

GCSE DESIGN AND TECHNOLOGY 8552/W

Unit 1 Written Paper

Mark scheme

June 2019

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Qu	Part	Marking Guidance	Total marks	AO
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SECTION A

1		A a business that is owned and managed by its workers.	1	AO4												
2		B Hydro-electrical	1	AO4												
3		D Repairable components	1	AO4												
4		D Silk	1	AO4												
5		C Foil lined board	1	AO4												
6		A Light sensor	1	AO4												
7		D Pine	1	AO4												
8		D Rotary to reciprocating	1	AO4												
9		B Using fossil fuels	1	AO4												
10		B 62 370 mm ²	1	AO4												
11		<table><tr><td></td><td>Alkaline batteries</td><td>Re-chargeable batteries</td></tr><tr><td>Cost of batteries and charger if required</td><td>£2.45 for 4 batteries</td><td>£17.00 for 5 batteries and a charger</td></tr><tr><td>Cost per re-charge of 5 batteries</td><td>£0</td><td>£0.03 for 5 batteries to be re-charged</td></tr><tr><td>Cost to customer after 5 battery changes or 5 re-charges</td><td>£ 2.45 x 5 = £12.25</td><td>£17.00 plus £0.03 x 5 = £17.15</td></tr></table> Award 1 mark for £12.25 Award 1 mark for correct answer £17.15		Alkaline batteries	Re-chargeable batteries	Cost of batteries and charger if required	£2.45 for 4 batteries	£17.00 for 5 batteries and a charger	Cost per re-charge of 5 batteries	£0	£0.03 for 5 batteries to be re-charged	Cost to customer after 5 battery changes or 5 re-charges	£ 2.45 x 5 = £12.25	£17.00 plus £0.03 x 5 = £17.15	2	AO4
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Qu	Part	Marking Guidance	Total marks	AO
12		1 mark for each simple correct point of explanation or 2 marks maximum for one point explained in detail/clarified with an example. Indicative content: • arranged as a mat (non woven) = 1 • arranged in layers = 1 • woven = 1 • spun into ropes = 1 • can be treated with chemicals = 1 • Woven for strength as a net/mat = 2 • Woven to create a net like structure resistant to penetration, e.g. knife attack = 2 • Chemical treatment to make fibres more flexible, e.g. easier to move wearing them as clothing • Woven for strength as a net to create interlocking structure e.g. to resist bullets in body armour = 2 NB STRONG MUST BE QUALIFIED FOR CREDIT Accept all other valid responses	2	AO4
13		1 mark for each property correctly identified. Indicative content: Look for reference to MDF, plywood and chipboard as per specification NOT cardboard • Available in sheets of a consistent quality • Good sound proofing if qualified, e.g. board thickness and application • Large/standard size of boards means several parts can be 'nested' of one sheet and cut out • Excellent surface finish (to accept a spray paint finish or a laminate) • Consistent board thickness available • Free from natural defects, e.g. knots • Free from inconsistencies in physical characteristics, e.g. grain direction • Stability e.g. no warping or twisting like natural wood • Insulation e.g. can prevent transfer of electrical current and use in engineered timber for buildings (glulam) requires less energy to heat and cool. • Good strength to weight ratio	2	AO4

		• Not shaped and cut • Not easy to cut • Not easy to recycle Accept all other valid responses		
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Qu	Part	Marking Guidance	Total marks	AO
14		1 mark for each point of explanation appropriate to improve efficiency. One point explained and clarified in more detail, e.g. with example is worth 2 marks Indicative content: • No need for factory space to be used to store materials = 1 • More factory space can be allocated to production/output = 1 • Materials/components do not become old/ out of date = 1 • Money is not invested in unused stock = 1 • More factory space can be allocated to production/output = 1 • Improved manufacturing competitiveness through reduced time waste and resources i.e. no ordering resources and needed or moving and storing of unused resources = 2 • No need for large storage facilities so reducing construction/maintenance costs = 2 • Materials/ components do not become old/ out of date so reducing costs and wastage = 2 NB No mark for repeating 'just in time' or 'improve efficiency' as they are in the question stem. Accept all other valid responses	4	AO4

Qu	Part	Marking Guidance	Total marks	AO
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SECTION B

