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OCR
Oxford Cambridge and RSA

GCSE (9-1)

Examiners' report

DESIGN AND TECHNOLOGY

J310

For first teaching in 2017

J310/01 Summer 2024 series

Version 1

Contents

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

Paper 1 series overview

The paper consists of Section A (55 marks) and Section B (45 marks).

The paper was generally appropriate to all levels of ability. Most candidates attempted the majority of the questions. The paper was accessible to all candidates. There was no evidence to suggest that candidates did not have enough time to complete the questions.

There was a wide range or responses from the cohort which spanned the full ability range. Responses were generally encouraging and demonstrated a good understanding of the technical aspects of designing, making and sustainability.

The quality of sketching and drawing on the orthographic drawing question and commercial manufacturing question was good overall. Most candidates used a ruler for the orthographic drawing.

The quality of written communication was very variable. There were five questions on the paper requiring a longer written response. Question 5 (b) and 5 (c) (ii) were the most well answered. Question 3 (d) (iii) was not answered well by many candidates.

The mathematics questions were well answered on the whole. Many candidates had the relevant knowledge and understanding of the necessary calculations required. Often candidates missed crucial information which led to errors in their responses. By showing the working of calculations, some candidates were able to gain some marks for correct aspects of their work even when the final response was incorrect.

The quality of handwriting across all papers showed a slight improvement over previous years although there were still some scripts where it was extremely difficult or impossible to make sense of some candidate responses.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• read questions carefully and made sure they were answering the question • used examples when requested to illustrate points • used a ruler and sharp pencil for drawings and diagrams • showed working on mathematical questions • gave detailed answers and discussions on extended response questions.	• misinterpreted questions • gave short one-word answers • did not show their working • drew freehand diagrams and drawings.

Section A overview

Section A consists of Questions 1 to 3 which predominantly cover core knowledge and understanding of the principles of design and technology through product analysis; demonstration of mathematical skills; core knowledge of design engineering and wider issues related to the principles of design and technology.

To do well in Section A candidates need to have a broad knowledge of the core principles across all material areas, but also be able to apply deeper understanding from their in-depth areas of learning.

Question 1 (a) (i)

1 These images show playground equipment.

(a) The sailing ship is made from softwood.

(i) Name **one** softwood.

..... **[1]**

There was a wide variety of different responses to this question. Many candidates named softwoods given on the mark scheme. Other correct answers such as Yew were seen. Many candidates named hardwoods such as oak or manufactured boards such as plywood and MDF.

Question 1 (a) (ii)

(ii) Give **two** properties of softwood that make it a suitable material for playground equipment.

1 .....

2 .....

[2]

There were some good responses to this question, but many candidates did not achieve full marks. Many candidates gave properties that did not relate to the materials suitability for playground equipment such as readily available or cheap. Other candidates gave single word responses such as strong and durable which did not achieve marks. The best responses gave a suitable property with a brief reason of why the property made it suitable for the playground equipment.

Question 1 (b)

(b) The chains that help attach the mast to the sailing ship are made from stainless steel which is a ferrous metal.

Give **two** reasons for using stainless steel for the chains.

1 .....

.....

2 .....

.....

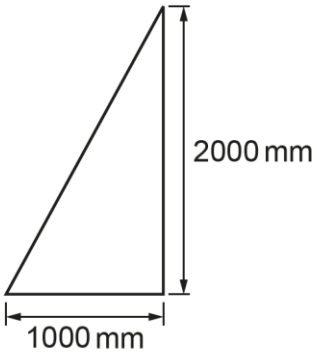
[2]

This question was answered well by the majority of candidates. Common correct responses related to the strength of the material being suitable to hold the weight of the children and the corrosion resistance of stainless steel meaning the chains would last a long time.

Question 1 (c)

(c) A sail is being added to the mast to enhance the design.

The sail is a triangular piece of fabric with dimensions shown below.



Calculate the surface area of fabric needed for the sail.

Give your answer in **m^2**.

Surface area .....m^2 **[2]**

Many candidates gave the correct answer without showing any working and achieved both marks. Many candidates multiplied the length by the width but did not divide it by two. Many candidates multiplied 2000 by 1000 then divided by 2 resulting in an incorrect answer. Many candidates who did not achieve the correct answer showed some correct working and achieved one of the marks for showing the correct process.

