificates titled as follows:

Design and Technology: Food Technology
Design and Technology: Resistant Materials
Design and Technology: Graphic Products
Design and Technology: Textiles Technology
Design and Technology: Electronics and Systems

To attain a subject specific qualification, candidates need to choose **both** the compulsory and optional units from the specific subject area in which they wish to gain their qualification. Selecting across the complete range of subject areas is **not** allowed in this pathway.
e.g.

Design and Technology: Graphic Products

Compulsory Unit 1 Health and Safety in Design and Technology (GP)
Compulsory Unit 2 Evaluating Existing Products (GP)
Optional Unit 10 2D and 3D Drawing (GP)
Optional Unit 12 Packaging Design(GP)

Evidence

Candidates entered for the Entry Level Certificate are **not** required to provide evidence for **all** the outcomes listed, but they should be encouraged to complete as much as possible, as failure to do so may prevent them demonstrating the qualities needed to reach Entry 1, Entry 2, or Entry 3.

Evidence is not transferable from one unit to another.

7.2 Externally-set Tasks

- a. Candidates should attempt the two compulsory units. These must be undertaken under controlled conditions and under the direct supervision of the teacher. They may be taken in any order. The length of time required to complete a unit will vary from candidate to candidate.
 - b. Candidates may take a unit at any appropriate time – as long as the unit and candidates’ responses are kept secure when not in use.
-

7.3 Portfolio of Work

At the end of the course candidates should submit a portfolio of work. This portfolio will be in two parts, the first containing evidence from the two compulsory units and the second the evidence from the two optional units. Evidence from all four units in the portfolio of work should be available, even though evidence of all the outcomes may not be available.

For more details see Section 29.

7.4 Weighting of Assessment Objectives

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table.

Assessment Objectives	Portfolio of Work
a. Designing	50%
b. Making	50%

It should be noted that unit outcomes listed under the stem ‘demonstrated the ability to’ also assess underpinning knowledge and understanding and this has been taken into account in determining the weightings.

Subject Content

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Summary of Subject Content

8.1 Introduction The subject content may be taught in a range of realistic and practical contexts, which could include the home, recreation, school, the community, public services, business and industry.

8.2 Units Available The Subject Content is defined by the following 18 units:

Compulsory Units

Unit 1 Health and Safety in Design and Technology (Generic)

Unit 2 Evaluating Existing Products (Generic)

Optional Units

Unit 3 Systems and Control in Design and Technology (Generic)

Unit 4 Food Handling, Preparation and Storage (FT)

Unit 5 Preparing Food for a Specified Function (FT)

Unit 6 Cereals from Source to Table (FT)

Unit 7 Designing and Making a Small Container in Wood (RM)

Unit 8 Designing and Making an Acrylic Object (RM)

Unit 9 Designing and Making an Object in Sheet Metal (RM)

Unit 10 2D and 3D Drawing (GP)

Unit 11 Using Colour in Design (GP)

Unit 12 Packaging Design (GP)

Unit 13 Disassembly and Investigation of a Textile Product (TT)

Unit 14 Enhancement of Fabrics through the Application of Colour, Pattern or Texture (TT)

Unit 15 Designing and Making a Fabric Container for Personal Possessions (TT)

Unit 16 Building Circuits from Basic Components (E&S)

Unit 17 Using Transistors in Circuits (E&S)

Unit 18 Making a Working Model using a Motor and a Gearbox (E&S)

For further details, refer to each specific unit as appropriate (Sections 9 to 26).

- 8.3 **Generic Units and Specification Pathways** The compulsory/externally-set units and optional Unit 3 in this specification are generic, and designed to be applicable to each of the specific areas available. This allows centres to follow **either** of the two specification pathways (details in Section 7.1).

- 8.4 **Externally-set Unit Contents** Units 1 and 2 form the Externally-set component – thus they require a specified object for study/manufacture in the unit. Unit 1, *Health and Safety in Design and Technology*, requires the study to take place in the specialist area of the unit, whilst Unit 2 *Evaluating Existing Products* requires a specific object to be studied. These are listed below and cannot be varied.

Design and Technology:	Unit 1 Health and Safety in Design and Technology	Unit 2 Evaluating Existing Products
Food Technology	Work area specific biscuit	Bread product
Resistant Materials	Work area specific acrylic key tag	Torch
Graphic Products	Work area specific business card	Ball pen type writing instrument
Textiles Technology	Work area specific soft toy	Fabric bag
Electronics and Systems	Work area specific switched light circuit	Calculator
Product Design	Work area specific any one of the above	Any one of the above

- 8.5 **Structure of Each Unit** Each unit contains a number of sections.

The **Unit Description** indicates the learning objectives and processes involved. Emphasis is placed in each unit in this specification on active learning including, where appropriate, practical and group work.

The **Procedures for Making and Recording Assessments** indicate the person(s) responsible for the assessment of each outcome, the technique(s) or assessment used and the place where assessments are recorded. The numbers in brackets refer to the outcomes to be accredited.

The **outcomes** of a unit specify the abilities, areas of knowledge, understanding and experiences which are to be accredited.

The **evidence** section of the unit specifies the evidence which must be offered by the centre to demonstrate the student's achievement of the outcomes. All the outcomes must be met where separate unit accreditation is required (for AQA's Unit Award Scheme). Where there is an externally-set assignment, centres seeking unit accreditation may use this as evidence either instead of, or as well as, the other evidence listed in each unit.

An *AQA Summary Sheet* must be completed where required. An example of an *AQA Summary Sheet* is given in Appendix B.

8.6 Contexts

It is expected that the units will be undertaken in a variety of contexts and make full use of the practical applications and possibilities of Design and Technology.

Elaboration of the Unit Content is given in the *Instructions and Guidance for Teachers and Students' Material Booklet*.

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Compulsory Unit 1

Health and Safety in Design and Technology

9.1 Unit Description	<p>This workroom-based unit is designed to introduce the student to Health and Safety issues in the school/college and the work area. At Entry 1, the student will learn of Health and Safety issues and be able to identify a number of these. At Entry 2 the student will, additionally, suggest remedies for these issues, identify areas of concern in a making project, and work safely while making and completing the product/object. At Entry 3, the student will, additionally, draw up Health and Safety rules for the work area, design a poster, take part in a Health and Safety simulation exercise and write up the procedure for a Health and Safety incident.</p>
9.2 Procedures for Making and Recording Assessments	<p>Assessed by the teacher through inspection of the student's folder of work containing worksheet(s) (2–4, 7), poster (8) and written statement (10), and by observation (1, 5, 6, 9). All assessments recorded on an <i>AQA Summary Sheet</i>.</p>
Entry Level Certificate and Unit Award Scheme	<p>The numbers in brackets refer to the outcomes to be accredited.</p>
9.3 Outcomes to be Accredited	<p>In successfully completing this unit at <i>either</i> Entry 1, <i>or</i> Entry 2, <i>or</i> Entry 3 the student (as appropriate) will have</p>
Entry 1	<p>demonstrated the ability to:</p> <ol style="list-style-type: none"> 1 participate in a discussion about Health and Safety issues in the work area; 2 identify four areas of hazard on a given diagram;
Entry 2	<p><i>(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and:)*</i></p> <ol style="list-style-type: none"> 3 suggest a remedy for each of the areas of hazard identified on the diagram; 4 identify four areas of hazard prior to making the product/object** 5 work safely while making the specified product/object** 6 complete the specified product/object**

Entry 3	<i>(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and 2 and:)*</i>
	7 draw up a set of four safety rules for his/her work area;
	8 design a poster to illustrate at least one safety rule;
	9 participate in a Health and Safety simulation exercise;
	10 describe in writing the procedure for one specific Health and Safety related incident.

9.4	Evidence to be offered for the Entry Level Certificate	The externally-set assignment must be completed.
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9.5	Evidence to be offered for Unit Award Scheme	<p>The evidence can be provided through either the externally-set assignment alone or a folder of work containing the following:</p> <ul style="list-style-type: none"> • teacher-completed checklist (1, 5, 6, 9) • student completed worksheets (2–4, 7) • student poster (8) • student written statement (10)
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At each of Entry 1, Entry 2 and Entry 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 10923

Entry 2 10924

Entry 3 10925

Specified Product/Object	**PLEASE NOTE FOR COMPULSORY UNITS 1 AND 2 THE PRODUCT/OBJECT WHICH MUST BE STUDIED IS SPECIFIED IN THE CHART ON PAGE 17, SECTION 8.4 OF THE SPECIFICATION.
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***For Entry Level Certificate, please take note of Section 7.1 ‘Evidence’ and Section 31.1 ‘Assessment Criteria’ where the principle of compensation is explained.**

10

Compulsory Unit 2

Evaluating Existing Products

10.1 Unit Description This classroom-based unit is designed to introduce the student to the process of evaluating an existing product or products. At Entry 1, the student will talk about and recognise characteristics. At Entry 2 the student will, additionally, choose a product to evaluate, produce a checklist with which to evaluate it and suggest two areas of success and two of improvement. At Entry 3 the student will, additionally, produce a checklist to compare and contrast two similar products and write a report on the findings and present them to a group.