15		1 mark for each correctly named force up to a maximum of 3 marks Indicative content: Legs: bending or compression Seat: compression Straps: tension	3	AO4
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16	<table><tr><td>5-6 marks</td><td>A detailed description making several correct points for selected addition process using notes and sketches. Specific correct and appropriate named tools and equipment to further clarify response.</td></tr><tr><td>3-4 marks</td><td>A description with points showing some understanding of the selected addition process using notes and sketches. Basic reference made to some tools and equipment to clarify understanding.</td></tr><tr><td>1-2 marks</td><td>Simple notes or sketch showing limited understanding of selected addition process.</td></tr><tr><td>0 marks</td><td>Nothing worthy of credit</td></tr></table> AN EXCELLENT RESPONSE WITH NO SKETCHES- MAX 5 MARKS FOR RUBRIC INFRINGEMENT. Indicative content: Lamination Expect reference to lamination of paper, plastics, textiles or wood. Looking for reference to use in order to improve strength, stability, flexibility and possibly aesthetics, Possible consideration of laminating machine with polymer pouches to stiffen and water proof card. Gluing layers of veneer under pressure (clamps) with adhesive using formers. Fabric interfacing to stiffen collars and caps on clothing. Printing/3D printing Expect reference to application on paper, card and textiles. Do not forget developing technologies using PLA polymer with 3D printing machines to manufacture parts/components etc. Specific additional printing techniques include screen printing.	5-6 marks	A detailed description making several correct points for selected addition process using notes and sketches. Specific correct and appropriate named tools and equipment to further clarify response.	3-4 marks	A description with points showing some understanding of the selected addition process using notes and sketches. Basic reference made to some tools and equipment to clarify understanding.	1-2 marks	Simple notes or sketch showing limited understanding of selected addition process.	0 marks	Nothing worthy of credit	6	AO4
5-6 marks	A detailed description making several correct points for selected addition process using notes and sketches. Specific correct and appropriate named tools and equipment to further clarify response.										
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1-2 marks	Simple notes or sketch showing limited understanding of selected addition process.										
0 marks	Nothing worthy of credit										

		digital printing, offset lithography printing, flexography, dye sublimation printing, direct printing, mordant printing, discharge printing and resist printing e.g. batik. Sewing Expect reference to hand or machine. Candidates may share understanding of specific sewing techniques making a seam or adding decorative stitching/embroidery e.g. running, back, chain or blanket stitching or machine stitching like zig zag or overlocking stitch. Soldering Expect reference to use in electronics, hard (brazing) soldering and soft soldering. Soldering irons e.g. electronic component soldering or commercial electronic soldering like wave or flow soldering. Soft soldering using a gas torch used in for example by a silversmith may be considered. Use of flux to allow solder to flow. Welding Expect reference to welding metals or polymers. Metals are welded using gas e.g. oxyacetylene using a very hot flame or MIG and TIG welding using a large electrical current to create heat and fuse metals together. Polymers can be fused using either heat or chemicals. Chemical welding e.g. Tensol and solvent cement are common in school environments. Heat welding involves using a hot air gun and polymer filler rod of a range of thermoforming plastics e.g. HDPE. Accept all other valid responses		
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Qu	Part	Marking Guidance	Total marks	AO
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17		Indicative content: 1 mark for a named process: • Die cutting • Perforation & punching • Turning • Sawing • Milling/Routing • Drilling • Cutting - including laser cutting • Shearing. • Abrasive removal e.g. sanding, filing NB RECYCLING AND WASTE MANAGEMENT IS INCORRECT 2 marks for describing correct situation of use:	3	AO4
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- 1 mark for a simple descriptive point
- 2 marks for a detailed response with two credit worthy points made.

PROCESS	DESCRIPTION OF A SITUATION OF USE
Laser cutting	Information output from sources like 2D design can instruct laser to cut precisely, avoiding human error, repetitive design usually working with acrylic, plywood and card. Possible reference to setting up laser, x and y coordinates, focusing, cutting speed, power settings and extraction.
Die cutting	Used to remove a net or multiple nets from a piece of card in one operation. Process involves using knives, creasing bars and perforation blades. Used in the production of card packaging.
Perforation & punching	Perforating is where small localised areas of material are removed (paper, card & corriflute) to weaken the material to allow a controlled tear to take place, eg tissue box opening. Punching uses a die to 'punch' out a hole or shape of material to form a hole or an opening. Takes place on sheet material.
Turning	Involves using either a wood lathe or a metal work lathe to remove portions of material from a rotating work piece to produce a concentric profile, eg stair case spindles, metal cylinders and wooden bowls.
Sawing	Sawing takes place using one of a range of: Hand saws appropriate to a specific material or to cut straight or curved cuts, eg hacksaw (metal) dovetail saw (wood) coping saw (curved cuts in wood) Machine saws, eg band saw, fret saw and circular saw for removal of material more rapidly to cut out several or possible larger parts from a chosen material.
Milling/CNC milling	Vertical milling (common in school) and horizontal milling. Vertical milling allows slots as well as holes to be cut in materials like aluminium with ease. Horizontal milling allows large flat surfaces to be machined removing surface defects from such processes as casting.
Drilling	Production of a hole either through or blind using a twist drill or similar. Process can be complete using a hand drill, cordless drill, electric drill or pillar drill.
Cutting	Rotary cutters can be used to cut multiple layers of fabric with accurate straight or curved lines. Seam ripper has a sharp internal blade between two prongs and is used to unpick

			seams.			
		Shearing	Using shears or tailors shears to cut fabrics. The long blades help make cutting straight lines a more accurate and faster process. Specialist pinking shears are used to cut fabrics prone to fraying. The characteristic 'zig zag' edge can also be used as a decorative feature. A guillotine uses a shearing action to cut paper, card and sheet metals Thread snips are mini shears used for cutting embroidery threads. They can also be used as seam rippers.			
		Accept any other appropriate named process to remove waste material and supporting example if provided.				

