

## Delegate Booklet

Course Title: **Design and Technology Mocks  
marking training**

18OAT04





# Pearson

About this event

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**Course Title: Pearson Edexcel GCSE (9–1) Design and Technology Mocks marking training**

**Course Code: 18OAT04**

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Course description: This online training event is designed for teachers who are delivering the new Pearson Edexcel GCSE (9–1) Design and Technology for first assessment in 2019.

## **Aims and Objectives of the event**

During the event delegates will:

- Understand the assessment requirements of the new specification
- Explore the new types of questions within the papers
- Review candidate responses to questions and understand how to accurately apply the mark scheme
- Understand how we can support you
- Be able to ask questions and share good practice

The content of this event is based on the reformed specification for first teaching from September 2017.

Pearson has reviewed the format and content of all its training events to ensure that the security of its examinations cannot be compromised.

Please note, in these events we are not able to discuss any centre or candidate-specific marking issues.



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This event can count as 2 hours of CPD.



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## Agenda

Item
Getting to know each other
New assessment requirements for GCSE Design and Technology
Marking Section A - Core
Marking Section B - Material Specialisms
Common Issues
Q & A
Support available
Evaluation



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## Activity 1 - Getting to know each other

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### Purpose:

- To allow delegates to introduce themselves to colleagues.
- To encourage delegates to think about their expectations from today's event.

### Your questions

Write down at least 2 important questions you like to be answered in today's training. Also enter these into the on-screen chat window

Questions	Answers



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Any questions remaining at the end of the session will be collected and addressed by your trainer during Q&A.

Also write your questions in the spaces provided below.

There is additional space for you to keep a note of the answers to your questions as they are addressed during the session.



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## Activity 2 - Marking Exercise

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### **Purpose:**

- To familiarise delegates with the approach to marking questions in the GCSE Design and Technology examination.
- To allow delegates to identify areas for personal development or where further clarification is needed.

### **Task 1**

The majority of this activity will be completed in the this booklet where copies of candidates responses are included. For each question you will see the following:

- The question
- Two examples of candidate responses
- Extracts from the mark scheme for each question.

You will have spaces to make notes about the mark awarded, examiner comments and feedback that could be provided to the candidate.





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**Question 1a**

**Example 1**



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- 1 (a) The materials that products are made from are chosen because of their characteristics.

Figure 1 shows a table of products.

For each of the products shown, give a property of the material it is made from that makes the material suitable for the product.

The first one has been done for you.

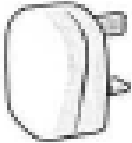
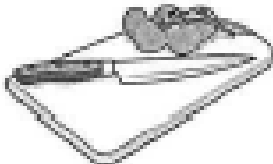

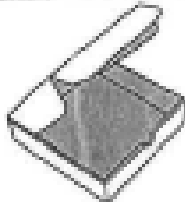

Picture of Product	Description of product	Property
	Urea formaldehyde mains voltage plug	Insulator of electricity
	A beech chopping board	Strong Hardwood So it isn't chopped in half.
	Wool socks	Warm - heat insulator
	A corrugated board pizza box	Thin layer of plastic on inside so pizza can stay fresh.
	Copper plumbing pipe	won't go rusty from water.

Figure 1

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA





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## Example 2

- 1 (a) The materials that products are made from are chosen because of their characteristics.

Figure 1 shows a table of products.






For each of the products shown, give a property of the material it is made from that makes the material suitable for the product.

The first one has been done for you.

NOT WRITE IN THIS AREA



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Picture of Product	Description of product	Property
	Urea formaldehyde mains voltage plug	Insulator of electricity
	A beech chopping board	(i) <u>tough</u> (ii) <u>durable</u>
	Wool socks	(ii) <u>durable</u>
	A corrugated board pizza box	(iii) <u>impact resistant</u>
	Copper plumbing pipe	(iv) <u>Corrosion resistant</u>



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Question number	Answer	Mark
1 (a) (i)	Any one property from: <ul style="list-style-type: none"><li>• hard (1)</li><li>• durable (1)</li><li>• close grained (1)</li><li>• tough (1)</li><li>• non-toxic materials (1)</li></ul>	(1)

Question number	Answer	Mark
1 (a) (ii)	Any one property from: <ul style="list-style-type: none"><li>• good heat insulator (1)</li><li>• absorbs odours (1)</li><li>• soft (1)</li><li>• maintains body heat / warmth (1)</li></ul>	(1)

Question number	Answer	Mark
1 (a) (iii)	Any one property from: <ul style="list-style-type: none"><li>• good heat insulator (1)</li><li>• very good impact resistance (1)</li><li>• semi-rigid (1)</li></ul>	(1)

Question number	Answer	Additional guidance	Mark
1 (a) (iv)	Any one property from: <ul style="list-style-type: none"><li>• ductile (1)</li><li>• malleable (1)</li><li>• good conductor of heat (1)</li><li>• corrosion resistance (1)</li><li>• waterproof (1)</li><li>• compressive / tensile / bending strength (1)</li></ul>	Do not accept unqualified response in relation to strong or strength.	(1)





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**Marks awarded**

**Example 1**

**Example 2**

**Comment:**

**Feedback to candidate**





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## Question 1b

### Example 1

(b) Mains electricity in the UK is supplied at 230 V.

Explain **one** disadvantage of mains electricity.

The high voltage of mains electricity is bad because there is a high risk of death if touched. (2)

### Example 2

(b) Mains electricity in the UK is supplied at 230 V.

Explain **one** disadvantage of mains electricity.

Not the right/appliance voltage for everything (2)

if a problem occurs within in it then the whole mains electricity system will be effected. The 230v is also an extremely dangerous amount of electricity.

(c) Figure 3 shows a table of average daily costs related to running two types of

### Mark Scheme



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Question number	Answer	Mark
1 (b)	<p>Any <b>one</b> explanation that includes a disadvantage (1) and a linked justification of that disadvantage (1).</p> <ul style="list-style-type: none"><li>• It could give you an electric shock if you touched a bare wire / connection (1) which could result in a burn / electrocution (1)</li><li>• There might be a power cut (1) which results in power loss / lights out / loss of computer data (1)</li><li>• Not available in remote / rural areas (1) so it reduces accessibility (1)</li></ul>	<b>(2)</b>



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**Marks awarded**

**Example 1**

**Example 2**

**Comment:**

**Feedback to candidate**

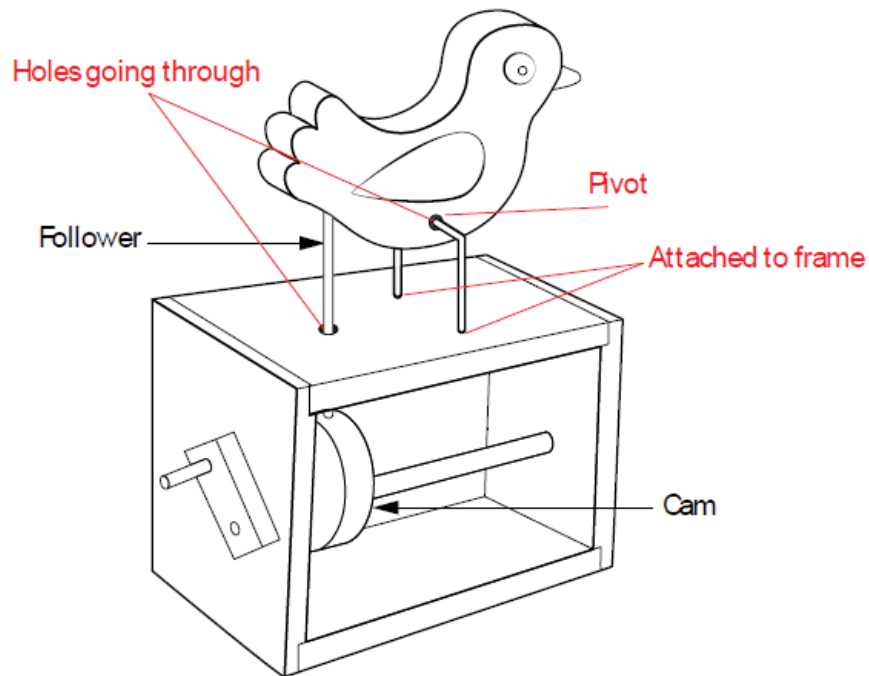




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Question 2a

2 Figure 3 shows a drawing of a mechanical toy that uses a cam.



## Example 1

## Example 2

## Mark Scheme

(iii) Describe the effect on the movement of the bird if the cam shown in Figure 3 is replaced by a drop (snail) cam.