10.2 Procedures for Making and Recording Assessments

Entry Level Certificate and Unit Award Scheme

Assessed by the teacher through inspection of the student’s folder of work containing worksheet(s) (2–9), and by observation (1, 10). All assessments recorded on an *AQA Summary Sheet*.

The numbers in brackets refer to the outcomes to be accredited.

10.3 Outcomes to be Accredited In successfully completing this unit at *either* Entry 1, *or* Entry 2, *or* Entry 3 the student (as appropriate) will have

demonstrated the ability to:

- Entry 1
- 1 recognise characteristics of products through discussion;
 - 2 describe the characteristics of a given product ** by completing a worksheet;

Entry 2

*(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and:)**

- 3 give a reason for choosing a specific product** to evaluate;
- 4 provide a checklist of characteristics to use in the evaluation of the chosen product;**
- 5 identify two ways in which the chosen product** is successful;
- 6 identify two ways in which the chosen product** could be improved;

Entry 3	<i>(for unit Award Scheme, candidates must complete the outcomes at Entry 1 and 2 and:)*</i>
	7 produce a checklist of characteristics to compare and contrast two similar products;**
	8 use the checklist to compare the products;**
	9 complete a short report on the evaluation process;
	10 present the work to a small group.

10.4	Evidence to be offered for the Entry Level Certificate	The externally-set assignment must be completed.
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10.5	Evidence to be offered for Unit Award Scheme	The evidence can be provided through either the externally-set assignment alone or a folder of work containing: <ul style="list-style-type: none"> • teacher-completed checklist (1, 10) • student-completed worksheet(s) (2 – 9)
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At each of Entry 1, Entry 2 and Entry 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 10926

Entry 2 10927

Entry 3 10928

Specified Product/Object	**PLEASE NOTE FOR COMPULSORY UNITS 1 AND 2 THE PRODUCT/OBJECT WHICH MUST BE STUDIED IS SPECIFIED IN THE CHART ON PAGE 17, SECTION 8.4 OF THE SPECIFICATION.
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***For Entry Level Certificate, please take note of Section 7.1 ‘Evidence’ and Section 31.1 ‘Assessment Criteria’ where the principle of compensation is explained**

Optional Unit 3

Systems and Control in Design and Technology

11.1 Unit Description

This workroom-based unit is designed to introduce the student to the concepts of Systems and Control. At Entry 1, the student will understand the concept of systems and will design a simple system. At Entry 2 the student will, additionally, plan a system for implementation in manufacture. At Entry 3, the student will, additionally, make the object, evaluate it and work in a safe manner under supervision.

11.2 Procedures for Making and Recording Assessments

Entry Level Certificate
and
Unit Award Scheme

Assessed by the teacher through inspection of the student's folder of work containing worksheet(s) (1–5, 7) and written statement (10), and by observation (6, 8, 9). All assessments recorded on an *AQA Summary Sheet*.

11.3 Outcomes to be Accredited

The numbers in brackets refer to the outcomes to be accredited.

In successfully completing this unit at *either* Entry 1, *or* Entry 2, *or* Entry 3 the student (as appropriate) will have

demonstrated the ability to:

Entry 1

- 1 identify the components of a system;
- 2 design a simple system for the production of a product/object;

Entry 2

*(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and:)**

- 3 plan a simple system for making the given product/object;
- 4 produce a flow chart of the production system;
- 5 identify input, process and output within the system;
- 6 by way of a video/DVD, or visit, or simulation, recognise the use of systems and control in mass or batch production in industry;

Entry 3

*(for Unit Award Scheme candidates must complete the outcomes at Entry 1 and 2 and:)**

- 7 plan the manufacture of the product/object;
- 8 follow the plan to make the product/object;
- 9 work in a safe manner under supervision;
- 10 write an evaluation of the making of the product/object.

11.4 Evidence to be offered for the Entry Level Certificate and the Unit Award Scheme

The evidence can be provided through **either** the externally-set assignment alone **or** a folder of work containing the following:

- teacher-completed checklist (6, 8, 9)
- student-completed worksheet(s) (1–5, 7)
- student-written statement (10)

At each of Entry 1, Entry 2 and Entry 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code**Entry 1 10929****Entry 2 10930****Entry 3 10931**

***For Entry Level Certificate, please take note of Section 7.1 ‘Evidence’ and Section 31.1 ‘Assessment Criteria’ where the principle of compensation is explained.**

This is an optional generic unit and should be applied to either

Pathway 1: Design and Technology: Product Design

or

Pathway 2: Design and Technology: Specialist Area

(see Section 7.1 for details)

12

Optional Unit 4

Food Handling, Preparation and Storage

12.1	Unit Description	<p>This workroom-based unit is designed to introduce the student to food handling, preparation and the storage of food. At Entry 1, the student will learn about food spoilage and storage. At Entry 2 the student will, additionally, suggest remedies for these issues, identify areas of concern in a making project and identify and state the steps necessary for the safe handling of food, showing the correct storage of perishable and dry food. At Entry 3 the student will, additionally, select a food dish suitable for freezing and work safely while making the product for freezing, as well as stating the operating temperature of a refrigerator and where to store foods in the refrigerator.'</p>
12.2	Procedures for Making and Recording Assessments	<p>Assessed by the teacher through inspection of the student's folder of work containing worksheets, (3-7, 9) and diagram (1) and annotated diagram (10) and by observation (2, 8). All assessments recorded on an <i>AQA Summary Sheet</i>.</p> <p>The numbers in brackets refer to the outcomes to be accredited.</p>
12.3	Outcomes to be Accredited	<p>In successfully completing this unit at <i>either</i> Entry 1, <i>or</i> Entry 2, <i>or</i> Entry 3 the student (as appropriate) will have</p> <p>demonstrated the ability to:</p> <p>Entry 1</p> <ol style="list-style-type: none"> 1 draw a diagram which shows the temperatures at which food is at risk from spoilage; 2 store three specified foods in the appropriate places; <p>Entry 2</p> <p><i>(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and:)*</i></p> <ol style="list-style-type: none"> 3 list three personal hygiene rules to be followed when preparing food; 4 identify three contributory factors to food poisoning; 5 identify four steps necessary to ensure the safe handling of food; 6 complete a chart to show the correct storage of two categories of food;

Entry 3

*(For Unit Award Scheme, candidates must complete the outcomes at Entry 1 and 2 and:)**

- 7 select a food dish which is suitable for home freezing;
- 8 prepare the chosen food dish;
- 9 state the operating temperature of a domestic refrigerator;
- 10 annotate a given diagram of a domestic refrigerator to show where five specified foods should be stored.

12.4 Evidence to be offered for the Entry Level Certificate and for Unit Award Scheme

The evidence can be provided through a folder of work containing:

- student-completed diagram (1)
- teacher-completed checklist (2, 8)
- student-completed worksheet(s) (3–7, 9)
- annotated diagram (10)

At each of Entry 1, Entry 2 and Entry 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 10932

Entry 2 10933

Entry 3 10934

***For Entry Level Certificate, please take note of Section 7.1 ‘Evidence’ and Section 31.1 ‘Assessment Criteria’ where the principle of compensation is explained.**

Optional Unit 5

Preparing Food for a Specified Function

<p>13.1 Unit Description</p>	<p>This workroom-based unit is designed to introduce the student to preparing food for a specified function. At Entry 1, the student will learn about the types of functions at which food is served. At Entry 2, the student will, additionally, choose a suitable dish to prepare for a chosen function giving a reason for its suitability. At Entry 3, the student will, additionally, plan a flow chart and prepare and cook the chosen dish. She/he will calculate the quantities needed for twelve people. She/he will produce a menu card to attract the target audience.</p>
<p>13.2 Procedures for Making and Recording Assessments</p> <p>Entry Level Certificate and Unit Award Scheme</p>	<p>Assessed by the teacher through inspection of the student’s folder of work containing worksheet(s) (2, 4, 6, 7, 9) list (5) and menu card (10) and by observation (1, 3, 8). All assessments recorded on an <i>AQA Summary Sheet</i>.</p> <p>The numbers in brackets refer to the outcomes to be accredited.</p>
<p>13.3 Outcomes to be Accredited</p> <p>Entry 1</p> <p>Entry 2</p>	<p>In successfully completing this unit at <i>either</i> Entry 1, <i>or</i> Entry 2, <i>or</i> Entry 3 the student (as appropriate) will have</p> <p>demonstrated the ability to:</p> <ol style="list-style-type: none"> 1 participate in a discussion about the types of functions at which food is served; 2 choose one function from a given list; <p><i>(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and:)*</i></p> <ol style="list-style-type: none"> 3 identify one food dish that will be served at the specified function; 4 give one reason why the food dish is suitable for the specified function; 5 produce a list of ingredients needed to make the chosen dish; 6 calculate the portion size of the dish;

Entry 3

(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and 2 and:)*

- 7 plan a simple flow chart for making the dish;
- 8 prepare and cook the planned dish;
- 9 work out the quantities needed to make the dish serve twelve people;
- 10 design a menu card which includes three food dishes for the specified function which would attract the target audience.

