



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCE
In Design & Technology (1DT0)
1F: Timbers

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Publications Code 1DT0_1F_2506_ER

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Introduction

This is the fifth full cohort of candidates that has taken the reformed (9-1) GCSE Design Technology.

There are six different material specialist papers on offer, each with a common core in Section A which was worth 40 marks and a Section B worth 60 marks based on one of the six material areas; Metals, Papers and Boards, Polymers, Systems, textiles and Timbers.

Section A

Question 1 (a)(i) The most common answers were soft alongside warm and insulator of heat. Where candidates did not score a mark they generally referred to durable or insulator on its own as opposed to a heat insulator.

It is important to stress here that these opening four small questions are about the properties of materials in the context of the product or component given in the table and therefore generic properties will not be accepted. Candidates often stated characteristics of materials or products instead of properties. A clearer understanding of the difference between these is needed.

Question 1 (a)(ii) This question was quite well answered with a large proportion of candidates referring to the material being hard or rigid. Common mistakes or non-awarded answers were responses such as wont rust or non-corrosive suggesting the candidates probably didn't recognise the material as a polymer

Question 1 (a)(iii) Generally not well answered, good insulator of heat was the most common correct answer observed with recyclable, lightweight and foldable being the frequently observed incorrect answers.

Question 1 (a)(iv) Generally not well answered. Corrosion resistant was observed as the most frequently observed correct response but a lot of incorrect answers mostly to do with hardness, durability or easy to polish, shiny.

Question 1 (b)(i) A generally well answered question but many candidates did not justify the property correctly. Most common answer observed was hard with reference to walking and / or furniture being placed or moved. Many candidates referred to the aesthetics of oak.

Question 1 (b)(ii) The first of the maths based questions. Many candidates were able to correctly calculate the cost of the material at £40. Those candidates who did not score full marks on the question tended to multiply £57.6 by 1.44, rather than divide the two numbers

Question 2 (a) The majority of candidates were able to provide a response related to how easy the paper was to fold. Frequent incorrect responses observed related to being able to recycle the paper or that it was malleable.

Question 2 (b) The majority of candidates were able to provide a response related to being better for the environment however candidates often failed to provide a correct linked justification.

Question 2 (c) Many candidates displayed some knowledge relating to SMAs but struggled to offer context specific responses to animating parts of the rabbit, instead focusing on general descriptions of how SMAs worked. "Move" was a common but vague response. Many candidates got confused and discussed animation on the computer using CAD software. Many candidates were aware of how heat is used but few identified the features that could be animated. The best answers fully understood SMAs and that they provide 'animation of ears' when activated to make them appear to twitch.

Question 2 (d) Those candidates who understood the question were able to work out the calculation and were awarded 4 marks. Some candidates calculated the area used by mistake calculating 71%. A number of candidates rounded ineffectively.

Question 3 (a) This question presented more of a challenge with fewer than anticipated candidates being able correctly identify the component as a resistor.

Question 3 (b) Many candidates were able to identify one advantage of making the circuits in batches with reference to cost, waste and efficiency of time. A number of candidates recognised that changes could be made to the next batch based on feedback. The most common incorrect answer referred to the manufacturer having stock ready to send to a customer.

Question 3 (c) Overall answered well by most candidates. Answers were dependent on whether candidates were able to calculate that 32 boards could be obtained from one larger sheet.

Question 3 (d) A generally well answered question, mostly due to the portable nature that batteries did not require any wires /to be plugged in / use of cables. A few candidates were confused as to whether batteries are good for the environment, and easy to recycle.

Question 3 (e) Candidates generally performed well on this question, often answering the first part but lacking a correct and linked justification. Many candidates discussed the colour of the HIPS and how sustainable it is. Other correct and frequent responses observed related to 'lightweight', 'impact resistance', and 'not break / get damaged'.

Question 4 (a) Many candidates identified that stainless steel does not rust, but explanations often lacked clarity, depth or a fully correct linked justification. When they did so in relation to not rusting, linked justifications often made reference to not contaminating the salt. Where candidates referenced hardness as a property, the linked justifications relating to withstand abrasive wear from the salt was frequently observed.

Candidates frequently use terms such as 'strong' and 'durable' as a catch all. References to strong are often not qualified in any way such as torsional strength in this context for example and durable is frequently offered for any material in any context. Most common incorrect answers were lightweight and cheap.

Question 4 (b) Generally very well answered with many candidates offering the correct answer of 54 grams. Some candidates possibly mis-read the question and gave 216 grams which equates to 80% of the material, not 20%.

Question 4 (c) Many candidates completed this question on one page only failing to be aware that there was additional space on the following page. Candidates generally answered this question well when they talked about 'finding the best parts and faults' of a product or 'improving' designs. Candidates also discussed using products as a form of 'inspiration' and would occasionally discuss the materials and manufacturing processes. Many candidates misunderstood the question and focused on disassembly for recycling rather than a design tool.

Section B

Question 5 (a) Candidates generally answered this question very well.