Qu	Part	Marking Guidance	Total marks	AO
18	1	1 mark for each explanation point up to a maximum of 2 marks. This question is about explaining QC Indicative content: • Check or test = 1 • Make sure a product meets a specific standard = 1 • To ensure a manufactured product meets agreed specification criteria = 1 • Guarantees the accuracy of a part or component = 1 • Manufactured to an agreed tolerance = 1 • Fit for purpose • Suitable/good enough for selling =1 NB NOT TO PREVENT MISTAKES/STOP MISTAKES FROM HAPPENING Accept all other valid responses	2	AO4
18	2	1 mark for a simple point with a second mark for a well explained point. Looking for a specific method described. This is not a repeat of Qu18.1 Indicative content: 1 mark responses: • Visual check/test • Use a ruler • Use of a multimeter • Use a jig/fixture or template • Use of a go/no go jig • Testing against a specification • Check seam strength • Check seams are neatened • Check within tolerances • Testing product to see if it works 2 mark responses: • Dimensional accuracy, e.g. use of micrometer, Vernier calipers • Use of jigs and fixtures, e.g. go/no go jigs and depth stops • Registration mark e.g. CMYB	2	AO4

		• Alignment of printing plates, hinges, catches, other interlocking parts, e.g. cross lines • Material quality e.g. surface inspections for defects • Electrical continuity, e.g. visual inspection of PCB tracks, use of multimeter • Safety e.g. loose parts, sharp edges • Flammability e.g. textiles • Check zips and fastenings are inserted correctly and work Accept all other valid responses		
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Qu	Part	Marking Guidance	Total marks	AO														
19	1	One mark for a correctly named specific source or origin. Indicative content: <table><tr><th>Material</th><th>Source or Origin</th></tr><tr><td>Metal based materials</td><td>Rocks or Ore</td></tr><tr><td>Paper and boards</td><td>Trees, forests, woods and plant fibres</td></tr><tr><td>Polymers</td><td>Crude oil and plants e.g. sugar cane (biopolymers)</td></tr><tr><td>Textile based materials</td><td>Natural fibres – e.g. plant, animal or mineral source</td></tr><tr><td>Timber based materials</td><td>Trees, forests or woods</td></tr><tr><td></td><td></td></tr></table> Accept all reasonable responses	Material	Source or Origin	Metal based materials	Rocks or Ore	Paper and boards	Trees, forests, woods and plant fibres	Polymers	Crude oil and plants e.g. sugar cane (biopolymers)	Textile based materials	Natural fibres – e.g. plant, animal or mineral source	Timber based materials	Trees, forests or woods			1	
Material	Source or Origin																	
Metal based materials	Rocks or Ore																	
Paper and boards	Trees, forests, woods and plant fibres																	
Polymers	Crude oil and plants e.g. sugar cane (biopolymers)																	
Textile based materials	Natural fibres – e.g. plant, animal or mineral source																	
Timber based materials	Trees, forests or woods																	
19	2	One mark for a correctly named process appropriate to the material category. Indicative content: See table for question 19.3	1															
19	3	A description of the named process and how it is used to refine the chosen raw material area into workable form. NB Maximum of 2 marks if process does not relate to 19.2 <table><tr><td>3-4 marks</td><td>Well described description of a suitable process using notes and or sketches to clarify understanding.</td></tr><tr><td>1-2 marks</td><td>One or two brief descriptive points with possibly a simple sketch or image.</td></tr><tr><td>0 marks</td><td>No attempt or nothing worthy of credit.</td></tr></table> Indicative content: <table><tr><th>Material area</th><th>Source or origin</th><th>Name a process used to convert your chosen material category into a workable form</th><th>Describe how your named process converts your chosen material category into a workable form</th></tr><tr><td>Paper &</td><td>Trees</td><td>Debarking</td><td>Debarking – removal of</td></tr></table>	3-4 marks	Well described description of a suitable process using notes and or sketches to clarify understanding.	1-2 marks	One or two brief descriptive points with possibly a simple sketch or image.	0 marks	No attempt or nothing worthy of credit.	Material area	Source or origin	Name a process used to convert your chosen material category into a workable form	Describe how your named process converts your chosen material category into a workable form	Paper &	Trees	Debarking	Debarking – removal of	4	AO4
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Paper &	Trees	Debarking	Debarking – removal of															

		board	and plants	Chipping/ shredding Pulping Sizing	outer layers of bark and branches before chipping to make pulp. Chipping/shredding – logs are converted into chips to make more manageable smaller pieces of wood which are easier to treat with chemicals before pulping. Pulping – a mechanical/ shredding process involving cooking wood chips in chemicals in large tanks to soften wood fibres and make a pulp. Sizing – a finishing process where the wood pulp is beaten with chemicals and other additives. Sizing stops the paper from being absorbent so it can be printed on.		
		Timber based materials	Trees	Felling or Debarking Conversion & sawing Seasoning	Felling – extracting living trees from forests, Debarking -removal of bark, branches and creation of logs Conversion & sawing – Conversion of logs into planks (rough sawn) to make them more manageable and easier to handle. Seasoning – reduction of the moisture content in timber to make it less prone to shrinkage and movement. Can be naturally or kiln dried		
		Metal based materials	Rocks and ore	Mining Smelting	Mining – extraction of rocks from the ground (ore) containing naturally occurring metal elements. Smelting – heating of metal in ore form at high temperatures in a furnace to extract metal from the rock. The separation process involves the removal of		