13.4 Evidence to be offered for the Entry Level Certificate and the Unit Award Scheme

The evidence can be provided through a folder of work containing:

- teacher-completed checklist (1, 3, 8)
- student-completed worksheet(s) (2, 4, 6, 7, 9)
- student-produced list (5)
- student-produced menu card (10)

At each of Entry 1, Entry 2 and Entry 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 10935

Entry 2 10936

Entry 3 10937

***For Entry Level Certificate, please take note of Section 7.1 ‘Evidence’ and Section 31.1 ‘Assessment Criteria’ where the principle of compensation is explained.**

Optional Unit 6

Cereals from Source to Table

<p>14.1 Unit Description</p>	<p>In this workroom-based unit the student will learn through investigation and practical activity how a cereal is developed from raw materials into secondary product. At Entry 1, students will learn about types of cereals. At Entry 2, the student will, additionally, identify products made from a chosen cereal and plan a flow diagram for making one of the products. At Entry 3, the student will, additionally make the product. She/he will learn about primary to secondary processing of a cereal. She/he will also conduct a survey to find out which is the most popular breakfast cereal product and produce a bar chart to show the findings. She/he will design a label for the cereal product produced.</p>
<p>14.2 Procedures for Making and Recording Assessments</p> <p>Entry Level Certificate and Unit Award Scheme</p>	<p>Assessed by the teacher through inspection of the student's folder of work containing worksheet(s) (3-5), annotated diagram (8), bar chart (10), survey, (9), label (6), sketch (2) and by observation (1, 7). All assessments recorded on an <i>AQA Summary Sheet</i>. The numbers in brackets refer to the outcomes to be accredited.</p>
<p>14.3 Outcomes to be Accredited</p> <p>Entry 1</p> <p>Entry 2</p>	<p>In successfully completing this unit at <i>either</i> Entry 1, <i>or</i> Entry 2, <i>or</i> Entry 3 the student (as appropriate) will have demonstrated the ability to:</p> <p>1 select a cereal for study from a given range;</p> <p>2 sketch the selected cereal;</p> <p><i>(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and:)*</i></p> <p>3 identify three products produced from the chosen cereal;</p> <p>4 select a cereal product to make from raw material;</p> <p>5 plan a flow diagram for making the cereal product to include preparation and cooking times;</p> <p>6 design a suitable label for the cereal product;</p>

Entry 3

*(For Unit Award Scheme, candidates must complete the outcomes at Entry 1 and 2 and:)**

- 7 produce the cereal product;
- 8 complete a given manufacturing flow diagram for making a primary cereal product into a secondary product;
- 9 conduct a survey to find out which is the most popular breakfast cereal product;
- 10 produce a bar chart to show the results of the survey.

14.4 Evidence to be offered for the Entry Level Certificate and the Unit Award Scheme

The evidence can be provided through the folder of work containing:

- teacher-completed checklist (1, 7)
- student-annotated diagram (8)
- student-completed worksheet(s) (3–5)
- student-designed label (6)
- students-survey (9)
- student-sketch (2)
- student-completed bar chart (10)

At each of Entry 1, Entry 2 and Entry 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 10938

Entry 2 10939

Entry 3 10940

***For Entry Level Certificate, please take note of Section 7.1 ‘Evidence’ and Section 31.1 ‘Assessment Criteria’ where the principle of compensation is explained.**

15

Optional Unit 7

Designing and Making a Small Container in Wood

15.1 Unit Description	This workroom-based unit is designed to introduce the student to working in wood. At Entry 1, the student will make a choice and produce design sketches. At Entry 2 the student will, additionally, develop one of his/her ideas and manufacture the components. At Entry 3, the student will, additionally, complete and apply a finish and write an evaluation of his/her product.
15.2 Procedures for Making and Recording Assessments	<p>Entry Level Certificate and Unit Award Scheme</p> <p>Assessed by the teacher through inspection of the student's folder of work containing worksheet(s) (1–3, 9), and by observation (4–8, 10) and photograph(s) (5–8). All assessments recorded on an <i>AQA Summary Sheet</i>.</p> <p>The numbers in brackets refer to the outcomes to be accredited.</p>
15.3 Outcomes to be Accredited	<p>In successfully completing this unit at <i>either</i> Entry 1, <i>or</i> Entry 2, <i>or</i> Entry 3 the student (as appropriate) will have</p> <p>demonstrated the ability to:</p> <p>Entry 1</p> <ol style="list-style-type: none"> 1 choose a small container for a specific use to make in wood; 2 sketch three outline designs for this small wooden container; <p>Entry 2</p> <p><i>(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and:)*</i></p> <ol style="list-style-type: none"> 3 choose one of the designs and develop it in preparation for making the wooden container; 4 mark out the timber using appropriate methods; 5 cut out the material using appropriate tools; 6 smooth and shape the pieces of wood; <p>Entry 3</p> <p><i>(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and 2 and:)*</i></p> <ol style="list-style-type: none"> 7 join the wooden parts together using appropriate methods; 8 apply a suitable finish to the wooden container; 9 evaluate the finished container; 10 work safely with wood-working tools.

15.4 Evidence to be offered for the Entry Level Certificate and the Unit Award Scheme

The evidence can be provided through **either** the externally-set assignment alone **or** a folder of work containing the following:

- student-completed worksheet(s) (1–3, 9)
- teacher-completed checklist (4–8, 10)
- single photograph of completed product (5–8)

At each of Entry 1, Entry 2 and Entry 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code**Entry 1 10941****Entry 2 10942****Entry 3 10943**

***For Entry Level Certificate, please take note of Section 7.1 ‘Evidence’ and Section 31.1 ‘Assessment Criteria’ where the principle of compensation is explained.**

16

Optional Unit 8

Designing and Making an Object in Acrylic

16.1 Unit Description

This workroom-based unit is designed to introduce the student to working with acrylic. At Entry 1, students will generate some designs, choose an object to make and give a reason for this choice. At Entry 2 the student will, additionally, develop the design and make the object without including any heat moulding. At Entry 3, the student will, additionally, heat mould, decorate, evaluate and show knowledge of plastic-forming methods.

16.2 Procedures for Making and Recording Assessments

Entry Level Certificate
and
Unit Award Scheme

Assessed by the teacher through inspection of the student’s folder of work containing worksheet(s) (1–3, 10) and written statement (9) and by observation (4–8) and photographs (5, 7, 8). All assessments recorded on an *AQA Summary Sheet*.

The numbers in brackets refer to the outcomes to be accredited.

16.3 Outcomes to be Accredited

In successfully completing this unit at *either* Entry 1, *or* Entry 2, *or* Entry 3 the student (as appropriate) will have

demonstrated the ability to:

Entry 1

- 1 produce three design sketches for an object in acrylic;
- 2 decide which acrylic object to make and give a reason why;

Entry 2

(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and:)*

- 3 develop one final design in detail from the three sketches;
- 4 mark out and cut the acrylic to the desired shape;
- 5 smooth the edges of the acrylic by using hand and/or machine;
- 6 work in a safe manner under supervision;

Entry 3

*(For Unit Award Scheme, candidates must complete the outcomes at Entry 1 and 2 and:)**

- 7 heat and mould the acrylic to the desired shape;
- 8 decorate the object, e.g. using transfers, stick-ons or markers;
- 9 complete a written evaluation of the acrylic object;
- 10 describe two different moulding techniques for plastics.