(2)

The bird would still move backwards  
and forwards, but <sup>there</sup> ~~it~~ would <sup>be</sup> ~~have~~ a



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Question number	Answer	Mark
2 (a)(iii)	<p>Any <b>one</b> explanation that includes an effect of change in the cam (1) and a linked justification of that effect (1).</p> <ul style="list-style-type: none"><li>• The bird will rise gently (1) before dropping suddenly (1)</li></ul>	(2)

**Marks awarded**

**Example 1**

**Example 2**

**Comment:**





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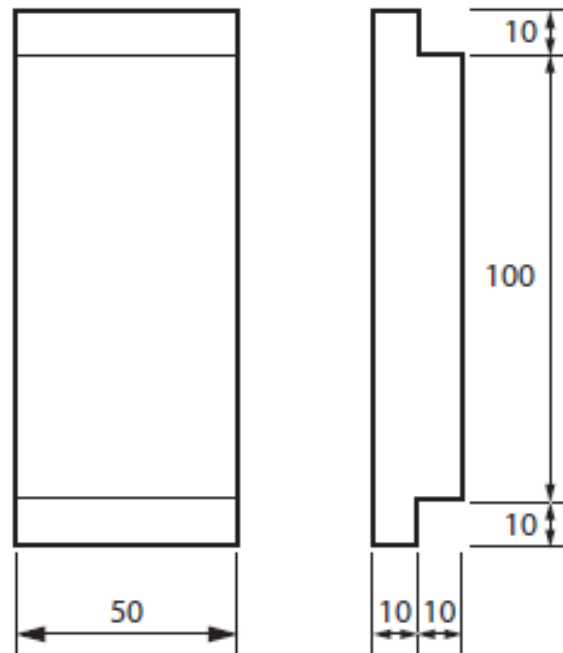
**Feedback to candidate**



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## Question 2b

(b) Figure 5 shows an orthographic drawing of one of the pieces of the mechanical toy.



Not to scale  
All dimensions in mm

**Figure 5**

Draw an accurate full-sized view of the piece shown in Figure 5.

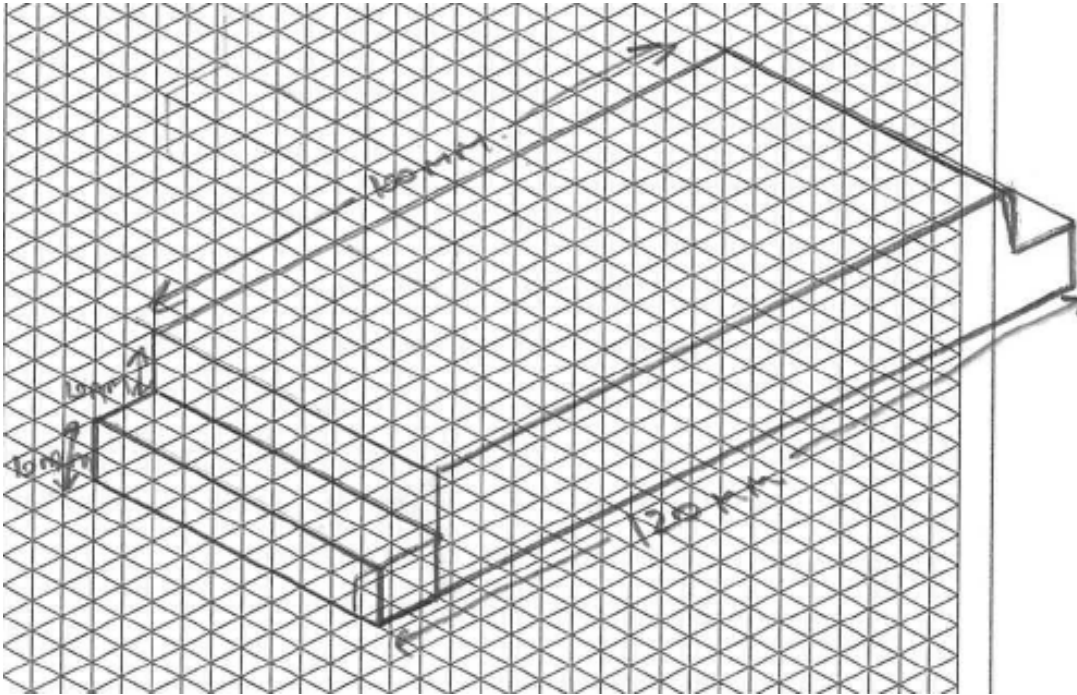
Use the grid provided on the opposite page.

(4)



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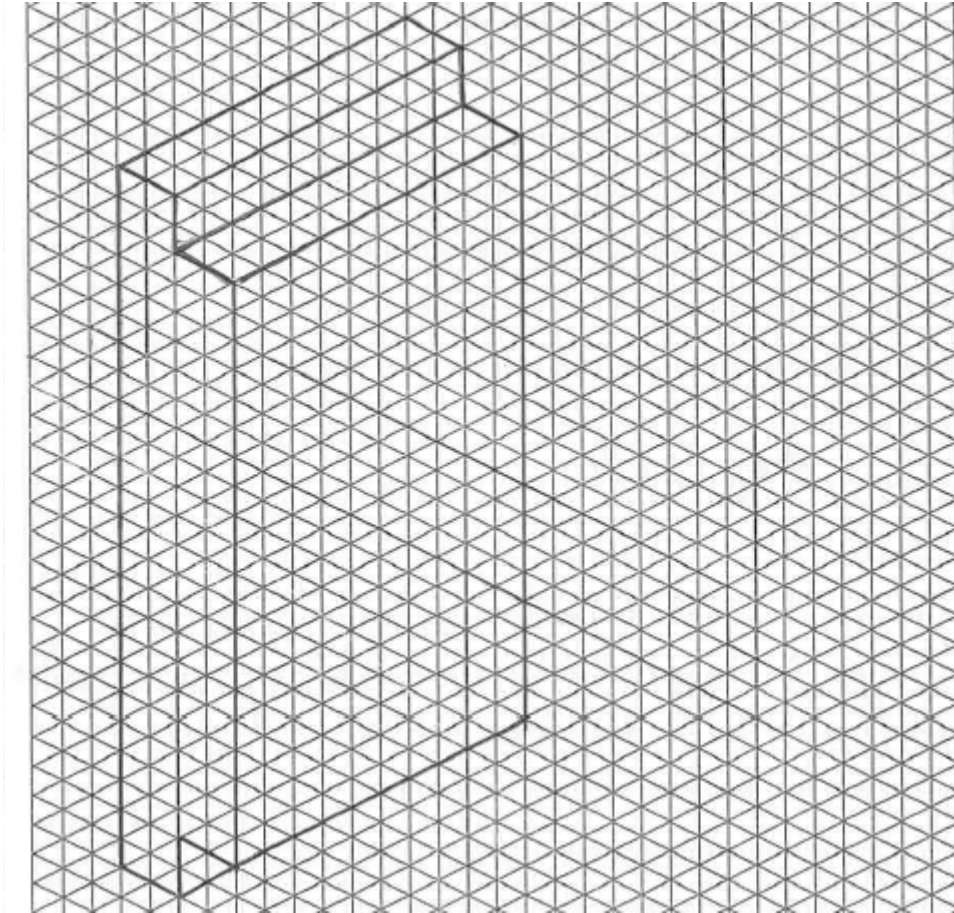
Example 1



Example 2



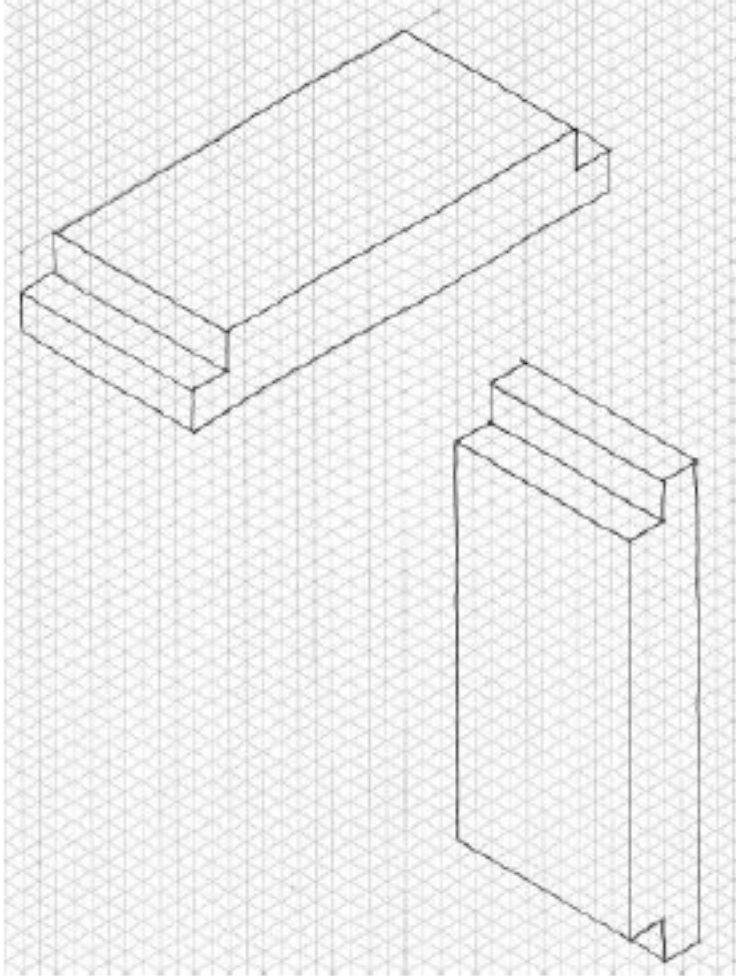
# Pearson



## Mark Scheme



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Question number	Answer	Mark
2 (b)	<p>An isometric drawing that includes an image drawn with a ruler or free hand. Marks to be awarded for the following.</p> <ul style="list-style-type: none"><li>• Accurate setting out of the straight edges to the correct shape (1)</li><li>• Correct height (1)</li><li>• Correct width (1)</li><li>• Correct dimensions of the rebate (1)</li></ul> 	(4)