				impurities and this is called slag		
		Polymers	Ground/ earth's crust	Fractional distillation Refining/ cracking	FD – conversion of crude oil into its more usable elements e.g. diesel and petrol. Refining/cracking – conversion of long chain hydrocarbons into more usable ones e.g. petrol. Heat and catalysts are used to facilitate this process	
		Textile based materials	Plants and animals	Carding /combing Spinning Felting/ bonding/ needle bonding	Carding – using staple (short) Fibres they are combed to make sure they all lie in the same direction before twisting to form a yarn. Spinning – where fibres are spun or twisted into a yarn. These can be filament fibres (smooth yarn) or staple fibres (hairy/fluffy yarns). Felting/bonding – laying the fibres randomly in a web, moisture and agitation to mat fibres together	
		Accept all other valid responses				

Qu	Part	Marking Guidance	Total marks	AO										
20		<table><tr><td>7-8 marks</td><td>A fully coherent analysis and detailed evaluation of a wide range of ecological issues are considered by consumers before purchasing products. Relevant examples given. Response is well structured, with excellent use of subject terminology to justify the arguments being made.</td></tr><tr><td>5-6 marks</td><td>A logical analysis of ecological issues are considered with some evaluation by consumers before purchasing products. Evidence of examples given may not always be relevant. Response has structure. Expect an imbalance in consideration of each point. Good use of subject terminology to justify arguments being made.</td></tr><tr><td>3-4 marks</td><td>Some analysis of ecological issues and may contain some simple evaluation on how it might be considered by a consumer before making a purchase. Limited use of subject terminology to justify arguments being made.</td></tr><tr><td>1-2 marks</td><td>One or two brief points of basic analysis considering ecological issues. Response is likely to explain named ecological issues in general detail, but fail to link use by consumers in decision making process before a purchase.</td></tr><tr><td>0 marks</td><td>No attempt or nothing worthy of credit.</td></tr></table> Indicative content: The question is looking for responses giving ecological issues a consumer might consider in the purchase of products. A DESCRIPTIVE LIST OF POINTS WITH NO EVALUATION IS 4 MARKS MAX. Expect responses to consider any of the following topics: Raw material sourcing: • Deforestation, e.g. damage to the rainforests and increases in CO2 • Habitat/ ecosystem destruction, e.g. Great Barrier Reef • Mining, e.g. metal ores • Drilling, e.g. oil production • Farming • Consumers may choose sustainable fibres such as organic	7-8 marks	A fully coherent analysis and detailed evaluation of a wide range of ecological issues are considered by consumers before purchasing products. Relevant examples given. Response is well structured, with excellent use of subject terminology to justify the arguments being made.	5-6 marks	A logical analysis of ecological issues are considered with some evaluation by consumers before purchasing products. Evidence of examples given may not always be relevant. Response has structure. Expect an imbalance in consideration of each point. Good use of subject terminology to justify arguments being made.	3-4 marks	Some analysis of ecological issues and may contain some simple evaluation on how it might be considered by a consumer before making a purchase. Limited use of subject terminology to justify arguments being made.	1-2 marks	One or two brief points of basic analysis considering ecological issues. Response is likely to explain named ecological issues in general detail, but fail to link use by consumers in decision making process before a purchase.	0 marks	No attempt or nothing worthy of credit.	8	AO3
7-8 marks	A fully coherent analysis and detailed evaluation of a wide range of ecological issues are considered by consumers before purchasing products. Relevant examples given. Response is well structured, with excellent use of subject terminology to justify the arguments being made.													
5-6 marks	A logical analysis of ecological issues are considered with some evaluation by consumers before purchasing products. Evidence of examples given may not always be relevant. Response has structure. Expect an imbalance in consideration of each point. Good use of subject terminology to justify arguments being made.													
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0 marks	No attempt or nothing worthy of credit.													

		cotton as produced without pesticides/insecticides or PET polyester as recycled plastic bottles and finite oil is not used. Transportation: • Mileage of product from raw material source, manufacture, distribution, user location and final disposal • Carbon footprint – carbon produced during the manufacture and use of products The six Rs: (in relation to their impact on the ecology of the planet) • RECYCLE e.g. break down a part or materials and separate into same materials and use to make a new part/product • REDUCE e.g. use less energy, materials and resources to manufacture a product or part • REUSE e.g. repurpose/upcycle and use for something new • RETHINK e.g. is there a better way of manufacturing /using materials to have less of an impact on the planet etc. • REFUSE e.g. customers choose to not buy products that are unsustainable to make/consume • REPAIR e.g. replace a part or component when defective to extend life and delay throwing away/end of life disposal. Pollution: • Pollution of the oceans e.g. polymers in the ocean • Atmospheric pollution including acid rain • Consumers may choose unbleached/undyed cotton as no bleach or harmful dyes used		
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Qu	Part	Marking Guidance	Total marks	AO
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SECTION C