16.4 Evidence to be offered for the Entry Level Certificate and the Unit Award Scheme

The evidence can be provided through **either** the externally-set assignment alone **or** a folder of work containing the following:

- student-completed worksheet(s) (1–3, 10)
- teacher-completed checklist (4–8)
- single photograph of completed object (5, 7, 8)
- student-written statement (9)

At each of Entry 1, Entry 2 and Entry 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 10944

Entry 2 10945

Entry 3 10946

***For Entry Level Certificate, please take note of Section 7.1 ‘Evidence’ and Section 31.1 ‘Assessment Criteria’ where the principle of compensation is explained.**

Optional Unit 9

Designing and Making an Object in Sheet Metal

<p>17.1 Unit Description</p>	<p>This workroom-based unit is designed to introduce the student to working with sheet metal. At Entry 1, students will generate some designs, choose an object to make and give a reason for this choice. At Entry 2 the student will, additionally, develop the design and make the object including simple bending. At Entry 3, the student will, additionally, use some form of fixing to join pieces together.</p>
<p>17.2 Procedures for Making and Recording Assessments</p> <p>Entry Level Certificate and Unit Award Scheme</p>	<p>Assessed by the teacher through inspection of the student’s folder of work containing worksheet(s) (2, 10) written statement (9), sketches (1, 3) and by observation (4 – 8). All assessments recorded on an <i>AQA Summary Sheet</i>.</p> <p>The numbers in brackets refer to the outcomes to be accredited.</p>
<p>17.3 Outcomes to be Accredited</p> <p>Entry 1</p> <p>Entry 2</p> <p>Entry 3</p>	<p>In successfully completing this unit at <i>either</i> Entry 1, <i>or</i> Entry 2, <i>or</i> Entry 3 the student (as appropriate) will have</p> <p>demonstrated the ability to:</p> <p>1 produce three design sketches for an object in sheet metal;</p> <p>2 decide which sheet metal object to make and give a reason for this choice;</p> <p><i>(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and:)*</i></p> <p>3 develop one final design in detail from the three sketches;</p> <p>4 mark out and cut the sheet metal to the desired shape;</p> <p>5 bend the sheet metal by hand and/or machine;</p> <p>6 work in a safe manner under supervision;</p> <p><i>(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and 2 and:)*</i></p> <p>7 join the sheet metal pieces by the preferred method;</p> <p>8 finish the sheet metal object, e.g. by polishing, spray painting etc;</p> <p>9 complete a written evaluation of the sheet metal object;</p> <p>10 describe two different metal joining techniques.</p>

17.4 Evidence to be offered for the Entry Level Certificate and the Unit Award Scheme

The evidence can be provided through **either** the externally-set assignment alone **or** a folder of work containing the following:

- student-completed worksheet(s) (2, 10)
- teacher-completed checklist (4–8)
- single photograph of completed object (8)
- student-written statement (9)
- student sketches (1, 3)

At each of Entry 1, 2 and 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code**Entry 1 10947****Entry 2 10948****Entry 3 10949**

***For Entry Level Certificate, please take note of Section 7.1 ‘Evidence’ and Section 31.1 ‘Assessment Criteria’ where the principle of compensation is explained.**

Optional Unit 10

2D and 3D Drawing

18.1 Unit Description	This classroom-based unit is designed to introduce the student to Graphic Products – 2D and 3D. At Entry 1, the student will learn to use freehand drawing techniques to produce a basic 2D construction to be used for graphical communication. At Entry 2 the student will, additionally, work more effectively in 2D and use instruments, including pen and pencil, to attempt a 3D drawing. At Entry 3, the student will, additionally, produce a coloured and shaded 3D drawing.
18.2 Procedures for Making and Recording Assessments	Assessed by the teacher through observation(s) (5) and by inspection of the student’s folder of work containing student-completed worksheets (2, 8, 10) sketches (1, 3-4, 6) and drawing(s) (7, 9). All assessments recorded on an <i>AQA Summary Sheet</i> . The numbers in brackets refer to the outcomes to be accredited.
18.3 Outcomes to be Accredited	<p>In successfully completing this unit at <i>either</i> Entry 1, <i>or</i> Entry 2, <i>or</i> Entry 3 the student (as appropriate) will have</p> <p>demonstrated the ability to:</p> <p>Entry 1</p> <ol style="list-style-type: none"> 1 attempt at least four simple 2D drawings or sketches; 2 identify one shape or drawing and draw it out more fully; <p>Entry 2</p> <p><i>(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and:)*</i></p> <ol style="list-style-type: none"> 3 complete effectively a neat 2D drawing or sketch; 4 attempt a 3D drawing relating to the 2D drawing or sketch; 5 use basic instruments when attempting the 3D drawing; 6 use pen and/or pencil effectively in the presentation of the work; <p>Entry 3</p> <p><i>(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and 2 and:)*</i></p> <ol style="list-style-type: none"> 7 complete a neat and recognisable 3D drawing; 8 describe the purpose of two pieces of equipment used to produce either the 2D or the 3D drawing; 9 apply colour and/or shading effectively to enhance the drawings; 10 produce a simple summary of his/her work.

- 18.4 Evidence to be offered for the Entry Level Certificate and the Unit Award Scheme
- The evidence can be provided through **either** the externally-set assignment alone **or** a folder of work containing any combination of the following:
- student-completed worksheet(s) (2, 8, 10)
 - student-completed sketches (1, 3–4, 6)
 - teacher-completed checklist (5)
 - student-completed drawing(s) (7,9)

At each of Entry 1, Entry 2 and Entry 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 10950

Entry 2 10951

Entry 3 10952

***For Entry Level Certificate, please take note of Section 7.1 ‘Evidence’ and Section 31.1 ‘Assessment Criteria’ where the principle of compensation is explained.**

Optional Unit 11

Using Colour in Design

19.1 Unit Description

This workroom-based unit will introduce the student to the use of colour on a pattern or two-dimensional picture they will have produced using drawing equipment. At Entry 1 the student will select light and/or dark colours and apply them to a given drawing. At Entry 2 the student will, additionally, mix and neatly apply primary or secondary colours to the pattern or picture. At Entry 3 the student will, additionally, produce another simple two-dimensional picture or pattern using drawing equipment and apply either warm or cool colours to that pattern or picture.

19.2 Procedures for Making and Recording Assessments

Entry Level Certificate
and
Unit Award Scheme

Assessed by the teacher through inspection of student's folder of work containing the student's completed worksheet(s) (1, 4-5, 9) and drawing(s) (2-3, 6-8, 10). All assessments recorded on an *AQA Summary Sheet*.

The numbers in brackets refer to the outcomes to be accredited.

19.3 Outcomes to be Accredited

In successfully completing this unit at *either* Entry 1, *or* Entry 2, *or* Entry 3 the student (as appropriate) will have

demonstrated the ability to:

Entry 1

- 1 List three colour of your choice;
- 2 colour in a given drawing or pattern using tones of your chosen colours;

Entry 2

(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and:)*

- 3 use instruments to divide and lay out a two-dimensional drawing or pattern;
- 4 make a list of primary or secondary colours;
- 5 identify the primary and/or secondary colours to use on the drawing or pattern;
- 6 colour in the drawing or pattern using the colours you have identified;

Entry 3

*(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and 2 and:)**

- 7 complete a drawing or pattern that has primary and/or secondary colours neatly applied;
- 8 use drawing equipment to produce a different drawing or pattern;
- 9 identify the warm and/or cool colours to use on the drawing or pattern;
- 10 neatly apply either of these colours to the drawing or pattern.

19.4 Evidence to be offered for the Entry Level Certificate and the Unit Award Scheme

The evidence can be provided through **either** the externally-set assignment alone **or** a folder of work containing the following:

- student-completed worksheet(s) (1, 4–5, 9)
- student-completed drawing(s) (2–3, 6–8, 10)

At each of Entry 1, Entry 2 and Entry 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 10953

Entry 2 10954

Entry 3 10955

***For Entry Level Certificate, please take note of Section 7.1 ‘Evidence’ and Section 31.1 ‘Assessment Criteria’ where the principle of compensation is explained.**

Optional Unit 12

Packaging Design

20.1 Unit Description	<p>This workroom-based unit will introduce the student to commercially produced packages. He/she will produce a simple package to hold a single light bulb, applying graphics and information to the package. At Entry 1 the student will select an example of packaging from a given range of commercially produced packages. He/she will investigate the package, identify the product information, how the package is fixed together, and list the graphics used on the package. At Entry 2, additionally, the student will use the information gained at Entry 1 to plan out a package to contain a single light bulb. At Entry 3, additionally, the student will produce a package to contain a single light bulb, adding relevant graphics and product information to the package.</p>
20.2 Procedures for Making and Recording Assessments	<p>Assessed by the teacher through inspection of student's folder of work containing student-completed worksheet(s) (2, 4, 6, 7, 9) and student diagram (5, 8, 10) and by observation (1, 3). All assessments recorded on an <i>AQA Summary Sheet</i>.</p> <p>The numbers in brackets refer to the outcomes to be accredited.</p>
20.3 Outcomes to be Accredited	<p>In successfully completing this unit at <i>either</i> Entry 1, <i>or</i> Entry 2, <i>or</i> Entry 3 the student (as appropriate) will have demonstrated the ability to:</p> <p>Entry 1</p> <ol style="list-style-type: none"> 1 select an example of packaging from a given range; 2 identify the information listed on the package; <p>Entry 2</p> <p><i>(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and:)*</i></p> <ol style="list-style-type: none"> 3 investigate the chosen package by taking it apart; 4 Measure the size the package, making a note of the length and width of each side; 5 produce a simple drawing of a package to contain a single light bulb; 6 identify how the package could be fixed together;

Entry 3

(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and 2 and:)*

- 7 list the items of graphics/information found on commercially produced light bulb packaging;
- 8 produce a neat surface development/net of a package to contain a single domestic light bulb;
- 9 identify three essential items of graphics/product information required on the package;
- 10 neatly apply the graphics and product information to the packaging.

