

GCSE (9-1)

Examiners' report

DESIGN AND TECHNOLOGY

J310

For first teaching in 2017

J310/01 Summer 2023 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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Paper 1 series overview

The paper consists of Section A (55 marks) and Section B (45 marks)

The paper was appropriate to all levels of ability and accessible to all candidates. Most candidates attempted all questions on the paper. There was no evidence to suggest that candidates did not have enough time to complete all of the questions.

There was a wide range of responses from the cohort which spanned the full ability range. On the whole, responses demonstrated a good understanding of the technical aspects of designing, making and sustainability.

The quality of drawing on Question 2(c)(ii) was good on the majority of responses. The quality of sketching on Question 5(a) to illustrate commercial manufacturing processes was not as good in many responses. On Question 2(d)(i), the vast majority of candidates plotted the bar chart neatly and accurately.

The quality of written communication was very variable. There were four questions on the paper requiring a longer written response. Question 3(e) was the most well answered well and showed good knowledge of sustainable and renewable energy sources. Question 6(b) was not answered well by many candidates.

The mathematics questions were answered well on the whole. Most candidates correctly calculated the circumference of the circle in Question 2(a)(i), but many struggled with calculating the area on the following question. The best responses showed the working of calculations which allowed some candidates to gain marks for aspects of their work even when the final response was incorrect.

The quality of handwriting on some scripts was extremely difficult to read and parts of some candidate responses were impossible to decipher. There was a high number of atypical scripts submitted. Many of the atypical scripts were extremely difficult to mark because candidates had not numbered the responses on extra sheets correctly so responses given did not correspond with the correct question number or part of the paper.

| Candidates who did well on this paper generally: | Candidates who did less well on this paper generally: |
|---|---|
| <ul style="list-style-type: none"> • read questions carefully and made sure they were answering the question • used examples where necessary to illustrate points • used a ruler and sharp pencil for drawings, diagrams and graphs • showed the workings on mathematical questions • gave detailed responses and discussions. | <ul style="list-style-type: none"> • misinterpreted or misunderstood questions • gave short one word responses instead of descriptions or explanations • did not show any working on mathematical questions • drew diagrams and bar charts freehand instead of using a ruler. |

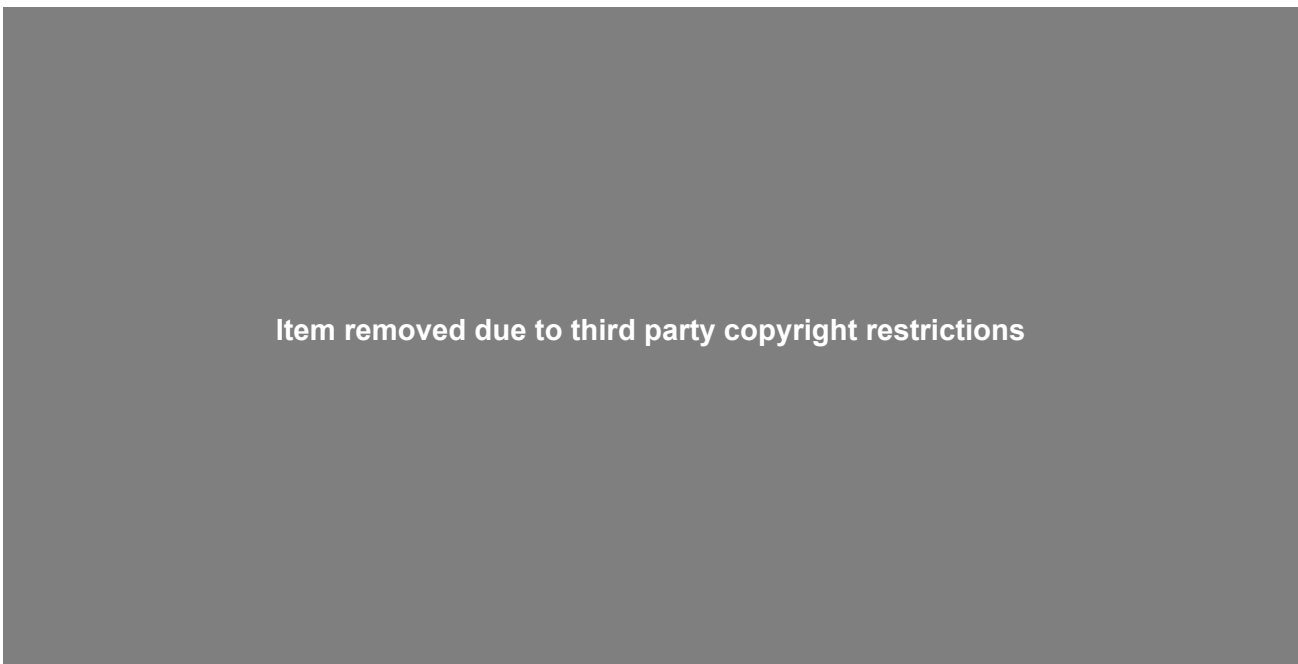
Section A overview

Section A consists of three questions which predominantly cover core knowledge and understanding of the principles of design and technology through product analysis, demonstration of mathematical skills, core knowledge of design engineering and wider issues relating to the principles of design and technology.