21	1	Responses may consider both positive and negative points – both equally valid. <table><tr><td>3-4 marks</td><td>Well described and justified analysis containing full evaluation, drawing conclusions having considered a range of factors</td></tr><tr><td>1-2 marks</td><td>Brief points mentioned but not fully explained. Analysis present but limited evaluation/conclusions drawn.</td></tr><tr><td>0 marks</td><td>No attempt or nothing worthy of credit</td></tr></table> Indicative content: • Bright colours are engaging encouraging children to interact • The house feature may promote child interaction • Lots of different things to do and play developing co-ordination skills as well as physical activity • Recessed fixings will ensure child does not catch or hurt themselves on the equipment • Tough and durable finish will ensure the equipment stays looking good for longer and attract children • Designed with specific age of children in mind so they can climb, use and fit on the equipment e.g. step distance, not too far to fall off the bottom of the slide • Not suitable for over 12s or under 4s. Additional evaluative points worthy of credit: • Only suited to day use-as the equipment goes outside unless artificial light present Accept all other valid responses	3-4 marks	Well described and justified analysis containing full evaluation, drawing conclusions having considered a range of factors	1-2 marks	Brief points mentioned but not fully explained. Analysis present but limited evaluation/conclusions drawn.	0 marks	No attempt or nothing worthy of credit	4	AO4
3-4 marks	Well described and justified analysis containing full evaluation, drawing conclusions having considered a range of factors									
1-2 marks	Brief points mentioned but not fully explained. Analysis present but limited evaluation/conclusions drawn.									
0 marks	No attempt or nothing worthy of credit									

21	2	Responses may consider both positive and negative points – both equally valid. <table border="1"><tr><td>3-4 marks</td><td>Well described and justified analysis of data containing full evaluation, drawing conclusions having considered a range of factors</td></tr><tr><td>1-2 marks</td><td>Brief points mentioned but not fully explained. Analysis present but limited evaluation/conclusions drawn</td></tr><tr><td>0 marks</td><td>No attempt or nothing worthy of credit</td></tr></table> Indicative content: • Non slip surfaces will help prevent a fall • Use of anti-tamper fittings reduce risk of malicious tampering or vandalism • Recessed construction fittings to prevent cuts to skin and injuries • All play equipment features area safe height from the ground to prevent falls from a great height • Tough and durable finishes will prevent decay and rusting meaning equipment will last longer and safe to use • Non slip surfaces will reduce chance of injury when wet and climbing as it is an outside piece of equipment • Some features involve height which present additional danger to children unsupervised or supported • Some features may be more dangerous in extreme weather e.g. hot surfaces, slippy surfaces, ridged surfaces e.g. rubber flooring - If parts of the equipment are not bolted together correctly, could potentially be unsafe Accept all other valid responses	3-4 marks	Well described and justified analysis of data containing full evaluation, drawing conclusions having considered a range of factors	1-2 marks	Brief points mentioned but not fully explained. Analysis present but limited evaluation/conclusions drawn	0 marks	No attempt or nothing worthy of credit	4	AO4
3-4 marks	Well described and justified analysis of data containing full evaluation, drawing conclusions having considered a range of factors									
1-2 marks	Brief points mentioned but not fully explained. Analysis present but limited evaluation/conclusions drawn									
0 marks	No attempt or nothing worthy of credit									

21	3	Responses may consider both positive and negative points – both equally valid. <table border="1"><tr><td>3-4 marks</td><td>Well described and justified analysis of data containing full evaluation, drawing conclusions</td></tr><tr><td>1-2 marks</td><td>Brief points mentioned but not fully explained. Analysis present but limited evaluation/conclusions drawn.</td></tr><tr><td>0 marks</td><td>No attempt or nothing worthy of credit</td></tr></table> Indicative content: • Designer would ensure that the equipment is designed to an appropriate size for the intended user e.g. hands 55 to 65 mm wide • Designer would identify the smallest and largest dimensions of the intended user group e.g. 1040 to 1480 mm tall • Designer would make use of dimensions of the human body (child) to ensure construction and features are the correct size e.g. step spacing, height of arch ways and width of slide Additional evaluative points worthy of credit: • Designed to accommodate a majority of children e.g. 90% of the percentile range • May not cater for all possible users e.g. top and bottom 5% • Use of anthropometric data helps with the design of ergonomic features in the play equipment Accept all other valid responses	3-4 marks	Well described and justified analysis of data containing full evaluation, drawing conclusions	1-2 marks	Brief points mentioned but not fully explained. Analysis present but limited evaluation/conclusions drawn.	0 marks	No attempt or nothing worthy of credit	4	AO4
3-4 marks	Well described and justified analysis of data containing full evaluation, drawing conclusions									
1-2 marks	Brief points mentioned but not fully explained. Analysis present but limited evaluation/conclusions drawn.									
0 marks	No attempt or nothing worthy of credit									