20.4 Evidence to be offered for the Entry Level Certificate and the Unit Award Scheme

The evidence can be provided through **either** the externally-set assignment alone **or** a folder of work containing the following:

- teacher-completed checklist (1, 3)
- student-completed worksheet(s) (2, 4, 6, 7, 9)
- student diagram (5, 8, 10)

At each of Entry 1, Entry 2 and Entry 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 10956

Entry 2 10957

Entry 3 10958

***For Entry Level Certificate, please take note of Section 7.1 ‘Evidence’ and Section 31.1 ‘Assessment Criteria’ where the principle of compensation is explained.**

Optional Unit 13

Disassembly and Investigation of a Textile Product

21.1 Unit Description

In this workroom-based unit the student will learn about how textile products are made up from component parts through investigation. At Entry 1, students will discuss the reasons for the disassembly of a product and select a suitable product from a given range. At Entry 2, the student will, additionally, sketch the product, disassemble the product, and sketch and label the component parts. At Entry 3, students will, additionally, learn about the function of at least one of the component parts, naming the textile used and possible developments to improve the product further.

21.2 Procedures for Making and Recording Assessments

Entry Level Certificate
and
Unit Award Scheme

Assessed by the teacher through inspection of student's folder of work containing worksheet(s) (3, 8-10) sketches (5) and annotated sketches (6-7) and by observation (1-2, 4). All assessments recorded on an *AQA Summary Sheet*.

The numbers in brackets refer to the outcomes to be accredited.

21.3 Outcomes to be Accredited

In successfully completing this unit at *either* Entry 1, *or* Entry 2, *or* Entry 3 the student (as appropriate) will have

demonstrated the ability to:

Entry 1

- 1 participate in a discussion about the reasons for product disassembly;
- 2 from a given range, select a product to disassemble;

Entry 2

*(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and:)**

- 3 sketch the product before disassembly;
- 4 disassemble the product;
- 5 sketch the component parts;
- 6 label the component parts;

Entry 3

(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and 2 and:)*

- 7 annotate the sketch to indicate the function of at least one component part;
- 8 name at least one textile used in the product;
- 9 identify one reason why the textile used in the product is a good choice;
- 10 suggest one possible development which could be made to the product to improve its function.

21.4 Evidence to be offered for the Entry Level Certificate and the Unit Award Scheme

The evidence can be provided through a folder of work containing:

- teacher-completed checklist (1–2, 4)
- student-completed worksheet(s) (3, 8–10)
- student-produced sketches (5)
- student-annotated sketches (6–7)

At each of Entry 1, Entry 2 and Entry 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 10959

Entry 2 10960

Entry 3 10961

***For Entry Level Certificate, please take note of Section 7.1 ‘Evidence’ and Section 31.1 ‘Assessment Criteria’ where the principle of compensation is explained.**

Optional Unit 14

Enhancement of Fabrics through the Application of Colour, Pattern or Texture

22.1 Unit Description	<p>In this workroom-based unit the student will learn through teacher instruction and practical activity to demonstrate ways in which fabric can be enhanced through the application of colour, pattern or texture. At Entry 1, students will discuss ways of enhancing fabrics and identify a specific occasion for which a fabric may be produced. At Entry 2, students will, additionally, select one technique and the tools and equipment needed to carry it out. She/he will set up a safe working environment and prepare the fabric. At Entry 3, the student will, additionally, work safely to produce a sample of the technique chosen and suggest one improvement to it. She/he will also learn about industrial printing.</p>
22.2 Procedures for Making and Recording Assessments	<p>Assessed by the teacher through inspection of student's folder of work containing worksheet(s) (4–5, 7, 9) and photograph of sample (8) and diagram (10) and by observation (1–3, 6). All assessments recorded on an <i>AQA Summary Sheet</i>.</p> <p>The numbers in brackets refer to the outcomes to be accredited.</p>
22.3 Outcomes to be Accredited	<p>In successfully completing this unit at <i>either</i> Entry 1, <i>or</i> Entry 2, <i>or</i> Entry 3 the student (as appropriate) will have</p> <p>demonstrated the ability to:</p> <p>Entry 1</p> <ol style="list-style-type: none"> 1 participate in a discussion about the ways in which fabric can be enhanced; 2 identify a specific occasion for which a fabric may be produced; <p>Entry 2</p> <p><i>(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and:)*</i></p> <ol style="list-style-type: none"> 3 select one enhancing technique, e.g. tie dye, which is suitable for the specific occasion; 4 identify appropriate tools and equipment needed for the technique; 5 describe how to set up a safe working environment; 6 prepare the fabric prior to the application of colour, pattern or texture;

Entry 3

*(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and 2 and:)**

- 7 produce a safety checklist for use when making the product;
- 8 produce one sample of enhanced fabric;
- 9 suggest one development to improve the quality of the outcome;
- 10 complete a given flow diagram to show the stages of one industrial method of printing fabric.

22.4 Evidence to be offered for the Entry Level Certificate and the Unit Award Scheme

The evidence can be provided through the folder of work containing the following:

- teacher-completed checklist (1–3, 6)
- student-completed worksheet(s) (4–5, 7, 9)
- photo of student-produced sample (8)
- student-completed diagram (10)

At each of Entry 1, Entry 2 and Entry 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 10962

Entry 2 10963

Entry 3 10964

***For Entry Level Certificate, please take note of Section 7.1 ‘Evidence’ and Section 31.1 ‘Assessment Criteria’ where the principle of compensation is explained.**

23

Optional Unit 15

Designing and Making a Fabric Container for Personal Possessions

23.1 Unit Description	In this workroom-based unit the student will make a container out of fabric for storing personal possessions. At Entry 1, students will learn about different types of fabric-constructed containers which could hold personal possessions. At Entry 2, students will, additionally, research different designs and then design their own container. She/he will produce the paper pattern for the container. At Entry 3, students will, additionally, make the container following their order of work and use the correct equipment.
23.2 Procedures for Making and Recording Assessments	Assessed by the teacher through inspection of student's folder of work containing worksheet(s) (3, 5, 8–9), design(s) (4), pattern piece(s) (6) and photograph(s) (10) and by observation (1, 2, 7). All assessments recorded on an <i>AQA Summary Sheet</i> . The numbers in brackets refer to the outcomes to be accredited.
23.3 Outcomes to be Accredited	In successfully completing this unit at <i>either</i> Entry 1, <i>or</i> Entry 2, <i>or</i> Entry 3 the student (as appropriate) will have demonstrated the ability to:
Entry 1	<ol style="list-style-type: none"> 1 participate in a discussion about different types of fabric-constructed containers which could hold personal possessions; 2 identify the item(s) to be held in the containers;
Entry 2	<p><i>(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and:)*</i></p> <ol style="list-style-type: none"> 3 research one existing design and make comments on its fitness for purpose; 4 produce two designs for containers; 5 select the most suitable design and give two reasons for the choice; 6 produce a paper pattern to make the chosen container;

Entry 3

*(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and 2 and:)**

- 7 select and cut out the fabric for the chosen container;
- 8 make a list of equipment needed to make the container;
- 9 plan an order of work for making the container;
- 10 make the container.