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**Marks awarded**

**Example 1**

**Example 2**

**Comment:**

**Feedback to candidate**

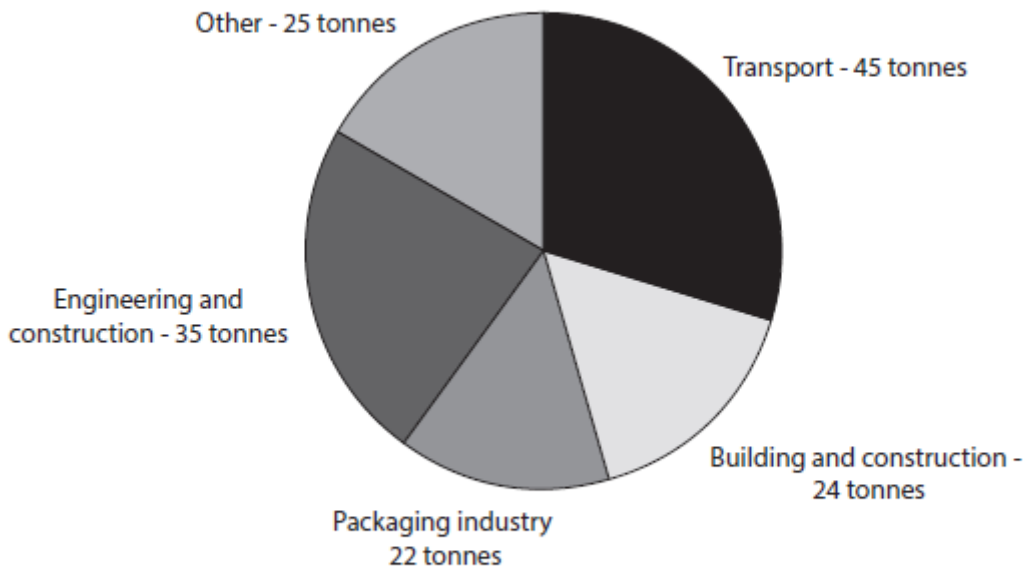


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Question 4b

(b) Figure 8 is a chart showing the use of aluminium in 2007.

Analyse the chart.



**Figure 8**

The aluminium used was sourced from recycled and new aluminium in the ratio of 18:38



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## Example 1

Give your answer to two decimal places.

$$18 + 38 = 56$$

$$18 \div 38$$

$$22 \div 56 = \frac{11}{28}$$

$$\frac{11}{28} \times 18 = \frac{44}{14} = 7.0714285 \approx 7.1$$

Answer = 7.1 ? Million Tonnes

## Example 2

Calculate how much recycled aluminium was used in the packaging industry.

Give your answer to two decimal places.

$$\cancel{25 + 45 + 35 + 22 + 24} = \cancel{151}$$

$$18 + 38 = 56$$

$$22 \div 56 = \frac{11}{28}$$

$$\frac{11}{28} \times 18 = \frac{198}{28} = \frac{99}{14}$$

Answer = 7.07  $\times 10^{-6}$  Million Tonnes  
OR  
7.07 Tonnes,

$$\frac{99}{14} = 7.07142 \approx 7.07$$

$$7.07 \div 1000000 = 7.07 \times 10^{-6}$$





Question number	Answer	Additional guidance	Mark
4 (b)	<p>A calculation that includes:</p> <p>Correct working (1)</p> <p>Calculation of correct ratio 18:38 (1)</p> <p>Method:</p> <p><math>22 / 56 \times 18 = 7.071429</math> million tonnes (1)</p> <p>= 7.07 million tonnes (1)</p>	<p>Award full marks for correct numerical answer without working.</p> <p>Allow for ECF if candidate gets part of calculation wrong.</p>	(2)



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**Marks awarded**

**Example 1**

**Example 2**

**Comment:**

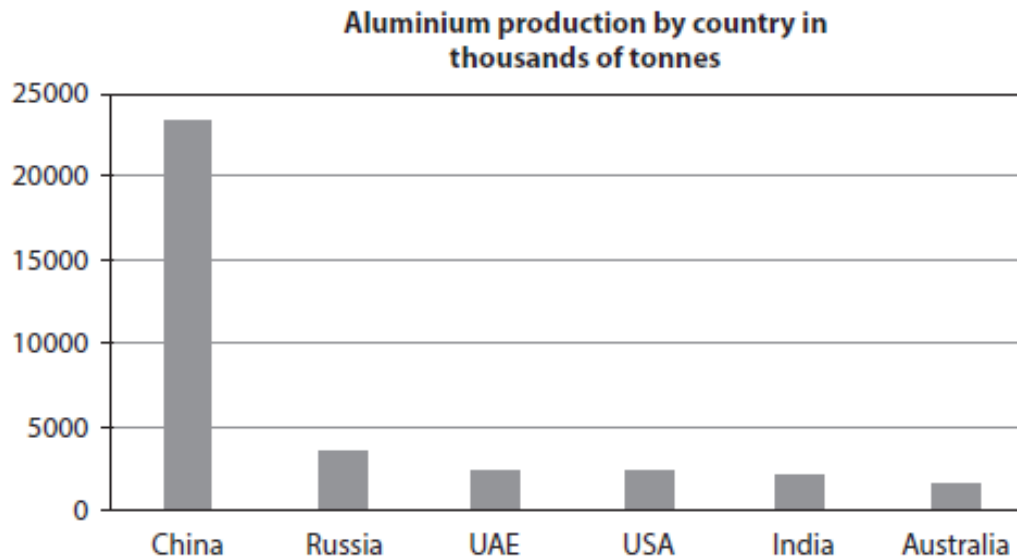
**Feedback to candidate**



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## Question 4c

(c) Figure 9 shows the percentage of aluminium manufactured by countries in 2014.



**Figure 9**

Discuss the environmental, social and economic issues that relate to the manufacture of aluminium.

Use the data in Figure 9 to support your answer.

(6)



**Pearson**  
Example 1



# Pearson

one good economic ~~the~~ impact for aluminium is that <sup>the manufacturing</sup> ~~it~~ provides jobs to surrounding communities which gives money to the local area. ~~one~~ However one bad impact of manufacturing aluminium is that it cost money to manufacture and if it isn't in great demand then some countries can loose out on prophet.

END THIS AREA

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Manufacturing metal is not good for the environment it gives off alot of



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bad smoke and gas which can endanger animals. However because some countries, such as China, need it ~~badly~~ then it for objects such as take away tubs ~~then~~ and cars then they will mass manufacture it which ~~with~~ is bad for the environment.

A positive social impact is that factories that manufacture aluminium will need workers therefore ~~small~~ social communities will be provided with jobs ~~for~~<sup>in</sup> the local area which will benefit the social community especially in countries like China where there is mass production.

## Example 2



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(6)

One economic issue is that China is extremely rich and they make too much money off of selling aluminium products to the other countries.

One social issue is that the way they produce it is in horrible factories by poor Chinese people who barely get paid. All the money China produces and they still can't give the hard factory workers ~~an equal salary~~ pay.

An environmental issue is that all the factories create pollution in the

process so the pollution affects the people of China, as they have to breathe the pollution in. The pollution is very scary and that's why some Chinese people ~~also~~ always wear a mouth cover.



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Example 3 - 6 mark response.

(6)

The graph shows that china provides the most aluminium. Aluminium is ~~extracted~~ from bauxite which has to be dug up from the ground which damages the environment. the production of aluminium ~~also~~<sup>also</sup> requires a lot of energy and so this will cause a drain on fossil fuels which cause a lot of pollution when burned. As china will sell this aluminium to other countries, it will benefit their economy because they will be selling it to countries who want it but can't produce it, so they can ~~also~~ demand high prices.