Qu	Part	Marking Guidance	Total marks	AO
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22	1	1 mark each for maximum and minimum lengths Maximum length will be $(275 + 1.375) = 276.375$ mm Rounded to 276.38/ 276.38mm for mark Minimum length will be $(275 - 1.375) = 273.625$mm Rounded to 273.63/273.63mm for mark	2	AO4
22	2	1 mark for each step below up to a maximum of 3 1. Material used for 12 steps is $12 \times 0.275 = 3.3$ m or 3300mm 2. Waste is $3.6\text{m} - 3.3\text{m} = 0.3\text{m}$ or 300mm Or $3300/3600 = 0.9167$ (amount used for steps) 3. Percentage waste is $(0.3/3.6) \times 100 = 8.33\%$ If correct answer is arrived at then award all 3 marks even if steps 1 and/or 2 are not evident.	3	AO4

Qu	Part	Marking Guidance	Total marks	AO								
23		<table><tr><td>5-6 marks</td><td>A thorough, detailed explanation with clear, relevant discussion of collaborative design and importance in helping designers create effective solutions to problems. Clear example(s) are given to support response.</td></tr><tr><td>3-4 marks</td><td>A good explanation with relevant supporting discussion of collaborative design. Some consideration of importance in helping designers create effective solutions. Simple example(s) given to support response.</td></tr><tr><td>1-2 marks</td><td>Basic explanation of collaborative design with little or no reference as to importance in how designers use it to create effective solutions to problems. Incorrect example(s) that do not support response.</td></tr><tr><td>0 marks</td><td>Nothing worthy of credit</td></tr></table> Indicative content: Candidates can use examples of products designed through collaboration and/or examples of collaboration in designing itself. Products: • Mobile phones – many different parts requiring people with different skills to design them • Product packaging – package itself, secondary packaging all need designing and will be done outsourced to different companies with different skills, equipment and expertise. • Motor vehicles, complex products needing the input of team with various skills to meet technical, legal and user requirements. • Public transport, requiring technical engineering expertise, ergonomic knowledge and interior design • Medical equipment, requiring medical knowledge, technical and manufacturing expertise and human factors application. Designing: • The need to obtain specialist expertise; e.g. electronic engineers working with product designers, architects working with structural engineers • Companies purchasing outside design ideas e.g. Products marketed as being “Porsche design” • Where designers work together to solve problems • Working with other people and not in isolation designers can feed off each other in terms of ideas or experience. • Chance of designs based on the work of one individual becoming stale and not effective for purpose	5-6 marks	A thorough, detailed explanation with clear, relevant discussion of collaborative design and importance in helping designers create effective solutions to problems. Clear example(s) are given to support response.	3-4 marks	A good explanation with relevant supporting discussion of collaborative design. Some consideration of importance in helping designers create effective solutions. Simple example(s) given to support response.	1-2 marks	Basic explanation of collaborative design with little or no reference as to importance in how designers use it to create effective solutions to problems. Incorrect example(s) that do not support response.	0 marks	Nothing worthy of credit	6	AO4
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0 marks	Nothing worthy of credit											

		• Commercially, companies may become slow to react to changing market demands – collaborative design could ‘future proof’ against this. • eg IKEA now looking to involve designers from outside the organisation (Tom Dixon) • Fashion stores will commission designs from designers outside of their own organisation. • Belief that solutions to problems generated in isolation can be of a lower quality and not address all the needs of the client or user (especially if complex or extensive), due to limitations of expertise or experience. • Used to increase the range and quality of solutions/ possibilities generated to solve a need eg by using teams of designers in competition • Use different people with different skills, experience and expertise during the design process. Thus, ensuring a better end result. • Designers can inspire each other leading to innovative and creative solutions to problems • Shorter design timescale, as designers can work concurrently. Accept all other valid responses		
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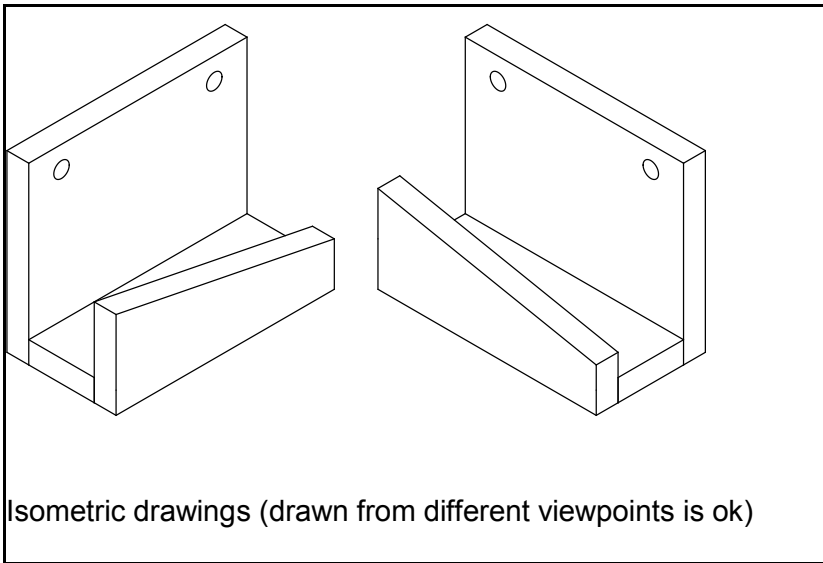
Qu	Part	Marking Guidance	Total marks	AO
24		Safety considerations when using cutting tools: Expect students to consider either hand or machine/power tools to answer this question. Responses are likely to focus on 3 areas: Look for link to a precaution e.g. wear goggles, not goggles alone Preparation for cutting • Select the correct tool for the intended task to ensure it can be undertaken safely • Make sure you are wearing the correct personal protection equipment (PPE) eg goggles, dust mask, safety footwear • Tie hair back • Powered cutting equipment should be PAT tested/ check condition of flex for cuts etc on power tools • Make sure you are familiar with how to isolate the equipment if powered and where the emergency stop buttons are • Make sure you are fully trained and familiar with the correct safe use of cutting tool • Carry cutting tools point down The cutting activity itself • Use hand cutting tools pointing away from yourself • Make sure all dust extraction is active when using power cutting tools • With power tools always select correct speed for safe tool use • Hold work piece securely either by hand if possible or using a suitable holding device e.g vice • Make sure tool has appropriate guarding and use • Keep your fingers and hands away/behind the cutting edge when in use • Always focus on the cutting activity and avoid distractions • NB Apron correct IF qualified as precaution when angle grinding/cutting. Storage/isolation of tool after use • Remove cutting tool from powered equipment and return to safe storage • Always return hand cutting equipment to the correct storage rack/cover cutting blade with protective cover • Retract blades if possible • Turn off and isolate any powered cutting tools after use	5	AO4