The question focussed on a shelving unit to display collectable figures. There were a number of annotations produced by candidates which were supported with some reasonable sketching techniques allowing candidates to access the majority of the marks for this question. Many candidates were able to score marks for a method to display four additional figures by adding separate units to either side of the existing cabinet or above and below the existing shelves. Common mistakes included all additional figures being added to the same shelves without any size changes to the display cabinet. Many candidates identified a suitable material that allowed the figures to be clearly seen, clear acrylic. This was usually accompanied by some kind of locking mechanism to keep the figures secure which also acted as a method of stopping the figures from falling off the shelves. Many candidates were able to develop ideas for fixing the display cabinet to the wall and there were some pleasing ideas for the lighting systems which mainly focused on LED lighting systems. Most responses included a nice balance of sketches and written annotation.

Question 5 (b) Candidates who scored well on this question often did so for recognising that there were a full set of numbers and symbols and provided the opportunity for users to be able to make their own sums and complex problems.

Many candidates discussed the plywood, health and safety, the storage bag and potential choking hazards. These types of responses could not be awarded any credit as they had no relation to the question regarding whether the set met or failed to meet the criterion of being able to help teach users about maths.

Question 6 (a) Many candidates answered this question relating to the availability and costs, although cheap alone, was not worthy of any credit.

Frequent incorrect answers included the MDF not being affected by the weight of the books or being lightweight enough to move the shelves into different slots or

‘recyclable’, made from scrap material. Generally, candidates picked up 1 part of the answer but often did not justify it for the 2nd mark.

Question 6 (b) Candidates approached this question in many different ways, some with a single annotated drawing, some which took a story board style answer and some who just wrote a series of steps in a list.

Candidates who correctly understood veneering as a process, typically described basic steps like applying glue, positioning the veneer and allowing it to dry. More complete responses included surface preparation, sanding and clamping under pressure using clamps, heavy weights or the vice for example.

Common errors included confusing veneering with varnishing, applying it with a brush or describing the process of cutting the slots for the shelves.

Question 6 (c) Candidates displayed a range of misconceptions around beech being a softwood or that it could be recycled. The ‘Aesthetic appearance’ was a frequently observed answer, either on its own or as part of another reason.

Question 6 (d) This is a familiar type of question format but candidates did not display much of an understanding of what was required in terms of temporary forms of joining methods. Candidates often discussed using a ‘glue’ or ‘wood joints like a lap/comb/dovetail joint’, which were not deemed appropriate as a semi-permanent fixing. Candidates generally scored marks in this section when they discussed using a ‘dowelled joint’, or ‘screwing’ the pieces together. Many picked up a second mark discussing how they could be used.

Question 7 (a) Many candidates were correctly able to identify the saw as a tenon or dovetail saw. Hand saw was observed with some frequency but was not specific enough to be able to be awarded a mark.

Question 7 (b) Candidate responses appeared to demonstrate a reasonable understanding of stock materials being readily available and a reduction of machining to specific sizes saving manufacturing time and reducing waste.

Question 7 (c) Most candidates engaged with this question. In many instances the question was answered incorrectly due to not converting units correctly however candidates were still able to secure a number of marks for showing correct working out. Far too often, candidates added the whole lengths of the material together not considering that 3 of pieces could be produced from one length. There were some alternative methods that attracted some marks and there were errors carried forward for the candidates who did not fully get the question correct.

It is worth encouraging candidates to carry out a ‘sense check’ in terms of the answer. “It is likely that the cost for the timber to make one plant pot holder is £1760?”. This answer was observed with some frequency and is arrived at because candidates did not convert mm into metres.

Question 7 (d) This question was attempted by most candidates who tended to indicate that varnish offers a waterproof finish and that it improves the aesthetic

appearance of the timber. Frequent incorrect responses often cited that varnish makes the surface smooth or resistant to bugs.

Question 8 (a) Candidates displayed a range of misconceptions around ash as a natural, hardwood material, often suggesting it was a softwood or manmade. Candidates tended to discuss aesthetics generically but did not make specific reference to the colour or the distinctive nature of the grain.

Question 8 (b) Most candidates engaged with this question. This question is “Explain one” for 3 marks. This requires an explanation plus two linked justifications of the explanation, rather than just one. Frequent correct responses observed related to deforestation or loss of habitat, with some candidates correctly identifying the geographic location of the mahogany and the associated transportation issues related to its location.

Question 8 (c) This question proved to be a difficult one for candidates to access and to respond to. It was clear the vast majority of candidates did not understand the reasons for manufacturing to a tolerance. Candidates could describe the term but failed to apply what it means in an applied way to the context of the manufacture of the jewellery box. Examples of where candidates scored marks often related to the moving in and out of the drawers or the positioning of the additional features such as the nose and eyes.

Question 8 (d) Candidates tended to focus on the environmental costs rather than the three areas of the question; quality of materials, manufacturing processes and treatments.

There appeared to be a small improvement in the way that candidates responded to this question in relation to the previous series.

Candidates must address each of the areas specified in the question rather than focussing on the information provided in the table. Too much of the focus from candidates was on the transportation and environmental costs of moving the timber from Europe to the UK, which was not being asked for. Some candidates identified that the hardwoods require a ‘treatment’ and discussed this well however, the ‘quality and manufacturing processes’ were often not discussed in sufficient detail or completely overlooked.

Paper Summary

Overall, the paper provided questions that gave candidates the opportunities to demonstrate their knowledge of Design and Technology via a range of different context based questions, including several maths based questions but in a DT context. The paper offered a range of differentiated questions that candidates could answer in differing degrees and a full range of marks were observed across the whole cohort.