The transportation of the aluminium





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around the world will also contribute to pollution problems. the production of aluminium in china will generate jobs for people in the country but the workers are not always paid a proper wage and they might not have proper working conditions or equipment. the pollution + working conditions sometimes results in bad air which is why they have to wear masks. china makes a lot because they may not



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encourage people in the country to recycle aluminium products ~~but~~ but other countries might have better recycling facilities.

China also makes a lot of goods which it sells around the world such as drink cans and takeaways containers which is one reason for them making so much aluminium.

(Total for Question 4 = 12 marks)



Question number	Indicative content	Mark
4 (c)	<ul style="list-style-type: none"><li>• The environmental damage caused to the landscape / countryside in China will be huge</li><li>• Energy consumption will be high in China as the process requires a lot of energy / related pollution issues</li><li>• Transportation of aluminium around the world</li><li>• Europe does not produce any aluminium and so they have to import / jobs / transport costs / pollution</li><li>• Countries could be encouraged to recycle more rather than to make aluminium from new / energy dependent</li><li>• Companies could be encouraged to recycle / more / financial incentives paid for scrap aluminium</li></ul>	(6)

Level	Mark	Descriptor
	0	
Level 1	1 - 2	<ul style="list-style-type: none"><li>• Attempts to interrogate and deconstruct information but connections and logical chains of reasoning are flawed.</li><li>• An unbalanced appraisal of the information/issues, containing judgements that show a limited awareness of the interrelationships between factors or competing arguments.</li></ul>
Level 2	3 - 4	<ul style="list-style-type: none"><li>• Interrogates and deconstructs information and provides some connections and logical chains of reasoning.</li><li>• A balanced appraisal of the information/issues, containing judgements that show an awareness of the interrelationships between factors or competing arguments.</li></ul>
Level 3	5 - 6	<ul style="list-style-type: none"><li>• Interrogates and deconstructs information and provides sustained connections and logical chains of reasoning.</li><li>• A well-balanced appraisal of the information/issues, containing judgements that show a thorough awareness of the interrelationships between factors or competing arguments.</li></ul>



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**Marks awarded**

**Example 1**

**Example 2**

**Example 3**

**Comment:**

**Feedback to candidate**

## **Section B - Material Specialisms**



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Question 5a

## Example 1 - Timbers

- 5 Figure 10 shows a design solution for a golf trophy that is primarily made from timbers.

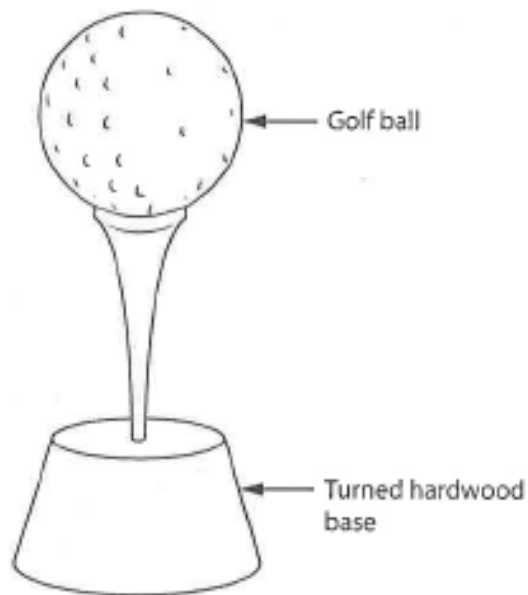


Figure 10



# Pearson

- (a) The golf trophy needs to be improved to include the following specification points.

The golf trophy must:

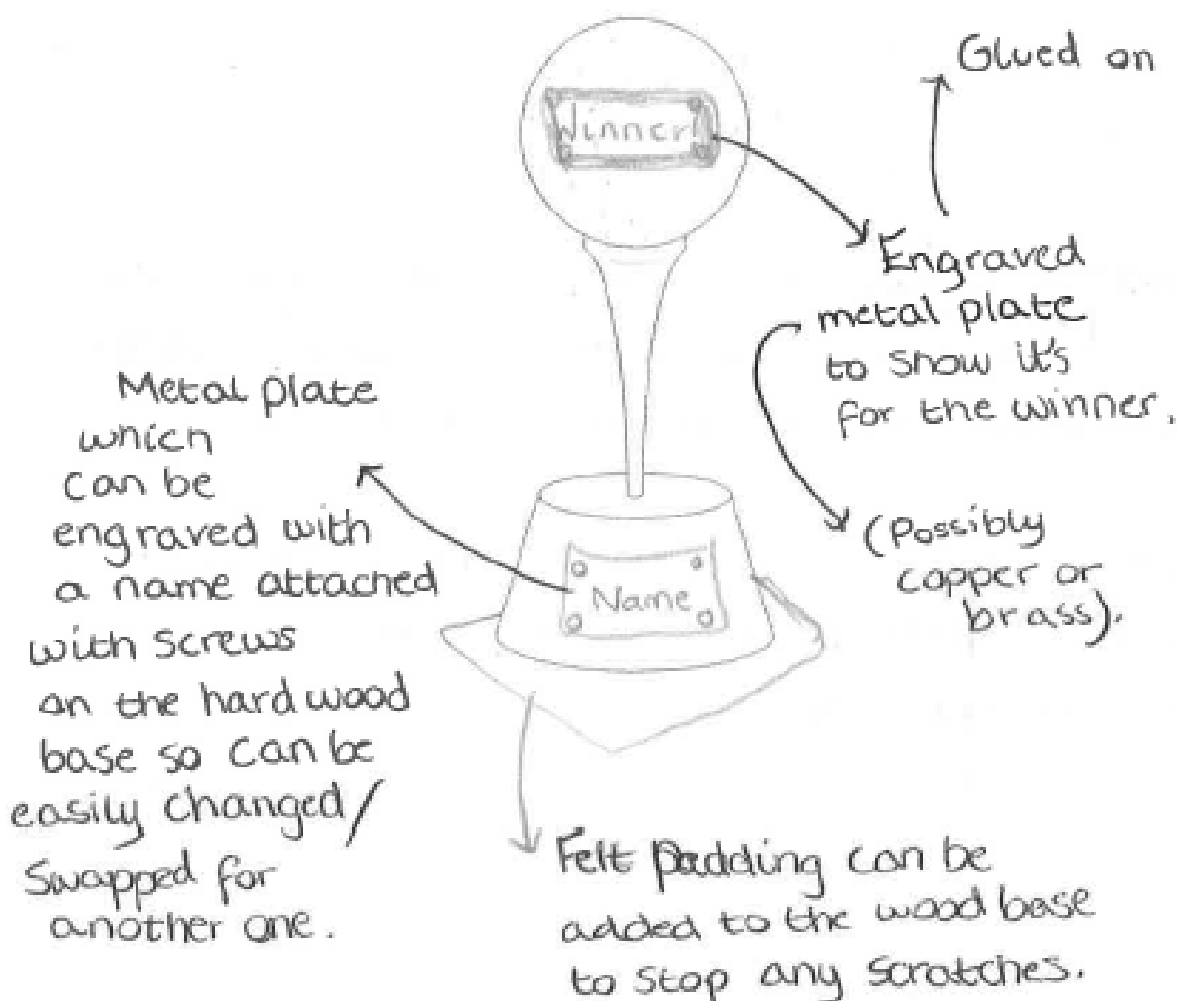
- provide a method to show that the trophy is for the winner
- protect the bottom of the wooden base when being placed on a hard surface
- allow for the winner's name to be updated every year.

Use notes and sketches to show how the golf trophy could be modified to include these three specification points.

You will be marked on how you apply your understanding of design and technology, not your graphical skills.

Use the outline of the original design solution to show your modifications.