23.4 Evidence to be offered for the Entry Level Certificate and the Unit Award Scheme

The evidence can be provided through the folder of work containing the following:

- student-produced design(s) (4)
- student-completed worksheet(s) (3, 5, 8–9)
- teacher-completed checklist (1, 2, 7)
- photograph of a student's container (10)
- student-produced pattern piece(s) (6)

At each of Entry 1, Entry 2 and Entry 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 10965

Entry 2 10966

Entry 3 10967

***For Entry Level Certificate, please take note of Section 7.1 'Evidence' and Section 31.1 'Assessment Criteria' where the principle of compensation is explained.**

Optional Unit 16

Building Circuits from Basic Components

24.1 Unit Description

This workroom-based unit is designed to introduce the student to working with electronic components. At Entry 1, the student will learn about basic components and their symbols. At Entry 2 the student will, additionally, use basic units of electricity, design and construct a circuit using a non-solder method, and be aware of the function of components. At Entry 3, the student will, additionally, solder components to a PCB, understand safety precautions when soldering, using a meter to test methods and be able to read resistor colour codes.

24.2 Procedures for Making and Recording Assessments

Entry Level Certificate
and
Unit Award Scheme

Assessed by the teacher through inspection of the student's folder of work containing worksheets (2, 3, 6, 8, 10), and diagram(s) (4) and by observation (1, 5, 7, 9). All assessments recorded on an *AQA Summary Sheet*.

The numbers in brackets refer to the outcomes to be accredited.

24.3 Outcomes to be Accredited

In successfully completing this unit at *either* Entry 1, *or* Entry 2, *or* Entry 3 the student (as appropriate) will have

demonstrated the ability to:

Entry 1

- 1 recognise the physical appearance of a battery, fixed and variable resistors, an LED and a capacitor;
- 2 identify the electronic symbols for a battery, fixed and variable resistors, an LED and a capacitor;

Entry 2

*(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and:)**

- 3 use units of measurement for voltage, current and resistance;
- 4 draw a circuit diagram of a battery, resistor and LED connected in series;
- 5 construct the circuit of a battery, resistor and LED connected in series using a non-solder method;
- 6 describe the function of one of the components;

Entry 3

*(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and 2 and:)**

- 7 solder all components onto a PCB;
 - 8 state a safety precaution to be taken when soldering;
 - 9 use a meter to test a soldered joint;
 - 10 use the resistor colour code to ‘read’ the values of five resistors.
-

24.4 Evidence to be offered for the Entry Level Certificate and the Unit Award Scheme

The evidence can be provided through **either** the externally-set assignment alone **or** a folder of work containing the following:

- teacher-completed checklist (1, 5, 7, 9)
- student-completed worksheet(s) (2, 3, 6, 8, 10)
- student diagram (4)

At each of Entry 1, Entry 2 and Entry 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 10968

Entry 2 10969

Entry 3 10970

***For Entry Level Certificate, please take note of Section 7.1 ‘Evidence’ and Section 31.1 ‘Assessment Criteria’ where the principle of compensation is explained.**

Optional Unit 17

Using Transistors in Circuits

25.1 Unit Description	This workroom-based unit is designed to introduce the student to transistors. At Entry 1, the student will learn about a simple transistor and to recognise and understand the purpose of the three connections. At Entry 2, additionally, the student will be able to place a transistor in a breadboard, understand the workings of an LDR, use a meter to measure the resistance of the LDR under different conditions, and tabulate these results. At Entry 3, the student will, additionally, build a circuit, test it, draw up a components list and suggest a commercial use for the circuit.
25.2 Procedures for Making and Recording Assessments	<p>Entry Level Certificate and Unit Award Scheme</p> <p>Assessed by the teacher through inspection of student's folder of work containing worksheet(s) (2, 4, 6, 9) and written statement (10) and by observation (1, 3, 5, 7, 8). All assessments recorded on an <i>AQA Summary Sheet</i>.</p> <p>The numbers in brackets refer to the outcomes to be accredited.</p>
25.3 Outcomes to be Accredited	<p>In successfully completing this unit at <i>either</i> Entry 1, <i>or</i> Entry 2, <i>or</i> Entry 3 the student (as appropriate) will have</p> <p>demonstrated the ability to:</p> <p>Entry 1</p> <ol style="list-style-type: none"> 1 identify the three legs on a transistor; 2 label the names of the legs on a circuit symbol of a transistor; <p>Entry 2</p> <p><i>(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and:)*</i></p> <ol style="list-style-type: none"> 3 correctly fit a transistor into a circuit prototyping board; 4 describe how an LDR is used; 5 measure the resistance of an LDR under three different lighting conditions; 6 tabulate the results of these measurements;

Entry 3

*(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and 2 and:)**

- 7 build a light sensitive circuit prototyping system from a given circuit;
- 8 test the light sensitive circuit;
- 9 draw up a components list for the light sensitive circuit;
- 10 suggest a use for the light sensitive circuit.

25.4 Evidence to be offered for the Entry Level Certificate and the Unit Award Scheme

The evidence can be provided through **either** the externally-set assignment alone **or** a folder of work containing the following:

- teacher-completed checklist (1, 3, 5, 7, 8)
- student-written statement (10)
- student-completed worksheets (2, 4, 6, 9)

At each of Entry 1, Entry 2 and Entry 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 10971

Entry 2 10972

Entry 3 10973

***For Entry Level Certificate, please take note of Section 7.1 ‘Evidence’ and Section 31.1 ‘Assessment Criteria’ where the principle of compensation is explained.**

26

Optional Unit 18

Making a Working Model using a Motor and a Gearbox

26.1 Unit Description

This workroom-based unit is designed to introduce the student to mechanical systems. At Entry 1, the student will learn to recognise a gearbox and the mechanical need for one. At Entry 2, additionally, the student will generate designs for a model using a gearbox powered by an electric motor and attempt the construction of the same. At Entry 3, the student will, additionally, construct the model, evaluate its performance and suggest a possible improvement to it. In addition he/she will describe two situations where power transmission uses gears or belt and pulley systems.

26.2 Procedures for Making and Recording Assessments

Entry Level Certificate
and
Unit Award Scheme

Assessed by the teacher through inspection of work in the student’s folder containing worksheets, (3–4, 8–9), sketch (5), student written statement (10) and photographs (6–7) and through observation and discussion (1–2, 6–7). All assessments recorded on an *AQA Summary Sheet*.

The numbers in brackets refer to the outcomes to be accredited.

26.3 Outcomes to be Accredited

In successfully completing this unit at *either* Entry 1, *or* Entry 2, *or* Entry 3 the student (as appropriate) will have

demonstrated the ability to:

Entry 1

- 1 recognise the need for gearing;
- 2 construct a simple gear system;

Entry 2

*(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and:)**

- 3 design two possible models including a motor and a gearbox;
- 4 choose one and give a reason for the choice;
- 5 develop the design using sketches;
- 6 attempt the construction of the model;

Entry 3

*(for Unit Award Scheme, candidates must complete the outcomes at Entry 1 and 2 and:)**

- 7 complete the working model;
- 8 evaluate the working model;
- 9 suggest a possible improvement to the model;
- 10 compare the use of gear trains with belt and pulley systems.

26.4 Evidence to be offered for the Entry Level Certificate and the Unit Award Scheme

The evidence can be provided through **either** the externally-set assignment alone **or** a folder of work containing any combination of the following:

- teacher-completed checklist (1–2, 6–7)
- student-completed worksheets (3–4, 8–9)
- student-written statement (10)
- sketch (5)
- photograph(s) of the model (7)

At each of Entry 1, 2 and 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

Unit Award Scheme Code

Entry 1 10974

Entry 2 10975

Entry 3 10976

***For Entry Level Certificate, please take note of Section 7.1 ‘Evidence’ and Section 31.1 ‘Assessment Criteria’ where the principle of compensation is explained.**

Basic Skills and Other Issues

27

Basic Skills

At Entry Level, there are currently two Basic Skills: Literacy and Numeracy. For students following this specification there are opportunities to develop both skills in the units in line with national standards.

The very nature of Design and Technology makes it an ideal vehicle for candidates to use their literacy skills when researching and collecting information, generating design ideas and evaluating their own and existing products.

Students are required to use their numeracy skills in some units, for example in Unit 1 *Health and Safety in Design and Technology*. They will also have the opportunity to use a variety of source materials, including numeric and written data.

QCA has developed new standards for ICT in the same format as the national standards for basic skills in literacy and numeracy. These new standards cover ICT ‘skills for life’ at levels 1 and 2, with steps towards level 1 represented by standards for Entry levels 1–3. For students following this specification there are wide-ranging opportunities to develop ICT as the third ‘skill for life’ in the units in accordance with these new national standards, for example, tabulating results in Unit 6 and Unit 17, and calculating portion size in Unit 5.

28

Spiritual, Moral, Ethical, Social, Cultural and Other Issues

28.1 Spiritual, Moral, Ethical, Social, Cultural and Other Issues

The study of Design and Technology provides opportunities to develop candidates’ understanding of spiritual, moral, ethical, social and cultural issues. Such issues underpin all designing and making activities and can be explored in particular through information, collection and research, generating a design, evaluating products and selection and use of material.