To do well in Section A, candidates need to have a broad knowledge of the core principles across all the material areas, but also be able to apply deeper understanding from their in depth areas of learning.

Question 1 (a) (i)

1 Images of a suitcase are shown below.



(a) The suitcase is made from synthetic fabric.

(i) What is a synthetic fabric?

..... [1]

The vast majority of candidates gave a credit worthy response to this opening question.

Question 1 (a) (ii)

(ii) Name **one** synthetic fabric.

..... [1]

There was a wide variety of different responses to this question with the majority of candidates achieving the mark.

Other candidates named natural fibres such as leather, wool and cotton or synthetic materials that are not classed as fabrics.

Question 1 (a) (iii)

(iii) Give **two** reasons why synthetic fabric is a suitable material for the suitcase.

1

.....

2

.....

[2]

Many good responses were seen.

Some candidates gave responses which stated a property of a synthetic fabric but did not give a sufficiently detailed reason for why or how this property made it suitable for use on the suitcase.

Question 1 (b)

(b) The zips and wheels are standard components.

Describe **two** benefits to the manufacturer of using standard components for the suitcase.

1

.....

.....

2

.....

.....

[4]

The majority of candidates scored at least 1 mark on this question. Most responses focused on the fact that standard components are cheap to buy in bulk and readily available from a variety of different suppliers.

Some candidates did not describe how these facts benefitted the manufacturer. Other candidates described benefits to the user of the suitcase rather than the manufacturer.

Assessment for learning



When answering this type of question, candidates should read the question carefully to make sure they are clear what the question is focusing on. This question is focusing on the benefits to the manufacturer of the suitcase.

Many candidates focused on the benefits to the user rather than the manufacturer. Many candidates explained how the user would be able to easily order or buy replacement parts for the suitcase if it broke. This would not affect the manufacturer of the suitcase. Candidates should practice answering questions such as this and considering the different benefits to the relevant stakeholders.

Question 1 (c) (ii)

(ii) Explain why these two measurements are appropriate.

.....

..... [1]

Many different responses were given for this question. Many candidates explained that the sizes allowed the suitcase to be useable by the widest range of users between the largest and smallest sizes. Other candidates explained that the handle would suit the tallest and shortest people but did not mention the 90% of people in between.

Question 1 (c) (iii)

(iii) Use the anthropometric data below to identify a suitable **width** for the height-adjustable handle.



| Hand breadth (in mm) | | | |
|----------------------|----------------|-----------------|-----------------|
| | 5th percentile | 50th percentile | 95th percentile |
| Men | 80 | 90 | 100 |
| Women | 70 | 80 | 90 |

Width of handle mm [1]

There was a wide range of different responses to this question. Some candidates focused on the 50th percentile of men and women and gave 85mm as their response which was the midpoint between the two values.

Many candidates gave responses slightly above 100mm allowing for a little extra room on each side of the users hand and achieved the mark.

Question 1 (c) (iv)

(iv) The adjustability of the suitcase handle makes it ergonomic.

Explain **two** other ergonomic features of the suitcase.

- 1
-
- 2
-

[2]

Many candidates identified and explained two other ergonomic features of the suitcase and achieved both marks.

Other candidates gave responses relating to the height of the handle which did not achieve marks as this was given in the question stem. Some candidates identified an ergonomic feature but did not explain it in sufficient detail to be given the mark.