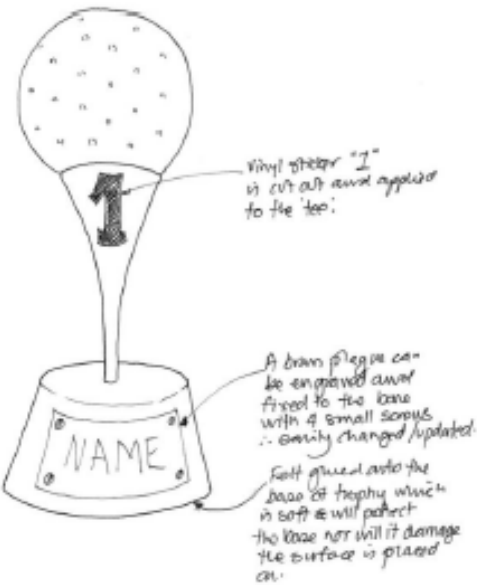
101









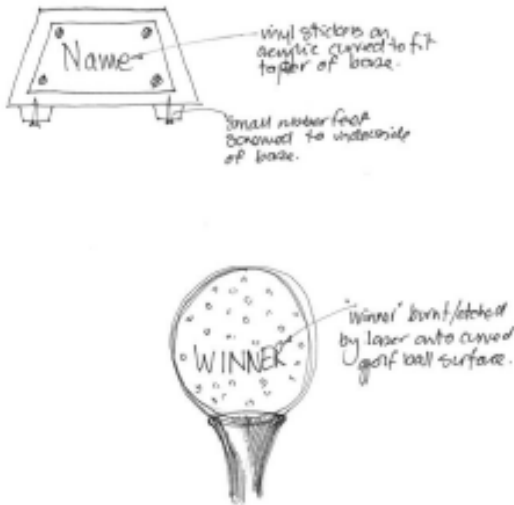
Question number	Answer	Mark
5 (a)	<p>Marks will be awarded for understanding of design and technology, not graphical skills.</p> <p>Notes and/or sketches that include:</p> <ul style="list-style-type: none"><li>• a method of showing (1) that the trophy is for the winner (1) e.g. engraved / burnt into the timber / vinyl stickers to show No 1 / winner / 1<sup>st</sup> / 1 stuck to the top of the ball / laser cut into the ball / wooden base</li><li>• protection of the bottom of the wooden base (1) when being placed on a hard surface (1) e.g. felt glued onto the base / rubber feet / soft pads</li><li>• the winners name shown (1) updated annually (1) e.g. screwed on plaque / hand painted / old name on plaque removed.</li></ul> <p>Example of candidate response.</p> 	(6)



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Annotated notes:

Vinyl sticker '1' is cut out and applied to the tee. A brass plaque can be engraved and fixed to the base with 4 small screws therefore easily changed. Felt glued onto the base of the trophy which is soft and will protect the base nor will it damage the surface it is placed on.

Question number	Answer	Mark
5(a) Cont	<p>Example of candidate response:</p>  <p>The diagrams show a rectangular base with four small feet and a circular golf ball. Annotations include: 'vinyl stickers on acrylic curved to fit taper of base' pointing to the base's top edge; 'small rubber feet screwed to underside of base' pointing to the base's feet; and 'winner burnt/etched by laser onto curved golf ball surface' pointing to the word 'WINNER' on the golf ball.</p>	

**Marks awarded**



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**Comment:**

**Feedback to candidate**

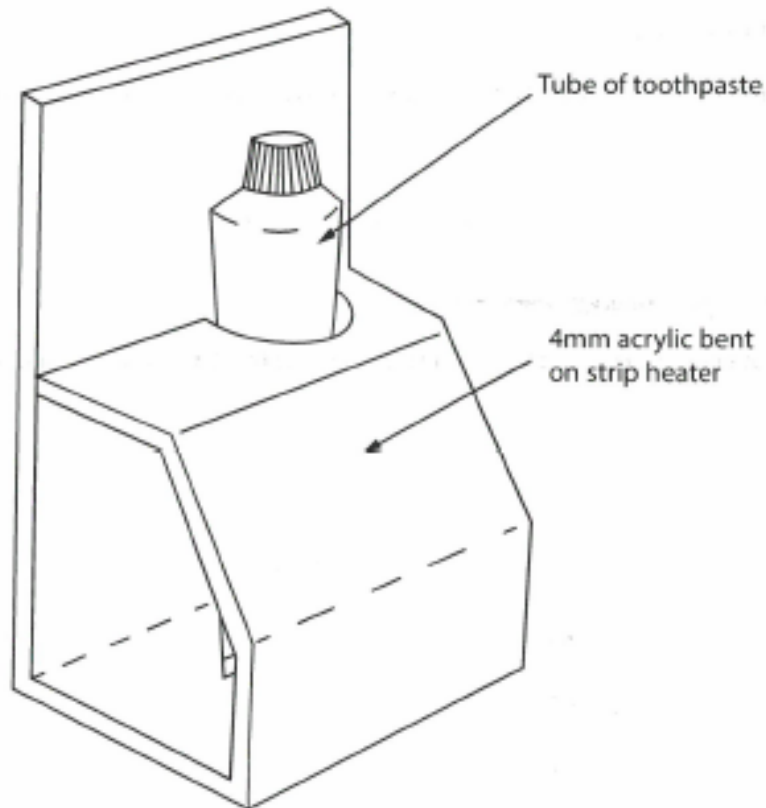


**Pearson**  
Example 2 - Polymers



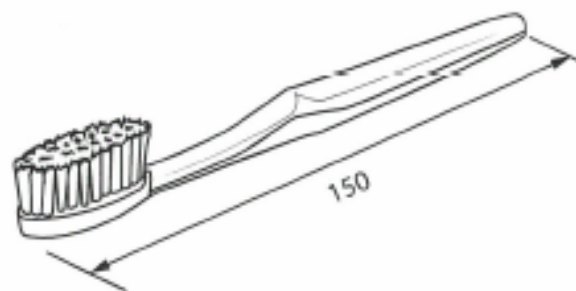
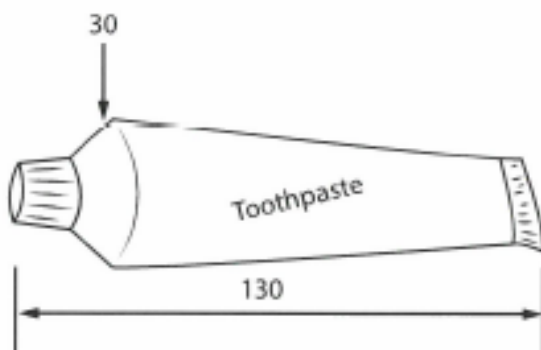
# Pearson

5 Figure 10 shows a design solution for an acrylic bathroom storage unit.



**Figure 10**

Additional information:



The toothbrush is 15mm at its widest point

All dimensions in mm



# Pearson

(a) The acrylic bathroom storage unit needs to be improved to include the following specification points.

The acrylic bathroom storage unit must:

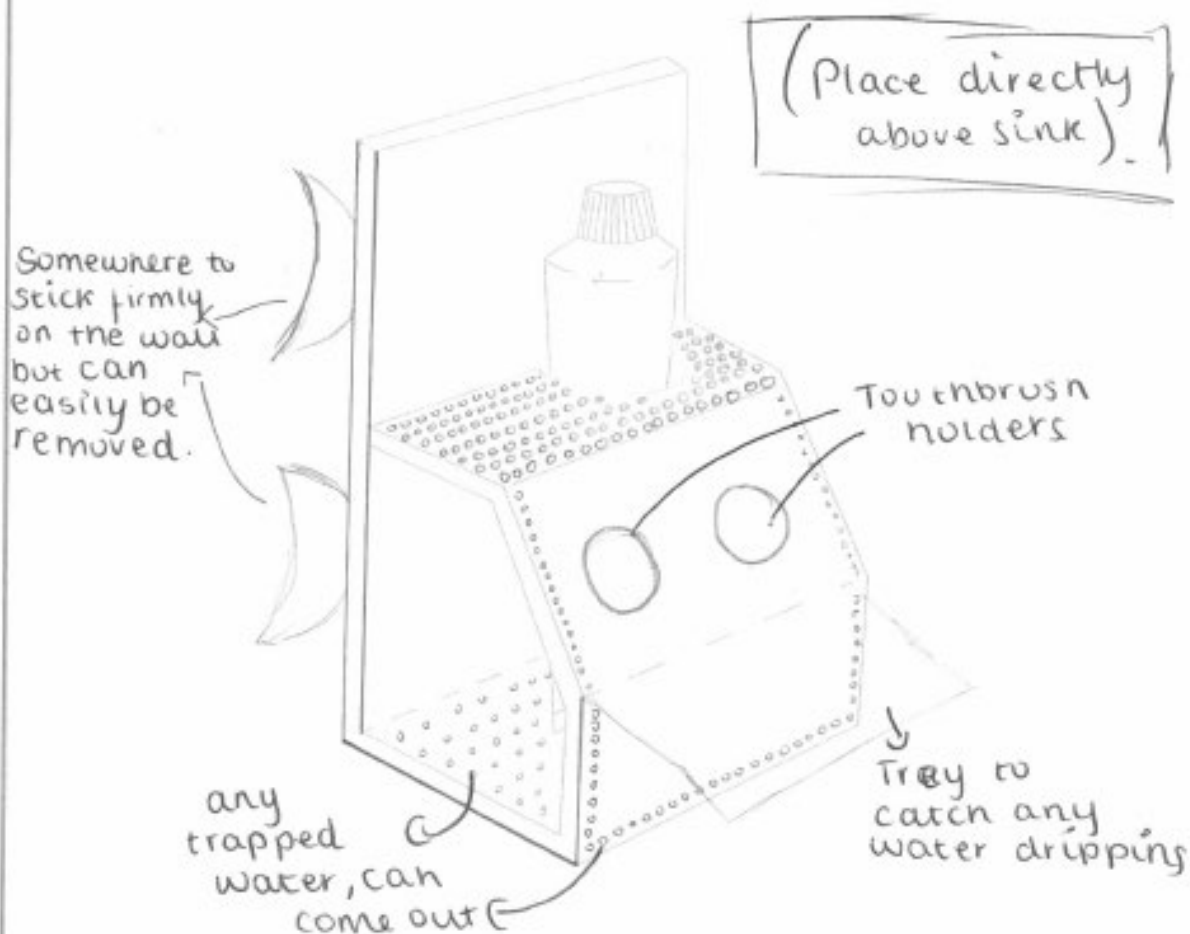
- provide a means of being able to be fixed to a wall but be easily removed for cleaning
- hold two toothbrushes which must be easy to put in and get out
- allow for any water that drips off the toothbrushes to be collected and easily tipped away.