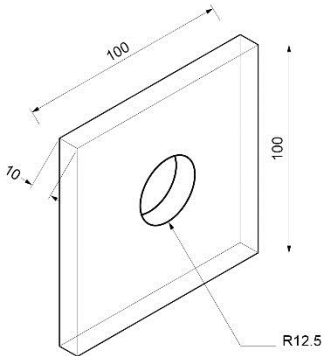
Qu	Part	Marking Guidance		Total marks	AO								
25	1	<table><tr><td>3 marks</td><td>Detailed aesthetic reason(s) for applying finishes. At least one appropriate example provided</td></tr><tr><td>2 marks</td><td>One aesthetic reason for applying a finish and one appropriate example given or two reasons and no example</td></tr><tr><td>1 mark</td><td>One basic reason for applying finishes for an aesthetic reason. No example provided.</td></tr><tr><td>0 marks</td><td>Nothing worthy of credit</td></tr></table>	3 marks	Detailed aesthetic reason(s) for applying finishes. At least one appropriate example provided	2 marks	One aesthetic reason for applying a finish and one appropriate example given or two reasons and no example	1 mark	One basic reason for applying finishes for an aesthetic reason. No example provided.	0 marks	Nothing worthy of credit		3	AO4
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1 mark	One basic reason for applying finishes for an aesthetic reason. No example provided.												
0 marks	Nothing worthy of credit												
Indicative content: Any named aesthetic reason: • Change the colour of a product • Improving appearance/make the product look more attractive • Change the look and feel of a product Aesthetic finish examples: • Painting cars different colours to suit different customer tastes • Embossing in card to create a decorative 3D effect • Self-finished surface, eg the injection moulding process can 'build in' a textured surface in contrast to a smooth surface • Add to decoration and quality of finish, eg enamelling jewellery • Wood stains to enhance the colour of timber • Anodising to produce brightly coloured aluminium products, eg bike wheels, Maglites • Stonewashing jeans (distressing) gives a soft peach skin effect • Heat setting thermoplastic fibres to give crushed effect, creases and pleating													

25	2	<table><tr><td>3 marks</td><td>Detailed functional reason(s) for applying finishes. At least one appropriate example provided</td></tr><tr><td>2 marks</td><td>One functional reason for applying a finish and one appropriate example given or two reasons and no example</td></tr><tr><td>1 mark</td><td>One basic reason for applying finishes for a functional reason. No example provided.</td></tr><tr><td>0 marks</td><td>Nothing worthy of credit</td></tr></table> Indicative content: • To make more suited to intended use/improve durability • To inhibit combustion/reduce fire risk (textiles) • Protect from moisture/water • Stain resist finish • To prevent insect/fungal attack (wood) • To resist corrosion • Build in a textured finish (polymers) • Provide a non-slip finish • Functional finish examples • Flame retardants to textiles • Waterproof finish on a jacket • Laminating a book cover to protect from moisture • Anodising aluminium to improve durability • Electro plating to provide a durable finish • Wood preservative on a garden fence to protect from moisture and insect attack • Dip/powder coating of metals to inhibit corrosion • Galvanising (not aesthetic reason) mild steel to resist corrosion • Self-finished surface, eg injection moulding process can ‘build in’ a textured surface to provide a non-slip surface/grip on a chair, child’s toy etc.	3 marks	Detailed functional reason(s) for applying finishes. At least one appropriate example provided	2 marks	One functional reason for applying a finish and one appropriate example given or two reasons and no example	1 mark	One basic reason for applying finishes for a functional reason. No example provided.	0 marks	Nothing worthy of credit	3	AO4
3 marks	Detailed functional reason(s) for applying finishes. At least one appropriate example provided											
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0 marks	Nothing worthy of credit											