Exemplar 1

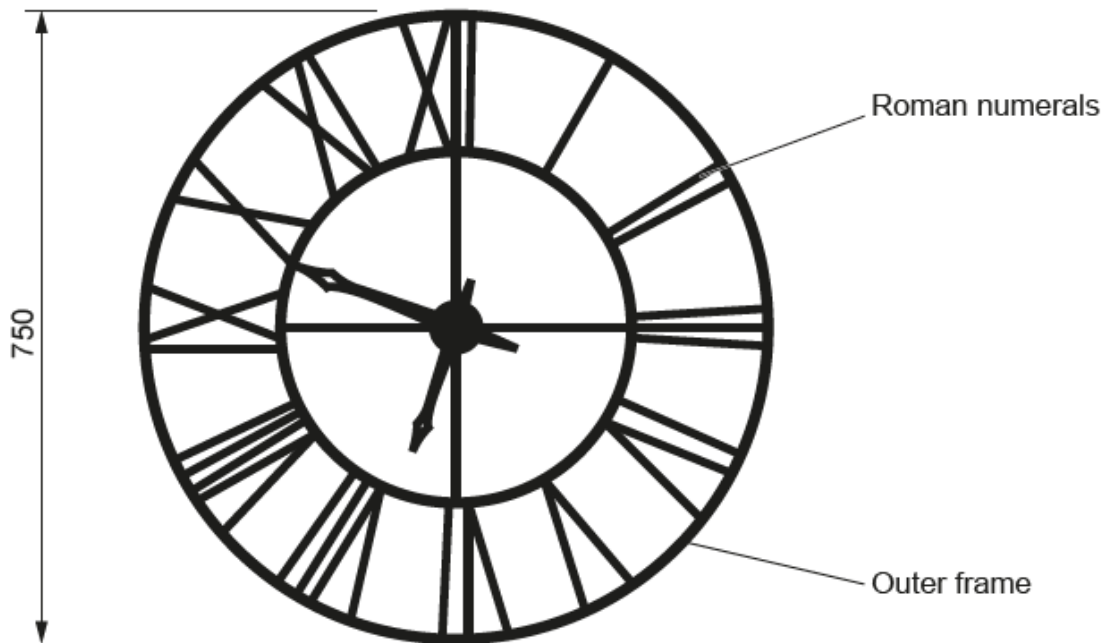
Ergonomics is making a design that is easy and functional to use and gives user comfort. ~~It is very~~ This can be achieved by using anthropometric data and laying the design elements out so it is obvious how to use the product. It is very important to consider when designing products as if your product is not comfortable or easy ~~or~~ to use then consumers won't buy it. For example desk chairs are specifically designed to be ergonomic as sometimes people have to sit on them for full working days. They have cushioned back support and are contoured so that you don't get aches and pains after using it. They also use anthropometric data to ensure your legs can either rest on the ground or on a bar and that the seat is not too big or small. If these ergonomic considerations weren't taken then people wouldn't buy the chair as it would be uncomfortable to use. Another example is computer mouses. They ^{are} moulded to fit your ~~on~~ hand so it is comfortable to use and the buttons are placed in convenient places so it is easy to use. In conclusion considering ergonomics is incredibly important when designing as it makes the product most user friendly.

Exemplar 1 shows a mid-level response. The candidate has shown some understanding of how ergonomics relates to the comfort of the user when using the product.

The candidate has identified a desk chair in their response but although they have mentioned anthropometrics they have given little information about how anthropometrics or ergonomics influence the design of the chair. The candidate has then given a computer mouse as an example of a product which is held in the hand and explained that the shape of the mouse will need to be considered so that it fits comfortably into the users hand so that it is easy to use. The candidate has made a basic attempt to evaluate the importance of ergonomics but not made full use of the example products to illustrate his points sufficiently.

Question 2 (a) (i)

2 An image of a clock is shown below. The clock is hanging on a wall.



(a) The circular outer frame of the clock is made from mild steel bar. It is a circle of diameter 750 mm.

Use $\pi = 3.142$

(i) Calculate the length of steel bar needed to make the circular outer frame of the clock.

Circumference circle = πd

Length of steel bar mm [1]

The majority of candidate responses were correct and gained the mark.

Question 2 (a) (ii)

(ii) Calculate the surface area of the clock.

Give your answer in **cm²**.

Area = πr^2 .

Surface area cm² [2]

Many candidates calculated the surface area correctly and gained both marks. Other candidates did the correct calculation but gave their response in square millimetres instead of square centimetres. Some candidates did not square the radius before multiplying by Pi.

Question 2 (a) (iii)

(iii) The manufacturer wants to make a **smaller** version of the clock keeping all proportions the same.

Calculate the diameter of the circular outer frame if a scale of 1:5 is used.

Diameter mm [1]

There was a wide range of responses given for this question. Many candidates correctly divided the outer diameter by 5 and achieved the mark. Many candidates divided the outer diameter by 6.

Question 2 (b) (i)

(b) (i) The clock is made from mild steel which is a ferrous metal.

Explain the difference between ferrous and non-ferrous metal.

.....
..... [2]

A wide range of responses were seen for this question. Most candidates correctly explained the difference by giving a variety of different properties specific to each type.

Question 2 (c) (i)

(c) The roman numerals on the clock are cut from sheet metal.
A template is used to mark out the roman numerals onto the sheet metal.

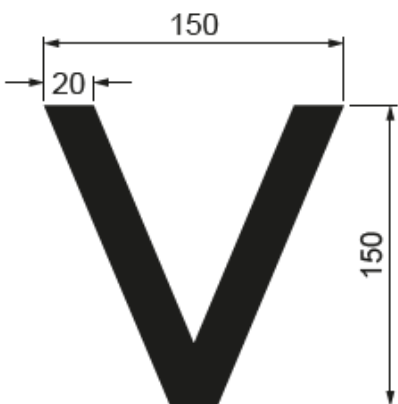
(i) Give **two** reasons why a template is used.