Use notes and sketches to show how the acrylic bathroom storage unit could be modified to include these three specification points.

You will be marked on how you apply your understanding of design and technology, not your graphical skills.

Use the outline of the original design solution to show your modifications.

(6)





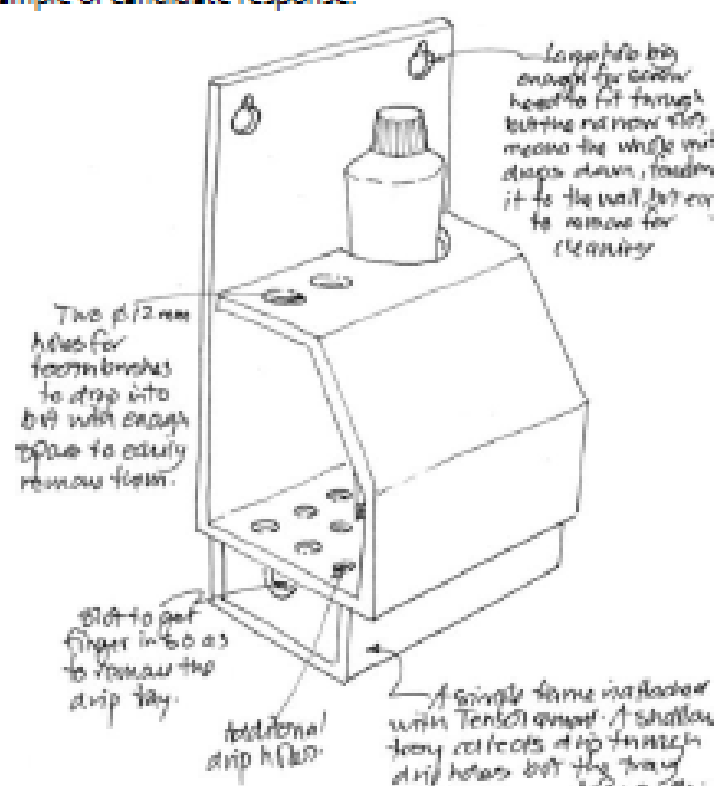


**Pearson**  
Mark Scheme





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Question number	Answer	Mark
5 (a)	<p>Marks will be awarded for understanding of design and technology, not graphical skills.</p> <p>Notes and/or sketches that include:</p> <ul style="list-style-type: none"><li>• provide a means of being able to be fixed to a wall (1) but be easily removed for cleaning (1) e.g. small holes / slots for it to slide / fit over screws in the wall / easily lifted and removed.</li><li>• hold two toothbrushes (1) which must be easy to put in and get out (1) e.g. two holes / or one hole big enough for both brushes / slots cut in / with sufficient space around them / clearance to be able to put them in and get them out.</li><li>• allow for any water that drips off the toothbrushes to be collected (1) and easily tipped away (1) e.g. tray at the bottom in the space provided / sponge / which can be pulled / slid out to empty it / squeeze it out.</li></ul> <p>Example of candidate response.</p> 	(6)



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	<p><i>Annotated notes:</i></p> <p>Large hole big enough for screw head to fit through but the narrow slot means the whole unit drops down, fastening it to the wall, but easy to remove for cleaning.</p> <p>Two diameter 12 mm holes for toothbrushes to drop into but with enough space to easily remove them.</p> <p>Slot to get finger in so as to remove the drip tray.</p> <p>Additional drip holes.</p> <p>A simple frame is attached using tensol cement. A shallow tray collects drips through the drip holes but the tray can be removed for emptying.</p>	
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**Marks awarded**

**Comment:**



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**Feedback to candidate**

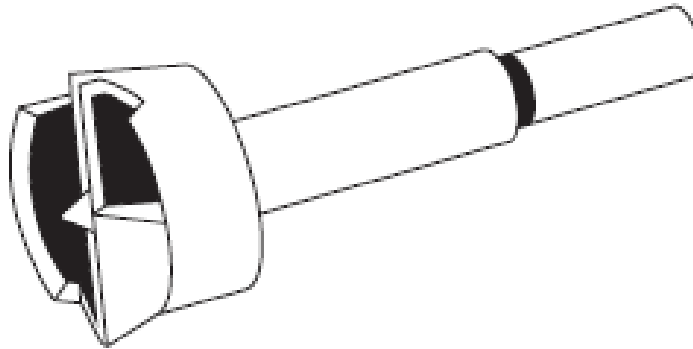


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Question 6b

## Example 1 - Timbers

- (b) Figure 13 shows a forstner bit which is used on a pillar drill to make the 20 mm deep hole for the candle.



**Figure 13**

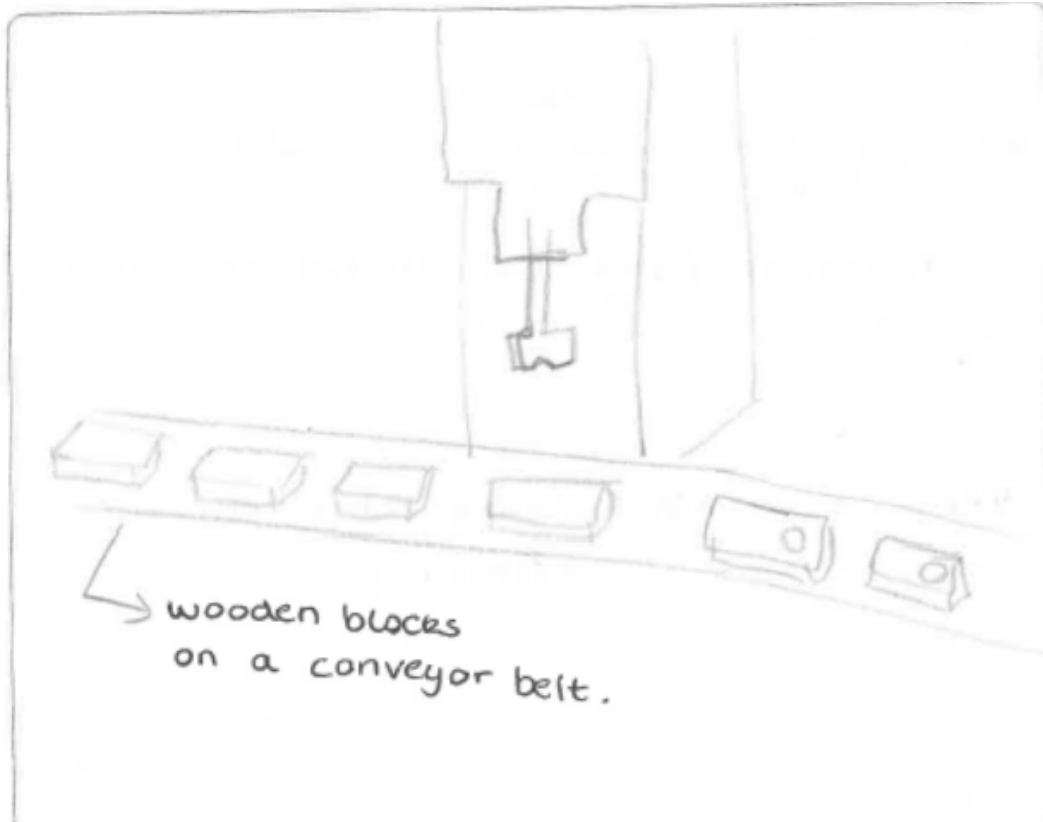
Use notes and sketches to show how you would set up the pillar drill to drill the hole for the candle when making a batch of 50 identical candle tea-light holders.

You will be marked on how you apply your understanding of design and technology, not your graphical skills.