Qu	Part	Marking Guidance	Total marks	AO
26	1	A maximum of 2 marks for each advantage One mark for each correct advantage with a second mark awarded where response is clarified/ additional detail is provided Indicative content: This question is about drawing and about Cad. 1 mark responses: • You can see at least 3 sides of the object drawn • Drawing is more realistic • Create an artist's impression of an object 2 mark responses: • 3D drawing provides a more realistic view of how the drawn product might look in real life • 3D drawing gives the viewer opportunity to imagine how the drawn product might feel when held/used • 3D drawing can be used to create a perspective view of an object, eg 1, 2 or 3-point perspective • Can be used to show how a product can be assembled, eg exploded drawings • Makes it easier to understand how to assemble flat pack furniture as you can see how the different parts/components relate to each other. • You can see at least 3 sides providing detail of sizes and proportion	2 x 2	AO4

26	2	Side view: 1 mark – shape is correct (1st or 3rd angle/reward mirror image/either way round – see below) 1 mark – hole hidden detail (use of dotted lines) is correct Look for a 'J' shape Plan view Front view Side view Side view OR Side view	5	AO4
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		<u>Isometric drawing:</u> NB Image is indicative of correct image from one corner only. A candidate may have drawn shape correctly from a different view point and full credit is available if it satisfies the criteria below. Drawing must be isometric, not perspective, oblique etc 1 mark – general shape is correct (slope and holes etc) 1 mark – slope on front section drawn correct way round 1 mark – holes are in correct place  Isometric drawings (drawn from different viewpoints is ok) Do not penalise if holes are not totally correct. Accept circular or elliptical holes		
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Qu	Part	Marking Guidance	Total marks	AO
27		1 mark for overall total volume 1 mark for material not required by 12.5 radius hole in shape 1 mark for total material required in mm³ Top tip: check answer first and work back to check working  Add: $100 \times 100 \times 10 = 100,000$ or $100,000\text{mm}^3$ Subtract: $V = 3.142 \times 12.5^2 \times 10 = 4909.375$ or 4909.375mm^3 or $V = 3.14 \times 12.5^2 \times 10 = 4906.25$ or 4906.25mm^3 or $V = 156.25 \pi \times 10 = 4908.74$ or 4908.74mm^3 or $V = 312.5/2 \pi \times 10 = 4908.74$ or 4908.74mm^3 or $V = 625/4 \pi \times 10 = 4908.74$ or 4908.74mm^3 Total material required/ total volume: $100,000 - 4909.375 = 95,090.625$ or $100,000 - 4906.25 = 95,093.75$ Accept 4909 or 4906 for hole volume as the answer still works out despite rounding too early. Possible answers: $95,091$ or $95,091 \text{ mm}^3$ (using 3.142 or π) or 95094 or $95,094 \text{ mm}^3$ (using 3.14)	3	AO4

Qu	Part	Marking Guidance	Total marks	AO										
28		<table><tr><td>4 marks</td><td>A fully coherent and detailed response how modelling is an important tool used to develop prototypes. At least two specific examples given to support answer.</td></tr><tr><td>3 marks</td><td>A detailed response explaining why modelling is an important tool used to develop prototypes. One specific example given.</td></tr><tr><td>2 marks</td><td>Some understanding of why modelling is an important tool used to develop prototypes. May include attempt to provide an example.</td></tr><tr><td>1 marks</td><td>One brief point made why modelling is an important tool to develop prototypes. No example given.</td></tr><tr><td>0 marks</td><td>Nothing worthy of credit.</td></tr></table> Indicative content: Examples could be – products or modelling techniques e.g. card, foam board, Toile, Circuit wizard • Expect lots of reference to modelling used to develop a 3D impression/part or all of a prototype; visualisation • Reduce product development times e.g. rapid prototyping • Modelling can be undertaken using physical models made from clay, paper, card, prototyping boards, cheaper less durable easier sourced materials • Allows the interaction of moving components to be viewed • Non-destructive testing of materials virtually to avoid wasting real materials and components unnecessarily e.g. testing electronic circuits virtually • Sharing of design concepts electronically via the internet (file sharing) allowing multiple persons to work on a proposal at once (collaborative design) • Allows testing for stress under load.	4 marks	A fully coherent and detailed response how modelling is an important tool used to develop prototypes. At least two specific examples given to support answer.	3 marks	A detailed response explaining why modelling is an important tool used to develop prototypes. One specific example given.	2 marks	Some understanding of why modelling is an important tool used to develop prototypes. May include attempt to provide an example.	1 marks	One brief point made why modelling is an important tool to develop prototypes. No example given.	0 marks	Nothing worthy of credit.	4	AO4
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