1
.....
2
..... [2]

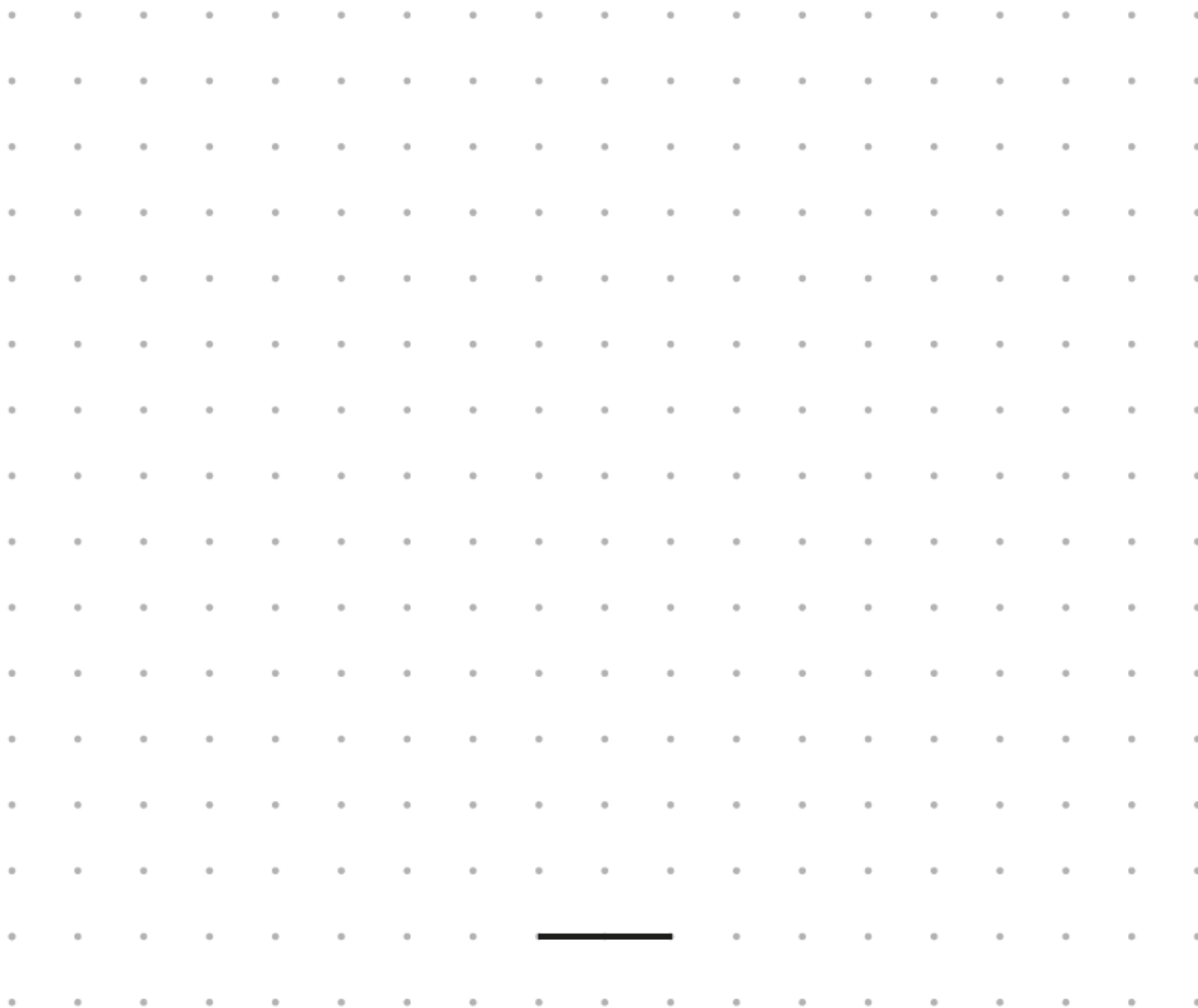
Many candidates gave two valid reasons why a template would be used to mark out the numerals. Correct responses focused on increased accuracy, consistency and speed when marking out. Other candidate responses stated that using a template made marking out easier but did not give a reason why it was easier and did not achieve the mark.

Question 2 (c) (ii)

- (ii) Complete the full size drawing, on the grid opposite, of the template for this roman numeral.
The grid points are 1 cm apart. [3]

