GCSE DESIGN AND TECHNOLOGY: GRAPHIC PRODUCTS

45501 Report on the Examination

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General.

The majority of candidates attempted all questions with varying degrees of success. A lot of time was spent on trying to interpret poor handwriting and spelling. A sharp pencil and a black fine writer pen would have increased the marks of some candidates!

Question 1 – Designing.

a) The majority of candidates were able to produce several initial ideas based on the design criteria but only a minority of candidates actually developed these ideas which meant that many candidates gained half marks or less for ‘creativity and quality of development’. Notes were mainly descriptive. Most candidates indicated colour, some applied colour.

b) Most attempted a 3D drawing but not many were able to do it well with flair. There were a number of candidates who produced 2D drawings and even orthographic drawings were attempted. The application of colour was mainly good block colour, few candidates attempted tonal shading.

c) The biggest problem was that some candidates had not read the question and evaluated their toothbrush against all 3 design criteria. Overall evaluations were mainly descriptive as in previous years.

d) A good knowledge of modelling materials and their uses. Styrofoam was the most popular response. Candidates are still using generic terms such as ‘cheap, strong and light’ far too often and achieving no reward.

Question 2 – Representing data.

Overall, question 2 was very well attempted and answered.

a) Most candidates got either 2 or 4 marks. There was some confusion between histogram and bar chart.

b) Answered well, though some candidates just said ‘easy to read’.

c) When candidates were familiar with pictographs they were done very well. Some drew bar charts with fruit inside each bar, had one large fruit, or a small fruit ‘floating’ at the correct percentage (%) line. It was common for the given scale (1 apple is 10%) to be ignored. Very few candidates wasted time by colouring the fruit.

Question 3 – 3D sketching.

a) It was obvious that some centres has covered this well, but generally most hadn’t. Where candidates were familiar with single point perspective drawing this was done well. The majority of candidates did not know how to construct this, and isometric and two point perspective were common. The depth and apex of the milk carton were often wrong. Line quality was often poor.

b) Most candidates attempted this part of the question but few gained full marks.
**Question 4 - Sustainability and recycling.**

This was either, well written and comprehensive; addressing both advantages and disadvantages, or was very poorly written. Some candidates confused recycling with reusing or wrote about the 6 R’s. Some got side tracked and wrote about job losses in the timber/oil industries and the destruction of wildlife and their habitat. Once again poor essay structure and grammar let some candidates down.

**Question 5 – Scale of production.**

There was very little understanding about the different scales of production. Answers were often vague, confused or repetitive.

**Question 6 – Colour**

a) Most candidates had some understanding of primary and secondary colours. Some candidates got confused with the printing process colours.

b) Most candidates were able to relate the meaning of the colour used, however not all related this to the sign shown in the example and therefore lost a mark.

c) Quite well answered but many candidates lost marks by not justifying their comments or not giving an example. Some evidence of gender stereotyping with too much reference to ‘blue for boys and pink for girls’.

**Question 7 – Quality control and industrial processes.**

a) Many candidates didn’t understand of JIT and there was lots of confusion here.

b) Knowledge of the printing process marks seemed to vary from centre to centre. Many candidates were able to answer this well and picked up 9 marks.

b) Generally well answered. Candidates understood that extra materials and processes added to the cost of production.

**Question 8 – Equipment and stencils.**

a) & b) This question was generally answered well, although some responses were too generic to give a mark. For example ‘keep away from young children or don’t spray in your mouth’.

b) Where candidates understood the idea of a stencil they were able to score well but often drawings were produced which were impractical as a stencil.

b) Candidates displayed a poor understanding of a CAM process. The candidates mostly named equipment or computer software but failed to describe how they worked.
Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results Statistics page of the AQA Website.

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

UMS conversion calculator