



**General Certificate of Secondary Education**

**Design and Technology  
(Graphic Products)**

**3553**

**Short Course**

**Foundation Tier Written Paper**

**3553/F**

**Report on the Examination**

*2007 examination - June series*

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## **General**

- The paper was well received with no major problems regarding carrying design specification and generation of ideas over a number of question sheets.
- The slight change in format did not present any discernable problems. Future written paper will continue to follow the basic structure of a 'mini-project' but the positioning of a certain type of question may alter as the demands of the contexts and themes change.
- This year much attention was placed on justified reasoning; candidates were asked to explain the reasons for their choices. Many responses did not address this requirement and so full credit was seldom awarded.
- The Preparation Sheet had been used as intended and this benefited the majority of candidates. However, some candidates appeared to have only superficially studied the topics and did not investigate them fully within the context of the examination.
- Centres generally prepared candidates well for the designing questions and the quality of such work continues to impress the examiners. There were many excellent examples of generation of ideas and presentation drawings on the paper.
- One-word answers were rare in written responses but adequate when applied to a given table or chart.

## **Question 1 – Marketing and Product Analysis**

All candidates attempted this introductory question and most coped well with the format. Most made a successful connection between the product and a typical user, although it was incorrect to link the disposable phone with a 'young' or 'small' child because of its ability to call the emergency services. Some candidates did not show an understanding of the term, aesthetic. All the function symbols were recognised.

## **Question 2 – Lighting Effects and Computer Aided Design**

This was a popular question with most candidates but some did not attempt the shading exercise. There was no evidence of complete centres missing out part (d) because of a perceived lack of CAD experience.

- (a) Knowledge of the main types of thermoplastic was poor. Some spellings were, at best, imaginative but where a material could be recognised, it was rewarded.
- (b) Very few correct answers were evident and some misconceptions stated such as, '...it melts easily,' and '...it can be carved'.
- (c) When attempted this question was adequately done. There were some misunderstandings regarding the use of the light source. Many ignored it. Most

shaded drawings gained some credit with a few showing good block rendering.

- (d) Most candidates attempted this question. Few correctly and fully identified the rotate through 90 degrees icon relying on 'view from another angle', or simply 'rotate' picture'. The fill symbol was better answered but again simple and incomplete explanations were common. The design of a printer icon was well done with many variations of well known icons.

### ***Question 3 – Letter Styles***

Many candidates attempted this question but few gained maximum marks. Common errors included drawings and weak evaluations.

When attempted, all candidates sketched two different letter styles based on the letter S. Few used the grid to assist in the structure and proportions of letter and their design lacked form. Most line work was adequate with only a small minority using a felt tip pen.

Most evaluations were descriptive rather than analytical or critical.

### ***Question 4 – Development of Ideas***

The generation of ideas was well done but design development was weak.

- (a) Most candidates produced images based on the theme of 'emergency' use of a mobile phone and showed the main colours used to illustrate the pictures. Unfortunately most notes tended to be descriptive rather than a true explanation of the images.
- (b) Almost all the candidates failed to develop the image they had successfully transferred from part (a). Most made very minor alterations to their best idea rather than a true development of the best idea. Likewise, the evaluation of the changes was poorly done since most had no changes on which to comment and hence merely described their idea.

### ***Question 5 – Layout and Presentation Drawing***

A well attempted question with many scoring near maximum, or maximum marks.

- (a) When attempted, all candidates successfully sketched a layout for the box lid using the given specification. A few students produced a near presentation quality drawing which was more than required or the marks available.
- (b) This was well done with many good quality presentation drawings. The majority of candidates recognised the given shape as the box lid and rendered it accordingly. Some candidates did not use the same letter style as developed in the earlier questions.

### **Question 6 – Materials, Surface Development (nets) and British Standard conventions**

This question was poorly done with very few candidates scoring above half marks.

- (a) Few candidates could give adequate reasons why packaging is used. Most gave simple reasons e.g. to 'protect', to 'keep pieces together'. Such responses were rewarded. For full marks more details were required giving justified explanations.
- (b) Hardly any candidates could draw the surface development despite the given start clues. The use of the key was better attempted if on the wrong outline. The dimensioning was very poor. British Standards continue to baffle many candidates as does using and stating a scale.

### **Question 7- Packaging, its materials and components**

Many candidates attempted this question, few successfully. Many responses failed to give sufficient detail for full credit.

- (a) Not many candidates could identify this package as a 'blister pack' despite an example being reproduced on the Preparation Sheet. Hence, the correct material used to form the plastic cover was rarely correct. It was thought that this type of package would have been within the candidates' experience.
- (b) The sketching and notes was usually adequately done. Some candidates preferred to use words rather than illustrate their ideas with drawings. A few showed the elongated 'euro-slot' but most relied on a circular hole. If the design looked as if it would work any design was rewarded. The diameter of the given mounting bracket was frequently ignored.

Many candidates named a 'drill' as the equipment used, others suggested a punch, a craft knife and even scissors. The second part of this question then asked for a safety rule for the named piece of equipment. This was not realised by many candidates who gave general responses rather than a specific rule

### **Question 8 – Cultural, Social and Environmental Issues**

Most candidates reached this final question and when attempted many scored well although few approached the maximum marks because too much reasoning or detail was omitted.

- (a) This was well done with some full marks awarded. Some candidates, however, did not restrict their responses to the context of this question and answered in general terms only. Hence, the flame was interpreted as 'do not light fires' rather than 'do not put batteries in a fire'. Marks were awarded accordingly.
- (b) Most candidates successfully recognised the features, e.g. the stars for the countries, E for European and the colours, necessary to identify the flower symbol as European Union Eco-label.

- (c) This section was less well done with only a few giving correct reasons for the use of signs, symbols and pictograms and recognising the European Union safety mark.

### ***Mark Ranges and Award of Grades***

Please see the following link:

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