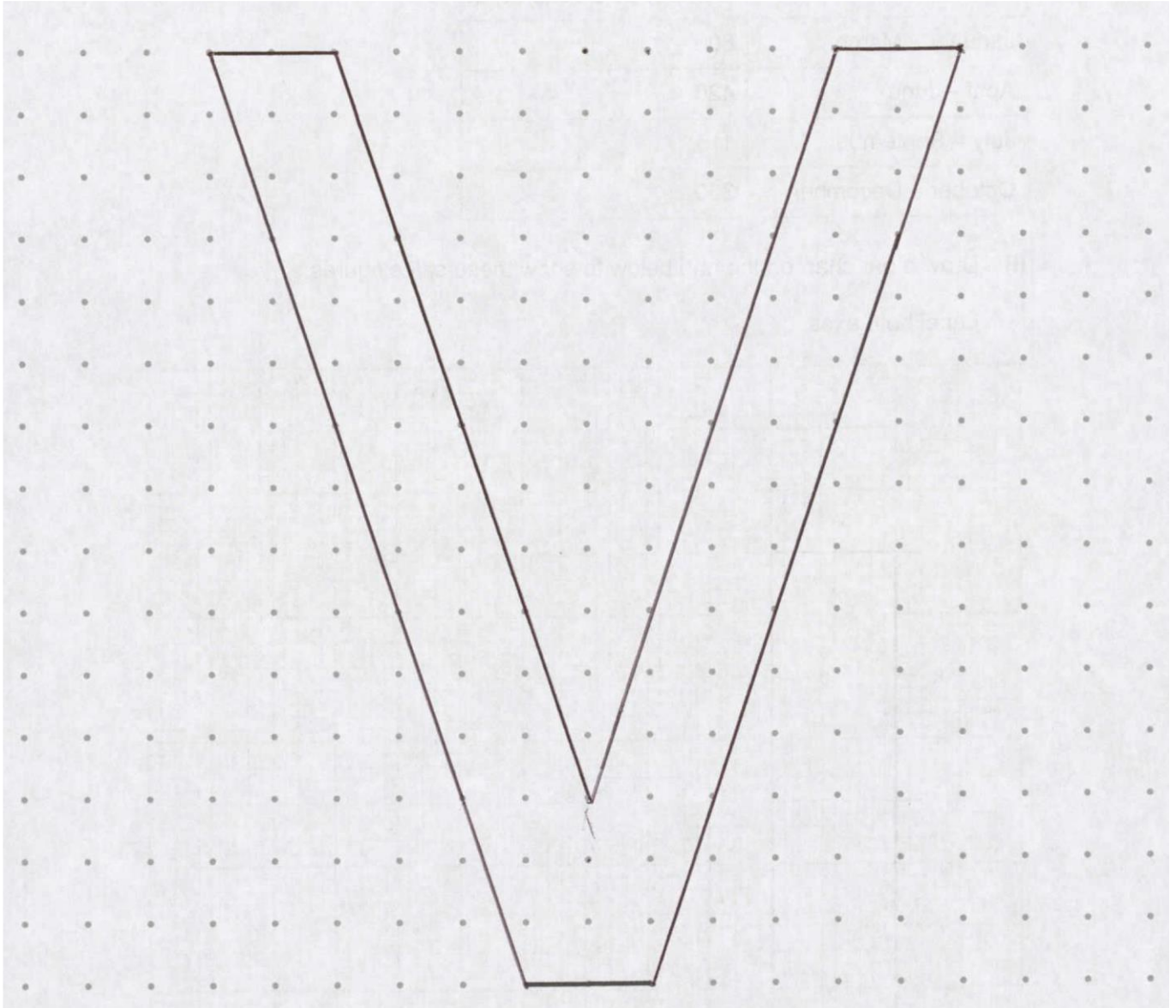


All dimensions in mm.



The majority of candidates drew the numeral correctly and gained all 3 marks. The best responses used a ruler to draw straight and accurate lines using the grid as a guide. Many candidates drew the numeral 140mm wide and lost a mark. Other candidates drew the 'arms' of the numeral too narrow or tapering along their length.

Exemplar 2



Exemplar 2 shows this candidate has drawn the numeral to the correct height and the arms with a consistent and correct thickness along their full length. The candidate has drawn the numeral 120mm wide so lost 1 mark. The candidate has used a ruler to draw the numeral using the grid as a guide for the lines.

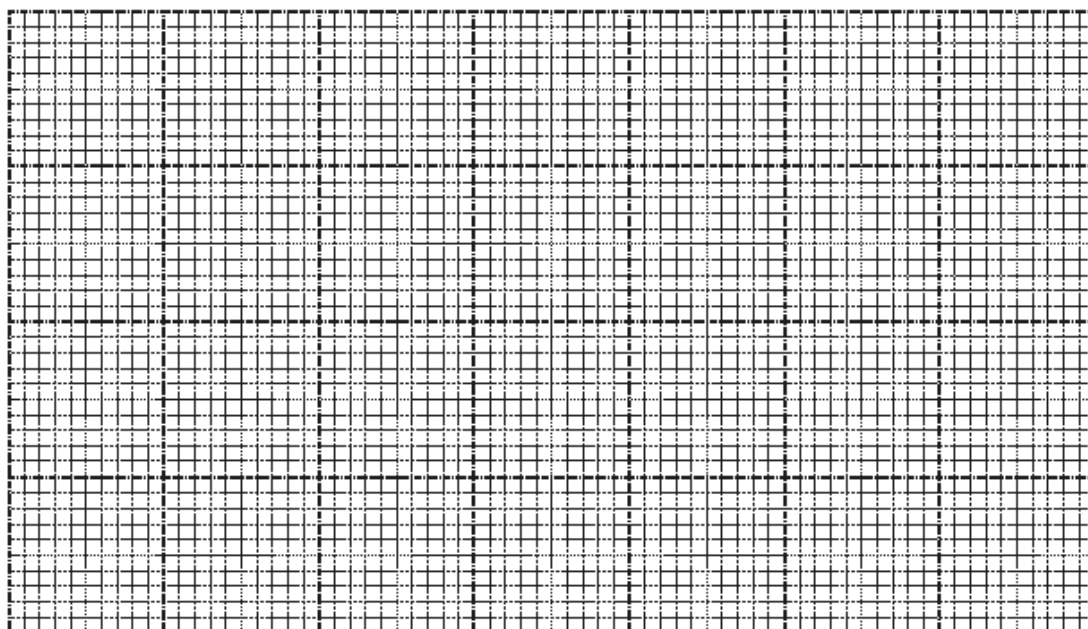
Question 2 (d) (i)

(d) This table shows sales figures for the clock.

| Months | Number of clocks sold |
|--------------------|-----------------------|
| January – March | 600 |
| April – June | 420 |
| July – September | 115 |
| October – December | 350 |

(i) Draw a bar chart on the grid below to show these sales figures.