28.2 European Dimension	<p>AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen material.</p> <p>In studying Design and Technology, candidates will have the opportunity to learn about a wide range of European, cultural, social and historical issues as they relate to the work of craftspeople and designers in past and present times.</p>
28.3 Environmental Issues	<p>AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report <i>Environmental Responsibility: An Agenda for Further and Higher Education</i> 1993 in preparing this specification and associated assessment materials.</p> <p>Environmental considerations are integral to all design and make activities, especially the desirability of recycling and re-using materials.</p>
28.4 Citizenship	<p>In the Key Stage 4 programme of study of Citizenship, <i>Developing skills of enquiry and communication</i> (Section 2) and <i>Developing skills of participation and responsible action</i> (Section 3) naturally parallel candidates' actions and approaches during work undertaken for assessment. For example, the effects of certain products of manufacturing systems on society and the individual are matters of interest in Design and Technology, but they also touch on Section 2(a) of the programme of study. Similarly, the designer needs to empathise with the end user (Section 3(a)) and in the process of designing needs to negotiate with clients or during market research to determine and achieve the desired ends (Section 3(b)).</p>
28.5 Avoidance of Bias	<p>AQA has taken great care in the preparation of this specification and associated assessment materials to avoid bias of any kind.</p>
28.6 Health and Safety	<p>Consideration of Health and Safety issues is an integral part of Design and Technology and underpins the study of each of the Units, although not specifically mentioned. In addition, Unit 1 addresses the issue in depth.</p>

Centre-Assessed Units

29

Portfolio

Nature of the Portfolio of Work: Externally-set Units

The portfolio of work consists of two parts:

Part 1, evidence from the Compulsory Units 1 and 2.

Part 2, all the other material specified under the heading ‘evidence’ for each of the two optional units chosen.

Teachers must ensure that the evidence is arranged in such a way that it is clear to the moderator which evidence relates to each of Parts 1 and 2.

Outcomes should be clearly identified in the candidate’s portfolio of work.

If possible each unit should have a cover sheet outlining all the outcomes of that unit, which could be student-completed.

All the work for each unit can be delivered as classroom and workshop-based activities.

Students may work on A3 or A4 paper as appropriate.

The amount of work submitted for assessment and moderation should not include all the work completed by a candidate in preparation for assessment, only that which is required under ‘Evidence to be Offered.’

All the work which makes up a unit should be stapled or treasury tagged together. Photographs of large artefacts should be attached to the relevant unit. Do not use plastic sheets or ring binders.

(The artefacts themselves or any other extraneous material should **not** be submitted).

30

Guidance on Setting Teacher-Controlled Assessment Tasks

Optional Units

30.1 Setting Tasks

Assessment tasks have been provided for each optional unit within the specification, and the centre will have the choice of a 16 optional units to choose from, depending on the pathway through the specification they have chosen. For an explanation of the two pathways please refer to Section 7.1.

30.2 Portfolio Advisors

Portfolio Advisors will be available to assist centres with any matters relating to the assessment units. Details will be provided when AQA knows which centres are following the specification.

31

Assessment Criteria

31.1 Introduction

Teachers are required to use the level descriptors below to make two separate assessments for the externally-set assignments (Units 1 and 2) and the teacher-controlled assignments, before making a judgment of the work as a whole.

The level descriptors are provided to give a general indication of the standard of achievement likely for candidates awarded a particular level. The level awarded will depend on the extent to which the candidate has met the outcomes and might, in practice, conceal weaknesses in some aspects which are balanced by above-average performance in other aspects.

Marks are accumulated for each outcome and assessment task and the final mark is aggregated from these task marks. Each outcome may be awarded 1 mark if successfully completed. Each unit has 10 outcomes and therefore a maximum of 10 marks. The final total mark is therefore a maximum of 40 marks.

(4 units × 10 marks = 40 marks).

The level of award (Entry 1, or Entry 2 or Entry 3) will be based on the candidate's total mark out of 40.

An annual awarding meeting will be held to establish the relationship between the marks and the level of award.

Centres should note that, in presenting evidence for each of four units, a candidate can compensate for under-achievement in one or more Entry 1 or Entry 2 outcomes in a unit by attaining Entry 2 or Entry 3 outcomes (as appropriate) and the associated mark(s) in the same unit or in any/all of the other three units.

31.2 Level Descriptors

The following level descriptors are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular levels. The descriptors must be interpreted in relation to the outcomes and content specified by the units set out in Sections 9 to 26. They are not designed to define that content. On completion the level awarded will depend in practice upon the extent to which the candidate has met the unit outcomes overall. Shortcomings in some areas may be balanced by better performance in others.

Entry 1

- Candidates generate ideas and recognise characteristics of familiar products.
- Candidates' plans will show that, with help, they can put their ideas into practice.
- Candidates use pictures and words to describe what they want to do.
- Candidates explain what they are making and which tools they are using.
- Candidates use tools and materials with help, where needed.
- Candidates talk about their own and other people's work in simple terms and describe how a product works.

Entry 2

- Candidates generate ideas and plan what to do next, based on their experience of working with materials and components.
- Candidates use models, pictures and words to describe their designs.
- Candidates select appropriate tools, techniques and materials, explaining their choices.
- Candidates use tools and assemble, join and combine materials and components in a variety of ways.
- Candidates recognise what they have done well as their work progresses, and suggest things they could do better in the future.

Entry 3

- Candidates generate ideas and recognise that their designs have to meet a range of different needs.
- Candidates make realistic plans for achieving their aims.
- Candidates clarify ideas when asked and use words, labelled sketches and models to communicate the details of their designs.
- Candidates think ahead about the order of their work, choosing appropriate tools, equipment, materials, components and techniques.
- Candidates use tools and equipment with some accuracy to cut shapes and materials and to put together components.
- Candidates identify where evaluation of the design and make process and their products has led to improvements.

31.3 Evidence to support the award of a level

Evidence must be presented for moderation on a unit basis. Work submitted in response to the externally-set assignments will clearly indicate the outcomes successfully completed and, in each case, the candidate's mark (out of 10) for the task as a whole. For all teacher-controlled assessment tasks, it must be clear, through flagging or other means, where the evidence for the successful completion of each specific outcome is to be found. The candidate's mark (out of 10) for each teacher-controlled task must be clearly shown.

The evidence for each unit must match that stipulated for each unit under the section 'Evidence to be offered'.

The work submitted for assessment should **not** include all the work completed by a candidate in preparation for assessment – **only that which is required by each unit.**

32

Supervision and Authentication

32.1 Supervision of Candidates' Work

The Head of a centre is required to provide supervision. This should be sufficient for AQA to be assured that every reasonable step has been taken to ensure that all the work submitted is that of the candidate concerned. The precise means of supervision will inevitably differ from centre to centre, but it is expected that the teacher will be involved in on-going discussion with the candidate at all stages of the work. As much of the work as possible for the two further units must be conducted under the direct supervision of the teacher. All the work for the compulsory units (Unit 1 and Unit 2) must be completed under the supervision arrangements described in Sections 7.1 and 7.2.

32.2 Assistance

All work submitted must be the unaided work of the candidate. Any teacher assistance given has to be limited to the use of strategies designed to improve accessibility as such as:

- a. the rephrasing of tasks or questions which have not been understood;
- b. the explanation of terms or phrases used in tasks and questions where such explanation does not, in itself, provide the information which the candidate must supply;
- c. the provision of feedback in relation to inappropriate or inadequate answers given by the candidate where such feedback does not, in itself, provide the information which the candidate must supply.

32.3 Unfair Practice

Before the course starts the teacher is responsible for warning the candidates of AQA's regulations about malpractice. Candidates are forbidden to indulge in any unfair practice in the preparation of evidence. Any candidate who uses, or is suspected of using or attempting to use, any unfair means is to be reported immediately to AQA. If AQA is satisfied that a breach of the *Regulations* has occurred, it reserves the right to take such action as it deems appropriate in the circumstances. This action includes disqualification. The candidate will be required to certify that he/she has understood the regulations relating to unfair practice.

32.4 Authentication of Candidates' Work

The teacher responsible for the supervision of the candidates' work will be required to certify that he/she is entirely satisfied that all the work submitted is that of the candidate concerned.

33

Standardisation

33.1 Standardising Meetings

Annual standardising meetings will be held, usually in the autumn term. Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:

where there has been a serious misinterpretation of the specification requirements;

where the nature of the teacher-controlled assessments made by a centre has been inappropriate;

where there have been significant differences between recommendation made by the centre and awards made by AQA in relation to one or more units in the previous year.

