



General Certificate of Secondary Education

**Design and Technology
(Graphic Products)**

3543

Full Course

Foundation Tier Written Paper

3543/F

Report on the Examination

2008 examination - June series

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General

- The paper was well received and the main topic was accessible to all candidates. A wide range of marks was evident for all papers.
- The change in order of questions did not present any problems. Candidates appeared to have benefited from a higher-scoring initial question by scoring well and thus gaining confidence.
- It is regretted that many candidates did not fully justify or annotate their answers. Centres are reminded that when several marks are available, to gain maximum marks more than superficial responses are expected from candidates, especially if higher grades are anticipated.
- Centres are to be congratulated for entering candidates for the appropriate level. The attendance sheets showed few amendments.
- Centres generally prepared candidates well for the designing questions. The quality of such work continues to impress the examiners, but subject specific knowledge remains a comparative weakness.

Full Course (3543/F)

The paper was well answered with very few incomplete papers. The range of marks stretched from the low twenties to near maximum scores.

The majority of candidates showed satisfactory to good evidence of designing and ideas generation, but often demonstrated a general weakness in written responses and graphical knowledge.

The quality of written communication was very variable. Phonetic spellings, slang and multi-clause sentences made the interpretation of some answers challenging. Credit was given if some understanding could be deduced.

Examiners were pleased to note that many candidates were equipped with the correct and appropriate equipment. The rendering and sketching with 'felt tipped' pens continues to diminish and the use of graphic liner pens increases.

Question 1 – Environment and Evaluation

A well-answered question, with most candidates scoring over half of the marks available.

- (a) Most candidates were familiar with the term 'sustainable forests', but some did not realise that human intervention was required to renew and perpetuate the environment after felling.
- (b) The interpretation and analysis of the given logo was generally well done although many responses were descriptive rather than analytical.

The majority of candidates successfully linked the circle to renewal and regeneration, although some assumed it indicated recycling of timber products. Unfortunately most students ignored the colour and failed to indicate its inappropriateness.

The trees were usually linked to the environment rather than timber products from sustainable forests. If the comments were adequately reasoned credit was given for such observations. The colour was more frequently noted than for the arrows and was often correct.

- (c) (i) The two ideas for a new logo were generally well done. The salient features were adequately, neatly and simply sketched. The quality was good, with sharp line work and satisfactory application of colour. A minority of candidates felt that it was adequate to 'rearrange' the given features.
- (ii) The final presentation was well drawn, block coloured and suitable for a logo. A few students added slogans and 'catch phrases', which tended to confuse and impair the visual impact of their designs.
- (iii) Many candidates were able to explain why their design was an improvement on the given example; 'increased clarity', 'simplification' and 'appeal' were typical. Unfortunately descriptive comments were in the majority and as these usually lacked any analytical quality full marks could not be awarded.

Question 2 – Representing Data

This question was well answered by almost all candidates, with many gaining nearly full marks.

- (a) The advantages of pictographs are well known to the students, ease of understanding and visual appeal being popular features.
- (b) (i) As the numbers used in the drawing of a pictograph from given data was straight forward, the examiners were instructed to reward accuracy with strictness. Thus candidates demonstrating accuracy of line were suitably rewarded and those using felt pens and blunt pencils risked losing these marks.
- (ii) As the building of a column requires the repeated drawing of the symbols, care was evident in reproducing the shapes and credit was gained. Weaker candidates were less careful and were marked on the merit of their efforts. A minority of answers changed into bar charts and so no marks could be gained for 'use of symbols'.
- (iii) The quality of colouring was usually high, with many examples of good tonal control or good block colouring. Marks were awarded according to the skill displayed. A small minority appeared to be ill-prepared for the paper and offered no colour at all.

Question 3 – Typography

A popular question with many good scores. The examiners are indebted to the candidates for broadening their knowledge of the different types of modern music.

- (a) (i), (ii) These questions enabled the candidates to establish ownership of the approaching design work, which it successfully achieved with very few missing the opportunity to gain the marks.
- (b) Three different letter styles were offered by nearly all the candidates. For full marks, evidence was expected; guide/construction lines, 'block' letters rather than simple single line letters and examples containing more than single letters. Some students coloured their designs, and whilst this was not required, they were not penalised.
- (c) When asked to evaluate their preferred letter style, too many responses were descriptive and lacked justified reasoning which would have opened up the higher range of marks.

Question 4 – Development of Ideas

This question was well done and enabled the candidates to generate and develop an idea. Responses to this question have steady improved over the years and is to the credit of teachers who teach and encourage their students. Most candidates achieved high marks.

- (a) (i) Most scored well, but common errors included not having a musical theme and not considering colour as part of the design process.

(ii) Many candidates, when asked to comment on their development work, simply offered descriptions or self-congratulatory statements. A few evaluated the process of designing rather than the imagery they had created.
- (b) (i) The presentation drawing is intended to enable the candidate to demonstrate the illustrative skills, and it did so. There were many excellently rendered designs and the typographic was usually sympathetic to the imagery.

(ii) The evaluations were not as well thought out, with few objective and reasoned criticisms offered.

Question 5 – Surface Development (Nets) and Dimensioning

A poorly answered question. It was anticipated that research into inexpensive CD sleeves, as implied on the Preparation Sheet, would have produced a better understanding of this graphic product. Many candidates showed a lack of understanding of surface developments (nets), dimensioning and even the most fundamental of scales.

- (a) The fact that most candidates could not visualise the card layout from the given image is rather disturbing. When attempted, some surfaces were missing, out of proportion or had a surplus of glue tabs. The use of the key did produce some correct edges and folds, even if they were in the wrong place.

- (b) Dimensioning continues to bewilder many candidates. The most rudimentary rules were ignored, despite an example being provided. This type of question has featured in all Written Papers over many years with, regrettably, very similar results. However, when successfully attempted, it inevitably places those candidates who do so at an advantage over the others.
- (c) The students had to state the scale used in the correct convention. Again, there were relatively few correct answers for what should have been an very easy mark. Perhaps it was too simple, for there were many instances of strange ratios such as length to width in centimetres.

Question 6 – Order of Making

Overall, this question was not well done. Many attempts were unsuccessful because of a lack of order of making and knowledge of Quality Control.

- (a) On the whole this question was popular, with many genuine attempts but some candidates failed to appreciate the correct order of operations. A common oversight was to suggest that colour rendering came after cutting the shape out.

Under the 'Tools or Equipment' section there were many correct items named, but in many cases a lack of specific terminology prevented the award of full marks. Common errors included 'crayons', 'knife' and 'glue'. Coloured pencils, modelling knife and PVA would have accessed the full range of marks.

If the order was incorrect but the tools/equipment appropriate to the named stage, then credit was given.

- (b)
 - (i) When attempted, most candidates could name a stage in the making process on which a quality control check could be made.
 - (ii) Full responses were rare, with the reason usually omitted. Many candidates tended to be rather vague and lacked detail. There was a tendency to paraphrase the whole process.
 - (iii) This part was popular, but relied on general methods such as 'measure with a ruler' or 'check everyone made', rather than 'employ templates and gauges' or 'sample one in ten'.
- (c) When attempted, many candidates scored well. The quality of freehand illustrations of Stage A was generally adequate and the notes were focused and relevant to the operation. Few students offered sequential sketches, but were not penalised if an understanding of the process was evident.

Question 7 - Materials.

- (a) The term 'mock-up' was well known to the majority of candidates, even if its function was often confused with that of a prototype. A common error was not

mentioning its role as a test piece, trying out its function and indicating possible amendments and improvements. Popular responses were limited to vague statements indicating 'what it looks like' or 'a sort of prototype'. Marks were awarded according to merit.

- (b) (i) Many candidates could not correctly identify 'gsm' as grams per square meter. Many interesting and humorous alternatives failed to gain marks.
- (ii) This question was intended to extract responses focused on the properties of recycled board, as it was under the general heading of materials. However, many responses concentrated on environmental issues. In such cases full marks were not awarded.
- (iii) The term 'bleed' was familiar to most candidates, who correctly defined its meaning. Clear, unambiguous understanding was fully rewarded.
- (c) This was a popular question, but with few attempts gaining full marks. Some candidates offered several solutions to the problem when one fully explained solution would have been sufficient.

Marks were lost because of confused sketches, inappropriate methods of attachment, or use of non-specific adhesives. Sketches rarely showed sufficient detail for a full understanding of fixing method. Many candidates merely reproduced the given illustration. Whilst a simple method of attachment was implied in the question, many solutions were over-complicated. Vacuum forming, studs and the use of plastic bags were all offered and were marked on merit. The desired method of attachment was by a named material. Unfortunately generic materials were named e.g. glue instead of 'hot' glue, tape instead of double-sided tape.

Mark Ranges and Award of Grades

Please see the following link:

<http://www.aqa.org.uk/over/stat.html>