Label both axes.



[4]

The vast majority of candidates drew the bar chart correctly and gained all 4 marks on this question. Where candidates lost marks it was for not labelling the axis' correctly or for drawing the bars to different thicknesses. Some candidates drew line charts instead of a bar chart.

Question 2 (d) (ii)

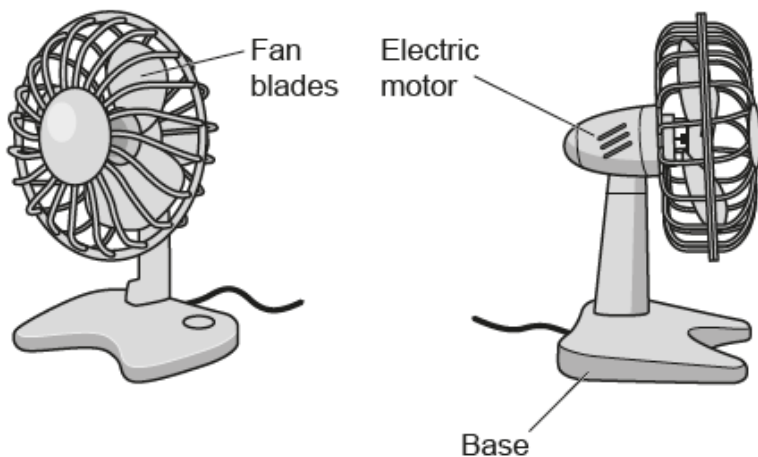
(ii) Calculate the percentage of sales for January – March.

January – March sales % [2]

Many candidates worked out the percentage and gave the correct response. Some candidates added up the total sales correctly but multiplied or divided this by the incorrect amount.

Question 3 (a)

3 These are images of a desk fan.



(a) The desk fan uses an electric motor.

Describe the function of the electric motor in the fan.

.....
.....
..... [2]

Many candidates gave a correct response and gained both marks. Other candidates provided some description and gained 1 mark.

Question 3 (b)

(b) The fan blades spin in a circular motion.

Identify this type of motion.

..... [1]

A wide range of responses were seen for this question. Many candidates gave the correct response and achieved the mark.

Question 3 (c)

(c) The desk fan is powered by mains electricity.

Give **two** benefits of using mains electricity for the desk fan.

1

2

[2]

Many candidates gave two valid benefits and achieved the mark. Most responses focused on the benefits compared to using batteries such as the power not running out, no need for replacement and the constant supply level of electricity.

Question 3 (d)

(d) Electricity can be produced from renewable sources of energy.

Name **two** renewable sources of energy and describe how energy is created from this source.

1 Source

Description

.....

2 Source

Description

.....

[4]

The vast majority of candidates were able to name two renewable sources of energy and gained 2 marks. Many candidates were also able to describe how the energy is created in sufficient detail to gain the second 2 marks. Other candidates gave descriptions which were too vague or described the creation incorrectly. Solar and wind power were the two most common responses.

Question 3 (e)*

(e)* Discuss the advantages and disadvantages of the increasing use of renewable energy sources.

Use examples to support your answer.

[8]

This question was answered well by many candidates. The vast majority of candidates showed knowledge of the difference between renewable and non-renewable energy sources and achieved a Level 1 response of at least 1 mark. Most candidates were able to describe the different types of renewable energy sources and the advantages compared to non-renewable sources. Many candidates described the advantages and disadvantages of one or more different renewable energy sources and achieved a Level 2. The best responses gave a clear and well-structured discussion of the advantages and disadvantages of a range of different renewable energy sources and used examples to clarify and illustrate the discussion points. Many candidates demonstrated good subject knowledge of this area of the specification and achieved a Level 3. A significant number of candidates filled the answer space and used extra sheets for this question.

Section B overview

Section B consists of Question 4 covering core content and Question 5 and Question 6 covering in-depth knowledge and understanding.

Question 4 ensures a balanced coverage of core knowledge and understanding across the paper and gives candidates a fresh opportunity to respond to more accessible questions.

Question 5 and Question 6 focus on a specific product. Candidates must choose one product from the insert and respond to both of the questions in relation to this product.

The timber garden table was the most popular choice of product chosen by a significant margin.

To do well in Section B candidates must have an in depth knowledge of at least one specific material area (papers and boards, timber, metals, polymers, fibres and fabrics, design engineering). Those with deeper understanding of more than one of these categories will have more choice in the product they can respond with, but must stay with the same product for the remainder of the questions.