Otherwise attendance is at the discretion of centres. At these meetings support will be provided for centres in the development of appropriate assessment tasks and assessment procedures.

33.2 Internal Standardisation

Where more than one teacher is involved, centres are responsible for standardising assessment. Centres will be required to confirm that internal standardisation has taken place by completing a *Centre Declaration Sheet*, an example of which is given in Appendix B.

34

Administrative Procedures

34.1 Recording Assessments

An *AQA Summary Sheet* must be completed for each unit (see Appendix B). The Summary Sheet is used to indicate each candidate's achievement of individual outcomes of the unit and the candidate's total mark for the assessment task (out of 10).

An individual Candidate Record Form must be completed for each candidate (see Appendix B).

A list of the candidates entered (the Award List) will be sent to centres by 30 April in the year of certification. Centres will use this list to record the 4 units completed, the total mark (out of 10) for each assessment task, and the total mark (out of 40) for the assessments as a whole. The top copy of this three-part Award List should be sent to AQA, and part 2 (together with part 3 if a centre has 21 or more candidates) to the Moderator, as soon as possible and by no later than 31 May.

34.2 Submission of Recommendations

Full instructions for the submission of marks and evidence for moderation are provided in a separate booklet.

34.3 Retention of Evidence

Centres are requested to retain the evidence relating to the achievement of candidates under secure conditions until 31 October following certification, to allow for the possibility of enquiries about results. AQA may, at any time up to this date, require a centre

to produce all or some of the stored material for inspection.

35

Special Provision for Individual Candidates

35.1	Failure to meet the requirements of the Specification/Special Consideration	As a result of illness or other exceptional circumstances, the work available from a candidate might not meet the requirements of the specification. In such a case the centre should provide all relevant information about the circumstances of the assessment made by submitting a request for special consideration. This should be sent to AQA, using the relevant form. Appropriate medical documentation should be sent with the form. A similar procedure should be followed in cases where a candidate has completed work but suffers from some form of disability or handicap which may have affected his/her work.
35.2	Lost Work	Where work is misplaced in circumstances beyond the candidate's control, the AQA should be notified immediately of the date of the loss, how it occurred and upon whom the responsibility for the loss rests. The AQA will provide details of the procedures to be followed in such cases.
35.3	Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations	<p>The normal learning support to which the candidate is accustomed is permissible in most circumstances. The learning support should, however, neither give the candidate an unfair advantage nor place the candidate at any disadvantage.</p> <p>The support provided should not result in any task being undertaken on behalf of the candidate.</p>
	Time	The time allocation to tasks and other assessments may be varied in accordance with the needs of individual candidates.
	Mechanical and technical aids	Any mechanical or technical aids usually used by the candidate to help him/her in learning can be used during the completion of work for assessment purposes.
35.4	Candidate changes schools	If a candidate moves from one centre to another, AQA should be consulted at the earliest possible stage to discuss arrangements.

36**Moderation****36.1 Moderation Procedures**

It is necessary to moderate candidates' work to ensure that no injustice occurs to candidates. Moderation will take place on the basis of detailed scrutiny by an AQA-appointed moderator of all the evidence relating to a sample of candidates.

Centres will be informed which candidates' evidence is required and should then send the initial sample to the moderator after **31 May** in the year of certification. The moderator may require an additional sample in order to complete his/her work.

For each candidate included in the sample, the evidence provided for inspection by the moderator must be presented in a clear and helpful way.

Samples of evidence will be returned to centres.

36.2 Post-moderation Procedures

The following post-results services will be available.

Clerical recheck

Re-moderation

Re-moderation with report

Full details will be issued in the post-results circular which is distributed to centres with the results.

Awarding and Reporting

37

Grading, Shelf-life and Re-sits

37.1 Qualification Titles

The qualification based on this specification has one of the two following titles, depending on the pathway chosen.

For those centres who choose to adopt a ‘mix and match’ pathway, choosing units from different Design and Technology subjects, the title will be AQA Entry Level Certificate in Design and Technology: Product Design.

For those centres who choose to follow a subject-specific pathway: AQA Entry Level Certificate in Design and Technology, followed by the Subject:

AQA Entry Level Certificate in Design and Technology: Food Technology

AQA Entry Level Certificate in Design and Technology: Resistant Materials

AQA Entry Level Certificate in Design and Technology: Graphic Products

AQA Entry Level Certificate in Design and Technology: Textiles Technology

AQA Entry Level Certificate in Design and Technology: Electronics and Systems

37.2 Grading System

The qualification will be awarded on a 3–point scale: Entry 1, or Entry 2, or Entry 3 and will be recorded on the certificate accordingly.

37.3 Re-sits

Candidates may **not** make more than one attempt at the same externally-set assignment for an outcome, although they may attempt a second assignment if they fail, for whatever reason, to complete the first assignment.

37.4 Minimum Requirements

Candidates for the Entry Level Certificate are not required to provide evidence for the completion of **all** outcomes listed in each unit but they should be encouraged to complete as much as possible.

37.5 Unit Award Scheme

Candidates at centres which are registered to participate in the Unit Award Scheme may receive a detailed Unit Award Statement (listing all outcomes) for each unit completed which can be included in their National Record of Achievement (NRA) or Progress File. **All outcomes of a unit** at the specific level (either Entry 1, or Entry 2, or Entry 3) must be achieved as a condition of the issue of a Unit Award Statement at the specific level of attainment. Unit Award Statements are issued at intervals during the course (See Appendix A for further details of the Unit Award Scheme.)

37.6 Awarding and Reporting

All assessment will be conducted according to the current Code of Practice issued by the regulatory authorities. This specification will comply with the grading, awarding and certification requirements.

Appendices

A The AQA Unit Award Scheme

A.1 Introduction

The AQA Unit Award Scheme provides the opportunity to give students formal recognition of their success in short programmes of work (units) within the context of recording achievement. Successful completion of a unit is recognised through the issue to the student of a certificate detailing the outcomes achieved. This certificate is called a Unit Award Statement.

A.2 How the Unit Award Scheme is used

- a. To recognise the achievement of students of all abilities in non-qualification contexts, including curriculum delivery, e.g. at Key Stages 3 and 4, enrichment activities, personal development, citizenship-related activities, careers education, sport, outdoor pursuits, study skills.

Centres may write their own units for use in non-qualification contexts and/or may use units written by other centres or by AQA. A selection of units is available via the Internet.

- b. To provide interim accreditation of the achievement of students following the AQA Entry Level Certificate specifications, where those are unit based.

A.3 Relationship with the Entry, Foundation and Intermediate Level Certificates

A number of AQA's Entry Certificate specifications are presented in a unit format which allows the units to be used within the context of the Unit Award Scheme as well as the Certificate.

Centres entering students for a Certificate are **not** required to be involved in the AQA Unit Award Scheme.

However, if a centre wishes to give students detailed credit for completing **individual** units from the Certificate specifications successfully it can do this through the Unit Award Scheme. Students would then receive a Unit Award Statement for each unit completed.

To be awarded a Unit Award Statement, a student must complete successfully every outcome of the Unit concerned and every item of evidence must be produced.

Where there are externally-set assignments, these may form all or part of the evidence to be offered, but it is not a requirement for unit accreditation that any externally-set assignments are used. (However, externally-set assignments **must** be used for the Compulsory Units [Units 1 and 2] for the Entry Level Certificate in Design and Technology.)

A.4 Entries

- a. A centre may choose to enter students for:
the Entry Level Certificate only; **or**
the Entry Level Certificate **and** the Unit Award Scheme; **or**
the Unit Award Scheme only.

Consequently, the Entry Level Certificate and the AQA Unit Award Scheme have separate registration and entry procedures.

- b. To register to participate in the Unit Award Scheme, a centre must complete a Unit Award Scheme Centre Registration Form and make appropriate arrangements to receive training from an approved source.

When training is provided by AQA, a charge is made. This training relates to use of the Unit Award Scheme and is separate and different from that provided for each Certificate specification.

Centres may join the Unit Award Scheme at any time of the year.

A.5 Further Information

Further information about the Unit Award Scheme and Centre Registration Forms are available from the AQA Unit Award Scheme Department, AQA Harrogate Office, 31–33 Springfield Avenue, Harrogate, North Yorkshire HG1 2HW, telephone 01423 840015, fax 01423 564875, e-mail unitawardscheme@aqa.org.uk.

Appendices

B

Forms

Candidate Record Forms (CRF), Summary Sheets and Centre Declaration Sheets are available on the AQA website in the Administration area.

They can be accessed via the following link:

http://web.aqa.org.uk/admin/p_course.php