(4)



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**Mark Scheme**



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Question number	Answer	Additional guidance	Mark
6 (b)	<p>Marks will be awarded for understanding of design and technology, not graphical skills.</p> <p>Notes and/or sketches that include:</p> <ul style="list-style-type: none"><li>• Putting / securing the forstner bit in the chuck / chuck key (1)</li><li>• The clamping / setting up of the work / potential use of jigs / setting a datum point / depth (1)</li><li>• Setting up the depth stop (1)</li><li>• Securing the bed of the machine to ensure it will not move / change position during the drilling process(1)</li></ul> <p>Example of candidate response:</p> <p>Annotated notes:</p> <p>Depth stop set on the side. Forstner bit held in chuck. Work secured with toggle clamp to hold in place whilst drilling. Depth set from top surface of the wooden block being drilled. Jig to slide work into so it does not need marking out each time. Jig would be clamped to the bed of the pillar drill and locked off so it does not move.</p>	Do not accept anything related to using a hand / cordless drill or the drilling process itself.	(4)





# Pearson

**Marks awarded**

**Comment:**

**Feedback to candidate**





# Pearson

## **Example 2 - Papers and Boards**



# Pearson

(b) Figure 13 shows a rotary cutter that is used to cut the paper and card for the pop-up parts of the book.

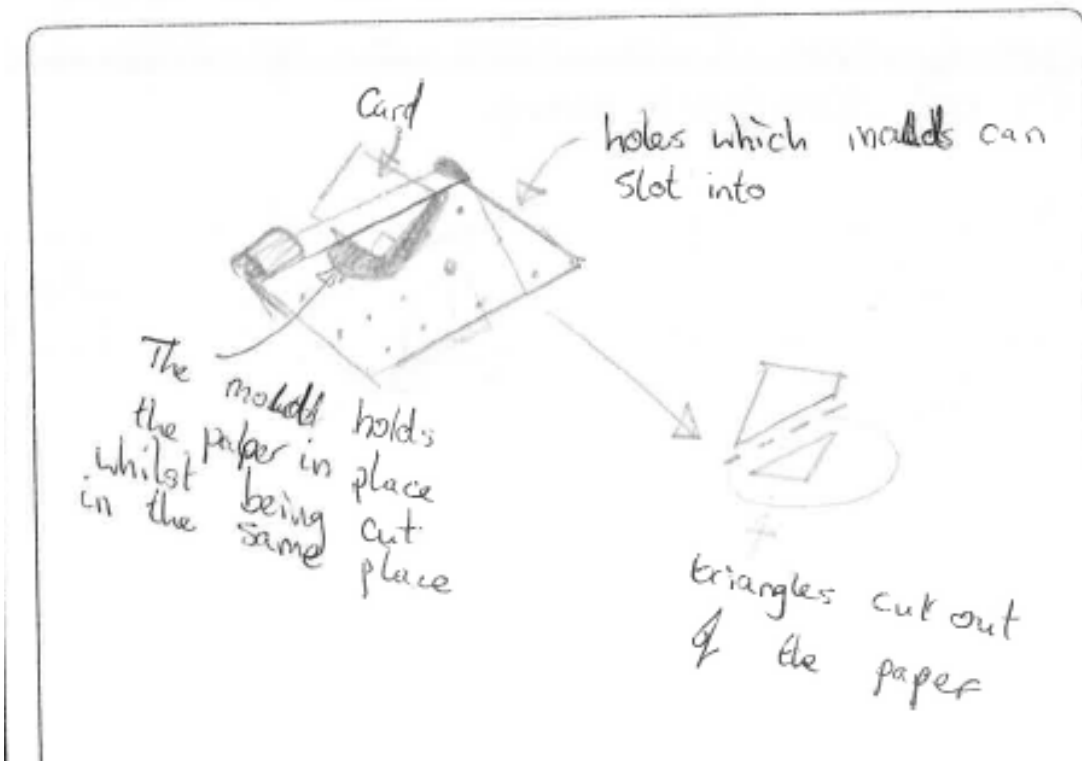


**Figure 13**

Use notes and sketches to show how you would set up the rotary cutter to cut the triangular sections of card for the pop-up book when making a batch of 50 identical books.

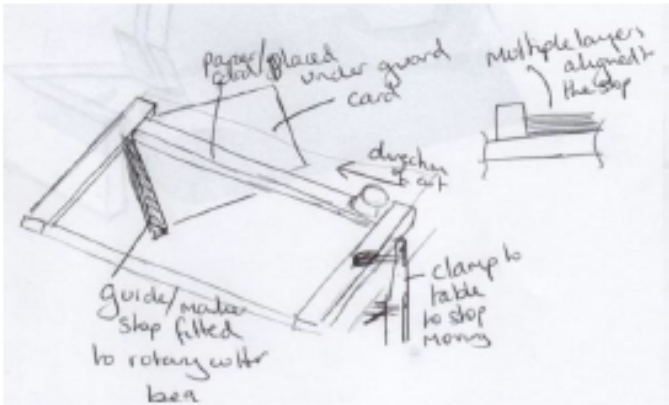
You will be marked on how you apply your understanding of design and technology, not your graphical skills.

(4)







Question number	Answer	Additional guidance	Mark
6 (b)	<p>Marks will be awarded for understanding of design and technology, not graphical skills.</p> <p>Notes and/or sketches that include:</p> <ul style="list-style-type: none"><li>• Setting up of rotary cutter on a table / cutting mat to prevent it from moving (1)</li><li>• Putting / placing card / paper under the guard (1)</li><li>• Aligning multiple pieces of card/paper (1)</li><li>• The setting up of the work for cutting / use of guides / markers / rulers (1)</li><li>• setting a reference point (1)</li></ul> <p>Example of candidate response:</p> 	Do not accept anything related to using a craft knife or the cutting process itself.	(4)
	<p>Annotated notes:</p> <p>Guide fitted to the bed of the rotary cutter/cutting mat. Cutter secured to table/surface. Sheets of paper or card slide under the rule/guard. Multiple sheets of paper aligned to guide.</p>		





# Pearson

**Marks awarded**

**Comment:**

**Feedback to candidate**



# Pearson

Question 8a

## Example 1 - Polymers

8 Figure 17 shows a cycle helmet.



Figure 17

(a) The cycle helmet is manufactured from expanded polystyrene and covered with a coloured vacuum formed outer layer.

(ii) Explain **one** property of expanded polystyrene that makes it suitable for the user of the cycle helmet.

(3)

~~It has high impact strength~~  
expanded polystyrene has high impact strength  
meaning if the child hits their head  
when if they fall off the bike the  
helmet will ~~absorb~~ take the impact.

## Mark Scheme



# Pearson

Question number	Answer	Mark
8 (a)(ii)	<p>Any one explanation that includes a working property (1), plus one linked justification of that property (1) + (1).</p> <ul style="list-style-type: none"><li>• It is a lightweight material (1) which will not weigh down the rider / user (1) therefore not wasting / expending additional energy (1)</li><li>• It is a high impact resistance (1) which means it will absorb any impact from a fall / impact (1) therefore protecting your skull / riders head (1)</li></ul>	(3)

**Marks awarded**

**Comment:**

**Feedback to candidate**





# Pearson

Example 2 - Systems

(ii) Figure 18 shows a diagram of a circuit that is used to control a motor that drives the cooling fans on the laptop.

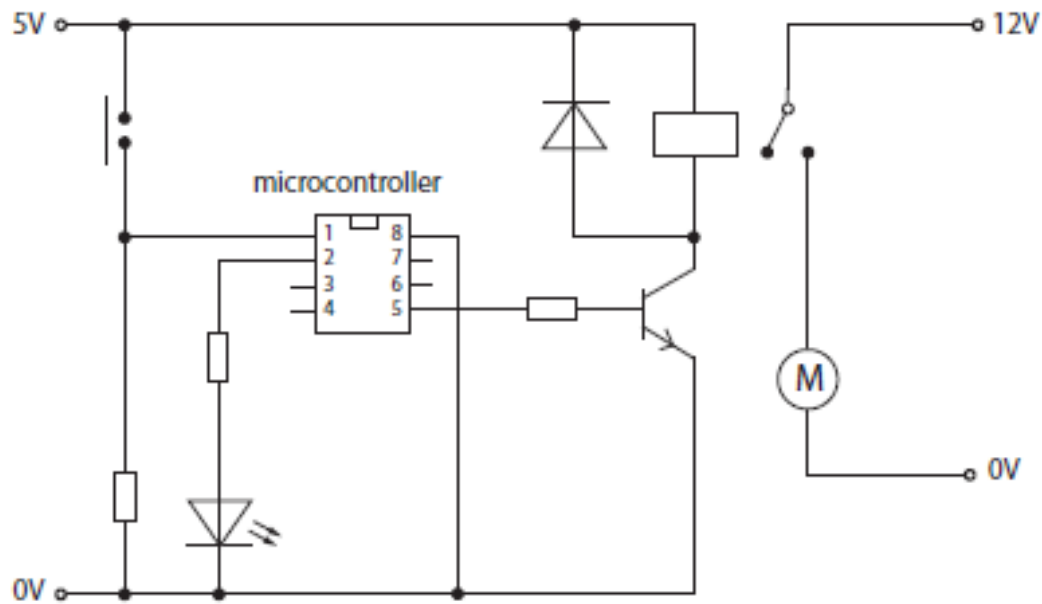


Figure 18

Explain the function of the relay in this circuit.