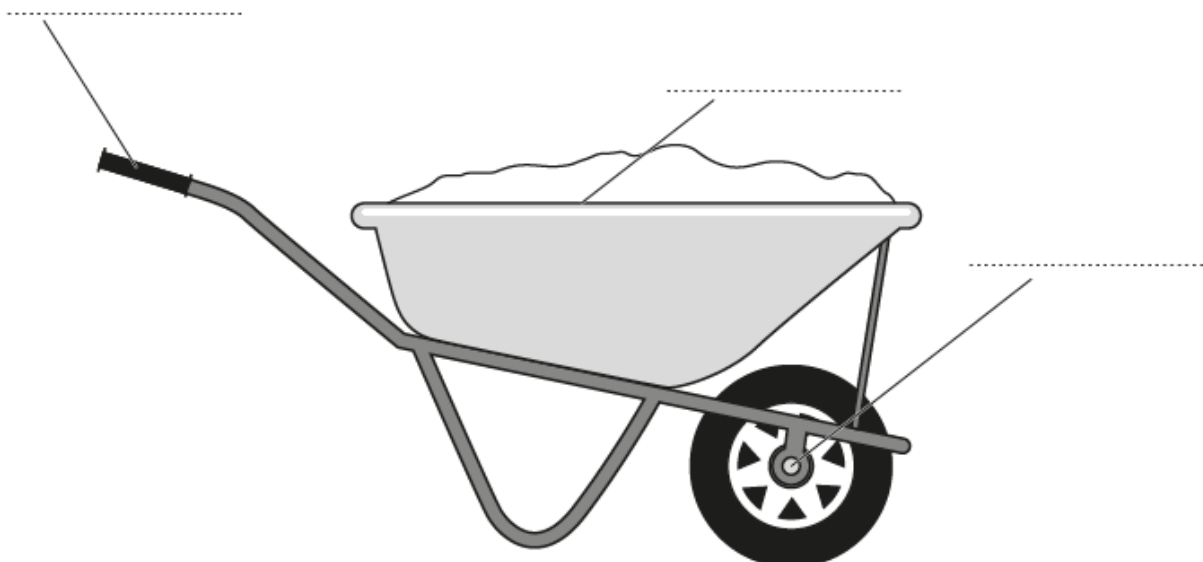
Question 4 (a)

4 Refer to **page 8** of the Insert.

(a) **Image A** shows a wheelbarrow being used in the garden.

A wheelbarrow uses a lever mechanism.

Complete the labels on the diagram to show the **Effort**, **Fulcrum** and **Load**.



[2]

The majority of candidates labelled the three parts correctly and achieved both marks. Other candidates identified the load correctly but mixed up the fulcrum and effort. Some candidates labelled the parts with different words not given in the question such as barrow, wheel, handle etc. and did not achieve any marks.

Assessment for learning



When responding to questions such as this, it is important that candidates read the question carefully and make sure they use the information given to respond to the question. In this question, the words to be used are given in bold to make sure candidates are aware that these are the labels they need to use.

Question 4 (b) (i)

(b) The garden plant pots in **Image B** are made from polyester resin, which is a thermosetting polymer.

(i) Explain **one** reason why this material is suitable for use in garden plant pots.

.....
..... **[1]**

A wide range of responses were received from candidates. Many candidates focused on the materials ability to retain moisture and water to allow the plant to stay hydrated. Other candidates focused on the materials resistance to heat and ability to keep its shape in the hot sun. Some candidates gave responses relating to its ability to be recycled which did not achieve a mark.

Question 4 (c) (i)

(c) The seedling pots shown in **Image C** are made from paper pulp.

(i) Give **one** reason why paper pulp is a good environmental choice.

.....
..... **[1]**

Many candidates gave responses relating to the paper pulp being biodegradable so that it will break down in the soil and compost. Other candidate responses stated the paper pulp could be recycled which did not achieve a mark.

Question 4 (c) (ii)

(ii) The label in the seedling pot is made from softwood.

Name **one** softwood.

..... [1]

The majority of candidates were able to name a softwood and achieve the mark. Many candidates named hardwoods or manufactured boards.

Question 4 (d) (i)

(d) Images D and E show examples of upcycled products used in a garden.

(i) Give **two** reasons why upcycling is a growing trend.

1

.....

2

.....

[2]

Most candidates were able to give two good reasons. Some candidates repeated the question and stated that upcycling was a new trend. Most common correct responses focused on the reduction of products thrown away and going into landfill.

Question 4 (d) (ii)

(ii) Explain the difference between upcycling and recycling.

.....

.....

..... [2]

This question was generally answered well with most candidates showing a clear understanding of the difference between upcycling and recycling. Many candidates gave a correct definition of upcycling but were unable to explain recycling in sufficient detail to achieve the second mark.

Question 5 (a)

5 Study and use the images and information about your chosen product given in the **Insert**.

- (a) Produce a step-by-step plan to show the stages that have been used to **commercially manufacture** your chosen product.

These stages should include marking out, wasting, moulding, forming, assembly and finish.

You must include details of:

- materials, tools, moulds and components that would be used
- any digital technology used as appropriate.

You can use sketches and notes to support your answer.

[9]

There was a wide variety of different approaches and responses to this question. Many candidates gave detailed descriptions but did not provide any sketches. Other candidates used sketches to show all the stages and provided few written notes. The best responses used annotated sketches and clear, concise notes to describe the stages of manufacture along with the tools, materials, components and technology that would be used in commercial production of the product. Some candidates showed how a one-off of their chosen product would be made in a school workshop rather than how the product would be commercially manufactured. Many candidates used up a large portion of the answer space describing the processes of sourcing, extracting and processing of the materials which was not required.

Assessment for learning



When responding to questions such as this it is important candidates read the question carefully. The question required candidates to show the commercial manufacturing process of the product not how it would be made in a school workshop. The stages that were required to be included in the response were given in the stem of the question and should be used by candidates as a plan for structuring their response.

Question 5 (b)

(b) Explain **two** methods that could be used to ensure consistency and quality when manufacturing your chosen product.

1

.....

.....

.....

2

.....

.....

[4]

Most candidates were able to give two valid methods of ensuring consistency and quality when manufacturing their chosen product. The most common responses were the use of jigs or templates to make sure all parts marked out were the same and the use of CAD/CAM and CNC machinery to cut, drill etc. which make sure no human error. Many candidates gave repeat responses and scored just 2 marks. Many responses focused on control checks throughout the process or ensuring the quality of materials by using the same supplier.

Question 5 (c)

(c) Explain how the choice of material and/or surface finish used in your chosen product is suitable for an outdoor garden environment.

.....

.....

..... **[2]**

Many responses explained incorrect materials or surface finishes that were not given in the product details on the insert. For example, many candidates explained how the varnish used on the garden table protected the wood from rotting. The insert clearly states the wood is tannalised not varnished. The majority of responses focused on the material or surface finishes ability to withstand moisture and wet conditions. Other candidates gave responses relating to the materials ability to be recycled instead of its suitability for a garden environment.

Question 5 (d) (i)

- (d) (i) Explain how **one** material and/or surface finish used in your chosen product will impact the environment. Consider all stages of your chosen product's lifecycle. **[6]**

This question was answered well by many candidates and most candidates achieved marks on this question. The best responses described the full lifecycle of their chosen product and how each stage impacted on the environment. Some candidates gave detailed descriptions of the sourcing and extraction stages and the end of life stages but omitted or only mentioned the manufacturing and transportation stages. Other candidates gave good descriptions of the lifecycle stages but little information on the impact on the environment.

Question 5 (d) (ii)

- (ii) Explain **one** way the design of your chosen product could be modified to reduce its environmental impact.

.....

.....

..... **[2]**

This question was not answered well by some candidates. Many candidates stated using less materials which did not achieve a mark. Some candidates stated using recycled materials but did not give sufficient detail about the material or how this would reduce the environmental impact. Many candidates focused on recycling the product after use but did not explain how the design could be modified to allow this. The best responses gave information about a specific modification to the design and how this would reduce the environmental impact.

Question 6 (a)

6 (a) The marketing of products is important to ensure commercial success.

Describe **two** methods that could be used when marketing your chosen product to consumers.

1

.....

.....

2

.....

.....

[4]

A wide range of responses were seen to this question. Many candidates described two appropriate methods and achieved all 4 marks. Many candidates stated advertising the product but did not describe the method of advertising used. Some candidates described information gathering methods such as the use of surveys and focus groups instead of marketing methods and did not achieve marks.

Exemplar 3

1 Making it clear that sustainably sourced wood is being used by putting an fsc logo on the packaging meaning customers would be more likely to buy it as they feel it doesn't have a negative impact.

2 A ^{liked}celebrity could be shown to have ~~it~~ them in their garden which would make people more aware of the product and more inclined to buy it because they are a fan of the celebrity.

Exemplar 3 demonstrates the first response given by this candidate is not an actual marketing method but details of what information could be given to people in the marketing campaign. The candidate's second response describes using a celebrity to endorse the product which gains the first mark. The candidate then describes how showing the product in the celebrity's garden would bring it to people's attention and make them more inclined to buy it if they like the celebrity. This description gains them the second mark.

Question 6 (b)*

(b)* The designer of your chosen product would have communicated their design concepts to potential clients and stakeholders.

Discuss the techniques that designers use to communicate design concepts.

Use specific examples to support your answer.

[8]

Many candidates gave excellent responses to this question and described various different communication techniques that designers use to communicate design concepts. However, many candidates misunderstood the question or focused on information communication methods such as email and telephone. The best responses discussed the uses of three or four different techniques and described how they would be used along with the benefits and drawbacks of each. Some candidates listed a number of different techniques such as sketching, modelling and computer simulations but gave little detail about the ways each techniques would or could be used. Other candidates focused on research techniques such as focus groups, surveys and client meetings and did not achieve the marks.

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