



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
General Certificate of Education Ordinary Level

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**DESIGN AND TECHNOLOGY**

**6043/02**

Paper 2 Project Theme

**October/November 2010**

Additional Materials:     None

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**READ THESE INSTRUCTIONS FIRST**

This project theme should be given to candidates at the beginning of the first term in the year of the examination.

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This document consists of **4** printed pages.



The theme for this project is **caring**.

You are to design and make an artefact in response to the theme

**Caring**

Initially, you should explore the theme of **caring** widely and make a brief analysis of a number of potential design situations which interest you.

Solutions to design problems developed from the theme **caring** may be provided in many different ways and may, for example, include the following principles: mechanical; frictional; magnetic; electrical; electronic; or combinations of these principles.

You may interpret the theme of **caring** as widely as you wish. To assist but not restrict your thinking the following topic areas, which may help you identify a related design problem from your exploration of **caring**, are offered.

- improving the quality of daily living for elderly or infirm people;
- assisting the mobility of disabled or infirm people;
- safety and/or warning systems;
- activities which help develop or maintain cognitive capacity;
- nurseries, child care, pre-school activities;
- time or labour saving devices used by parents of young children;
- games or activities which occupy and educate young children;
- owning or looking after a pet or domesticated animal;
- nature and wildlife;
- looking after property or items for another person.

From your analysis you are to identify a design situation for which you are to design and make an artefact which provides a response to the theme **caring**.

There are two parts to the project:

- (i) Design Folio - Part A
- (ii) Design Artefact - Part B

## Part A - Design Folio

The folio is to be A3 size maximum format and should consist mainly of illustrations and drawings, supplemented where necessary by the written word. Photographs and models may be included where helpful. Pages should be numbered. The folio should include a list of contents referenced with page numbers and the following sections in the order given:

**(i) List of contents**

**(ii) General analysis of the topic**

Identification and brief analysis of a range of products and/or systems that incorporate a response to the theme **caring**.

**(iii) (a) Brief**

An identified design task described in general but accurate terms.

**(b) Specification**

A design specification. Concise itemised requirements to be met by the solution.

**(iv) Exploration of ideas**

Exploration of a range of ideas for meeting the design specification.

**(v) Development of proposed solution**

Detailed development of the selected idea, including form, materials and constructions to be used.

**(vi) Final design**

Drawing(s) showing the complete intended solution.

**(vii) Production plan**

Identified sequential stages and processes with consideration of some of the more complex tasks to be used in the construction of the solution.

**(viii) Evaluation**

This will be based mainly on how well the product matches the design requirements as identified in the specification. Other sections of the folio should reveal the ongoing evaluation by the candidate as the design is developed by showing the criteria for decisions made.

## Part B - Design Artefact

The production of the artefact should involve a range of skills. It can be made of a single material or a range of materials appropriate to the product.

Candidates should avoid large-scale tasks, which might prejudice the quality of the completed artefact.

## Notes to Teachers

Support of the candidate by the teacher through advice and guidance is crucial throughout the project but the candidate is to exercise judgements and make personal decisions in the formulation and making of the design. The practical work is to be entirely that of the candidate under normal guidance of the teacher. Counselling will be necessary in helping candidates select a project suitable in scope and demand appropriate to their abilities.

Candidates are to be made familiar with the scheme of assessment, as detailed in the syllabus, at the onset of the project. The 'Teacher's Guide to Assessment', as detailed in the syllabus, should also be used to inform candidates of the various requirements for the assessment of the work.

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