(3)

It switches on and off (SPDT)



Question number	Answer	Mark
8 (a)(ii)	<p>Any one explanation that includes a working property (1), plus one linked justification of that property (1) + (1).</p> <ul style="list-style-type: none"><li>• Relays are electrically isolated (1) and act as an electro-magnetically operated switch/switches on the motor (1) which allows the use of separate power supplies (1)</li><li>• Connects circuits of different voltages (1) so that higher powered devices can be controlled (1) therefore primary circuit components are completely protected (1)</li><li>• Acts as an interface between a primary and secondary circuit (1) so that the heater is powered by 12v (1) the primary circuit is protected (1)</li><li>• It converts electrical to kinetic energy (1) acting as an electrically operated switch (1) so the secondary circuit can be operated indirectly by the microcontroller (1)</li></ul>	(3)

**Marks awarded**

**Comment:**



# Pearson

Feedback to candidate



# Pearson

Question 8c - Textiles

(c) The pyjamas are manufactured in China and sold all around the world.

Figure 19 shows information about the pyjamas.

<b>Pyjama top</b>	Tencel® fibres
<b>Pyjama bottoms</b>	Raised cotton fabric
<b>Potential market</b>	Worldwide
<b>Target market group</b>	Parents, children (3 to 8-years-old)
<b>Life span</b>	1-2 years

**Figure 19**

Analyse the information in Figure 19.

Evaluate the pyjamas with reference to social factors including:

- use for different social groups
- trends / fashion
- popularity.

(9)



Pearson

The pajamas have a large picture of a teddy bear on them which would properly appeal to younger children in many different countries instead of say a phrase written in a language that may not be understood. The teddy bear may not appeal to older children as they may find the image



# Pearson

quite childish.

The style of the pjamas looks like they would be most suited to being worn in the winter months when it is colder as the top has a high neck and long sleeves and the pjama bottoms are long. The fabrics used are also more suited to being worn in colder weather as the weft-knitting and raised cotton fabric would naturally trap air and insulate the wearer.



# Pearson

The style of the pyjamas with the elastic waist and stretchy top will also mean that as the child grows the pyjamas will be able to be worn for a fairly long period as they will not grow out of them too quickly.

In conclusion I believe that the pyjamas set will be very popular with younger children in many countries during the winter months.

**Mark Scheme**



# Pearson

Question number	Indicative content	Mark
8 (c)	<p>AO3 (9 marks)</p> <ul style="list-style-type: none"><li>• Pyjamas may be perceived as a luxury item and as such children may just sleep in nappies / underwear</li><li>• May be attractive to younger children across all social groups due to popular logo</li><li>• Cotton can be seen as environmentally friendly as it is grown / biodegradable / renewable</li><li>• Cotton can be seen as not environmentally friendly as it is grown in countries where the water / land / resources are needed for food</li><li>• Cotton may use pesticides / chemicals in its production which can be harmful to the environment / habitat of animals / population</li><li>• Tencel® is seen as environmentally friendly as it is made from wood pulp which is sourced from sustainable forests</li><li>• Cotton &amp; Tencel® fibres have been used alone in the garments therefore it is easier to recycle the fibres</li><li>• The pyjamas are loose fitting / have an elasticated waist and so therefore will last a fair amount of time when the user grows.</li><li>• The pyjamas are manufactured in China and shipped worldwide – this may increase the carbon footprint as the shipping will use harmful emissions</li><li>• The pyjamas have long sleeves / full length trousers and so therefore may be more suited to be worn in colder weather</li><li>• The brushed cotton / weft-knitted fabrics both trap air so have insulating properties so are more suited to the colder seasons</li><li>• The teddy bear logo may be seen as quite childish to some</li><li>• The style of the pyjamas is loose fitting and would be suitable for all genders</li></ul>	(9)





# Pearson

Level	Mark	Descriptor
	0	
Level 1	1 - 3	<ul style="list-style-type: none"><li>• Attempts to interrogate and deconstruct information but connections and logical chains of reasoning are flawed.</li><li>• An unbalanced appraisal of the information/issues, containing judgements that show a limited awareness of the interrelationships between factors or competing arguments.</li><li>• A conclusion may be presented but it is likely to be generic assertions rather than supported by relevant judgements.</li></ul>
Level 2	4 – 6	<ul style="list-style-type: none"><li>• Interrogates and deconstructs information and provides some connections and logical chains of reasoning.</li><li>• A balanced appraisal of the information/issues, containing judgements that show an awareness of the interrelationships between factors or competing arguments.</li><li>• A conclusion is presented that is partially supported by relevant judgements.</li></ul>
Level 3	7 - 9	<ul style="list-style-type: none"><li>• Interrogates and deconstructs information and provides sustained connections and logical chains of reasoning.</li><li>• A well-balanced appraisal of the information/issues, containing judgements that show a thorough awareness of the interrelationships between factors or competing arguments.</li><li>• A conclusion is presented that is fully supported by relevant judgements.</li></ul>

**Marks awarded**

**Comment:**



# Pearson

**Feedback to candidate**



# Pearson

## Example 2 - Papers and Board

- (c) The educational clock is to be manufactured in China and sold all around the world.

Figure 19 shows information about the educational clock.

<b>Finishing method</b>	Laminating
<b>Material source</b>	Folding boxboard made from virgin wood pulp
<b>Transportation methods</b>	Road and sea
<b>Life span</b>	5 years
<b>Target market group</b>	Primary schools, parents, 3- to 8-year olds

**Figure 19**

Analyse the information in Figure 19.

Evaluate the educational clock with reference to social factors including:

- use for different social groups
- trends / fashion
- popularity.

(9)



# Pearson

As it is aimed for a primary school audience it has to be bright and colourful so the 3-8 year olds enjoy it. If there is a theme in a classroom of a certain colour or place different designs of the clock could expand to a larger target audience. The clock may be popular if it is durable and may last a long time, also if the clock is too big or too small it might not fit or be seen in a room which could affect the popularity. The laminating finish on one of the clock may be a good manufacturing idea for popularity and the

target audience as smaller children may want to touch it or get closer to it so a laminating finish may provide another layer stopping finger prints and it getting dirty.

## Mark Scheme



# Pearson

Question number	Indicative content	Mark
8 (c)	<p>AO3 (9 marks)</p> <ul style="list-style-type: none"><li>• The folding box board is made from virgin pulp which means trees need to be cut down which is not seen as environmentally friendly</li><li>• The inner and outer layers are bleached which can be seen as unacceptable for groups who see the environment as an asset to protect</li><li>• At the end of its life the material could be recycled appealing to groups who consider the environment</li><li>• Laminating adds a protective layer to the clock but could make it hard to recycled / suitable for use by small children</li><li>• Shipping by land / sea is time consuming and generates a great deal of pollution / demand for natural resources in the form of oil</li><li>• Production of paper pulp uses a lot of energy and chemicals that can be bad for the environment</li><li>• The product is almost disposable, therefore will need to be replaced after a short time allowing current trends to be incorporated</li><li>• Being a printed design, images can be updated to follow trends</li><li>• Different designs could be printed for different countries</li><li>• Colour schemes could be varied for different groups of people</li><li>• Materials are readily available if there is an increase in demand/ product becomes more popular</li><li>• Designs can be customised to fit with the requirements of different social groups</li><li>• Potential wide range of users</li></ul>	(9)



# Pearson

Level	Mark	Descriptor
	0	
Level 1	1 - 3	<ul style="list-style-type: none"><li>• Attempts to interrogate and deconstruct information but connections and logical chains of reasoning are flawed.</li><li>• An unbalanced appraisal of the information/issues, containing judgements that show a limited awareness of the interrelationships between factors or competing arguments.</li><li>• A conclusion may be presented but it is likely to be generic assertions rather than supported by relevant judgements.</li></ul>
Level 2	4 – 6	<ul style="list-style-type: none"><li>• Interrogates and deconstructs information and provides some connections and logical chains of reasoning.</li><li>• A balanced appraisal of the information/issues, containing judgements that show an awareness of the interrelationships between factors or competing arguments.</li><li>• A conclusion is presented that is partially supported by relevant judgements.</li></ul>
Level 3	7 - 9	<ul style="list-style-type: none"><li>• Interrogates and deconstructs information and provides sustained connections and logical chains of reasoning.</li><li>• A well-balanced appraisal of the information/issues, containing judgements that show a thorough awareness of the interrelationships between factors or competing arguments.</li><li>• A conclusion is presented that is fully supported by relevant judgements.</li></ul>

**Marks awarded**

**Comment:**



# Pearson

Feedback to candidate



# Pearson

## PERSONAL LEARNING

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### Things to do:

- 
- 
- 
- 
- 

### Things to avoid

- 
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- 
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### Your ideas:



