



General Certificate of Secondary Education

**Design and Technology
(Graphic Products)**

3543

Full Course

Higher Tier Written Paper

3543/H

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, then to gain maximum more than superficial responses are expected 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 and the quality of such work continues to impress the examiners but subject specific knowledge remains a comparative weakness.

Full Course (3543/H)

Most candidates successfully finished this paper. There were few incomplete complete pages. The standard of designing and drawing continues to be very good, with many examples of superb work. The examiners report that a perceived weakness tends to be with subject specific knowledge. Centres are reminded that it is unwise to try to teach the Specification through the coursework. Time and effort should be devoted to ensuring that the content is covered.

Marks for this Written Paper ranged from near maximum to the low thirties.

Question 1 – Environment and Evaluation

A very well-answered question. The majority of candidates scored over 75% of the marks available.

- (a) Candidates were familiar with 'sustainable forests' and what makes them special. Most appreciated that human intervention was required to manage the environment.
- (b) The interpretation and analysis of the given logo was successful, although a few responses were descriptive rather than analytical and critical.
 - (i) The colour blue was frequently correctly identified with, among other things, calmness, water, the sky and good health. Its appropriateness allowed many full marks to be awarded.
 - (ii) The hand was also correctly recognised and associated with caring or protecting the Earth. Some candidates perceived the hand to be a bird, especially a dove. This was accepted and rewarded according to their reasoning.
 - (iii), (iv) The candidates had to identify the remaining design features and this was generally done.

The globe/world/plant represented the fact that the organisation was active world-wide. A very small minority saw a cage in this feature and these were unsuccessful.

A tree/leaf/plant was the fourth design feature and this was intended to represent that timber from a sustainable forest were used in the product bearing this logo. Most candidates linked the organisation with environmental issues and were thus rewarded.

- (c) A good range of appropriate designs demonstrated that the creation and development of graphic imagery is a well-developed skill amongst the candidates.
- (i) There were many examples of appropriate development using the given features. Some were most professional and retained the implied function of a logo. Others were ingenious or humorous. All were marked on merit.
- A few candidates offered a single idea and so failed to show development of this initial idea.
- (ii) The sketch of the final design was well done. The line work, colour and visual impact were, in many cases, excellent. As with the Foundation Tier, the addition of unnecessary words or slogans tended to impair the final drawing.
- (iii) The evaluation tended to be more specific than on other papers, with correct reasoning and justified criticisms and explanations.

Question 2 – Representing Data

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

- (a) The advantages of pictographs were well documented by many candidates and valid reasons were well explained.
- (b) (i) The examiners were instructed to look for a high degree of accuracy on the drawing when awarding these marks and for the most part the candidates were successful.
- (ii) The symbols were usually well drawn, the half units causing few problems. Some freehand circles for the CD column lost uniformity but most were acceptable.
- (iii) Colouring was well done. Candidates obviously spend time and effort applying the rendering. There were many examples of high quality skills evident. It was pleasing to note that there were very few 'felt tip' pens used and even fewer with no attempt made at all.

Question 3 – Typography

A very popular question. The range of musical genres quoted by the candidates was no doubt greater than that known by many of the examiners; nevertheless, any given type was acceptable, as was the proposed name of the CD.

- (a) (i), (ii) By answering these questions the candidates contributed to the design specification for the CD insert in the following question. Although the question suggested that the name should be one or two words long, there was no penalty for using more.
- (b) This was an instance where the candidates responded in a different manner than that expected. The Principal Examiner planned that each of the three letter styles should be developed 'horizontally' within the given boxes. However, the candidates developed their letter style 'vertically' and it was agreed that both interpretations were acceptable and to the benefit of the candidate. It was expected that the styles should not be single-line letters, have some form of 'construction' and show progression of design. In many cases this was achieved and rewarded accordingly.
- (c) This was well done. It was good to see correct terminology used to describe the preferred design. Serifs, stems and bars all featured in the responses of the more able students. Weaker candidates preferred to rely on general descriptions and omit any reasoning. There were very few basic 'It's the best' or 'I like it' comments. Such observations cannot be expected to gain more than a token mark.

Question 4 – Developing a design and a presentation drawing.

This question is closely related to the process familiar to all who undertake coursework and as such resulted in high quality work which scored high marks.

- (a) Some excellent ideas were explored and most reflected the musical content of the CD. Common themes included musical notation, instruments and musicians. Other imagery included secondary musical connotations e.g. turntables, microphones and amplifiers. Some candidates used imagery associated with the genre. If this was explicit credit was given. Common errors included a lack of musical consideration and an absence of development.

The quality of sketching was appropriate for recording ideas. A few candidates spent time producing 'presentation' quality drawings, which for development sketches was unnecessary.

- (b) The presentation drawing was well done, with many excellent examples evident. The typography developed in Question 3 were reproduced suitably rendered. The pencil line work was neat and tidy and provided a good basis for the rendering. Tonal control and block colouring were of a high quality. Unfortunately many candidates preferred to use a predominately white background, which contributed little when demonstrating colouring skills.

The position and layout of the design features on the insert card was good. Layout and the sense of composition have noticeably improved over recent years.

- (c) The card design had to be modified so that it fitted on the CD outline. This was usually well done, with only a few candidates unable to appreciate the hole and plastic insert in the centre of the given circle. The visual impact of many of the rendered CDs was generally good and frequently impressive.
- (d) It was originally intended that the candidates should evaluate their CD design but in light of responses it agreed that could apply to the insert also. The quality of evaluation was generally adequate. Reasoning was more focused than on other papers.

Question 5 – Surface Development (Nets)

This question was generally well answered, with most candidates scoring well over half marks.

The overall sizes were well calculated and the scale correctly used. The position of the main fold lines was correct, but the glue tab fold lines were often drawn in solid line. The position and shape of the semi-ellipse cut-outs presented some problems. Most candidates sketched an arc which was less than the required shape.

Question 6 – Creating an image

The Specification requires that candidates have an awareness of computer-aided design and this question tested this. For those without the necessary CAD experience a manual method was permitted. However, despite four times pointing out that this page contained an option, many candidates attempted both manual and CAD methods. If both methods were attempted, both were marked and the highest score included in the grand total.

The basic method is similar; cut out the guitar and then position and affix it to the background.

Using Hand Tools

This method was generally well done, although positioning of the guitar was often ignored. Examiners accepted most methods of cutting the shape out e.g. scissors, craft knife, cutting mat, but expected a non-generic adhesive to be named. Common errors included taking photographs and printing them, both un-necessary tasks.

The identification of an item of equipment was satisfactory.

Using CAD

This method was poorly done, with many showing a lack of understanding. Detailed knowledge of a particular software package was not expected. Examiners were instructed to look for a method of identifying the guitar shape and cutting it out, e.g. by edge finder, cropping, magic wand and then copying and pasting it on the island background. Some candidates explained in detail how to obtain photographs from the Internet, how to download and import them into the software, all of which were unnecessary.

The reproduction of a computer icon was not always satisfactory, with confusion evident.

Question 7 – Materials and Components.

This was a well answered question with many scores near the maximum.

- (a) When attempted, most candidates successfully numbered the pages of this little booklet. The maximum score was frequently awarded.
- (b)
 - (i) The function of a 'mock up' was well understood by most candidates.
 - (ii) The thickness of paper and board as expressed in grams per square meter was known to many candidates, although there were many interesting alternatives suggested.
 - (iii) Many students assumed that this question about recycled board referred to its effects on the environment rather than to its physical properties; a response that was only partially successful.
 - (iv) 'Bleed' as a term associated with graphics was recognised by many candidates, even if in some cases the explanation was a little confused. Credit was given where an understanding could be deduced.
 - (v) Safety precautions for using a spray adhesive focused on the prevention of breathing in the propellant gases and solvents. This could be achieved by wearing a mask, using a spray booth or providing ample ventilation. Incorrect answers were rather generic and concentrated on wearing goggles or protective gloves. Fortunately many correct answers were noted.

Question 8 – Production techniques

This question provided a good degree of discrimination between candidates. Unfortunately many students did not appreciate that additional material and components were not required and so missed the opportunity to be fully rewarded.

- (a) The examiners were asked to assess how secure would be the CD in its thin board holder and then how was this achieved, given the criteria in the question. Tabs or flaps were common; if the candidate clearly showed how these could be cut from the existing material credit was given. Unfortunately, some responses relied on addition material, clips or grips and so disqualified themselves from the top marks. The preferred method was to cut slits in the holder so that the CD was held in place. The length and position of such slits was critical and the CD outline was intended to assist. Many slits were too long and would not hold the disc securely.
- (b) This was often well attempted. Many candidates appreciated that creasing was stronger and more durable than scoring. Some students merely described the two operations without answering the question. Responses were rewarded on merit.

Mark Ranges and Award of Grades

Please see the following link:

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