Question 1 (d)

(d) The primary users of the playground equipment are children.

Identify **two** other stakeholders that would need to be considered when designing playground equipment for a local park.

1 .....

2 .....

[2]

The majority of candidates gave parents as their first answer. A wide variety of different answers to the second stakeholder were seen with the majority being correct answers that achieved the mark. Common incorrect answers were schools and material suppliers.

Assessment for learning

A stakeholder is someone other than the primary user who will use, come into contact with, or has a vested interest in the **finished product**. Candidates should make sure that when identifying stakeholders, they choose people or organisations that meet this criteria.

Question 1 (e) (i)

(e) Data is gathered from primary and secondary sources before designing.

(i) Identify **two** methods of gathering primary data.

1 .....

2 .....

[2]

This question was generally well answered with the vast majority of candidates identifying two suitable methods and gaining both marks.

Question 1 (e) (ii)

(ii) Identify **one** piece of secondary research that could be used when designing playground equipment.

..... **[1]**

Some candidates were able to identify one piece of secondary research and achieve the mark. Many candidates gave a method of obtaining secondary research rather than a specific piece of secondary research and did not achieve the mark.

Misconception

In part (i) of the question candidates are asked to identify methods of research, whereas in part (ii) they are asked to name a piece of research. Many candidates mis-read or misunderstood the question and gave a method instead of a specific piece of research.

Question 1 (f)*

(f)* Timber is often considered a sustainable choice of material.

Discuss the importance of considering sustainability when sourcing raw materials for products.

To support your answer, refer to products and materials that you are familiar with.

.....

.....

.....

.....

.....

..... **[8]**

The majority of candidates accessed marks on this question. Most candidates showed some understanding of why timber is considered sustainable due to it being sourced from trees which can be re-planted and re-grown.

Higher achieving candidates discussed the sourcing of other raw materials considered to be unsustainable such as plastics and metals and referred to specific products or manufacturers in their response such as IKEA.

Many candidates focused solely on timber and discussed its biodegradability and recyclability, or the impact deforestation has on the environment and wildlife. Other candidates discussed fairtrade organisations and climate change in their responses rather than the importance of sustainability.

Exemplar 1

~~Sustainability is important~~ Considering sustainability is important when considering a product's life cycle. Ensuring the materials are sustainably sourced minimises the effect the product has on the environment, and prevents the material from being depleted. For example, timber that is FSC approved ensures that trees are being planted at the same rate they are being cut down. Where the material is sourced from is also important. If not FSC-approved, the timber could come from places where deforestation is destroying animal habitats, which increases the ~~environment~~ environmental impact of the product.

Furthermore, today, people are more aware about sustainability and where their products come from. If the materials are not sustainably sourced, it maybe less likely to sell as well as a product that has ~~resp~~ sustainably sourced materials. This is because some people may feel that the product is less ethical as it is not sustainable.

Finally, another area where sustainability is important is the considering the overall carbon footprint of the product. Using natural materials such as timber or cotton allows the carbon footprint to be offset as carbon is taken in whilst the plants grow. Transportation, however, leaves a carbon footprint which may be minimised by sourcing materials locally if possible.

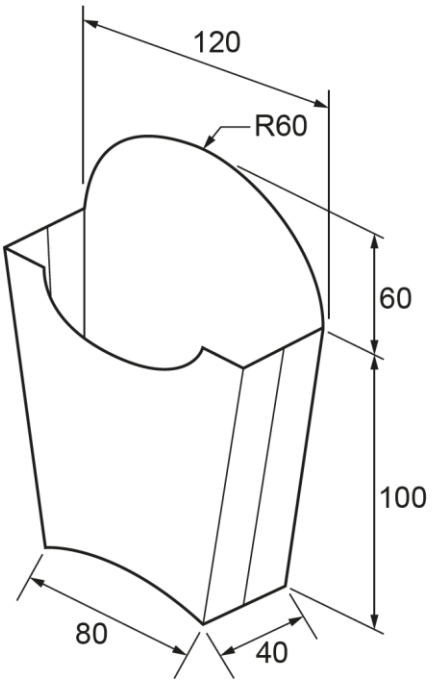
Exemplar 1 shows a typical response. The candidate demonstrates some awareness of sustainability and describes how the FSC replants new trees at the same rate as they are cut down. The candidate states that sourcing trees from non-sustainable forests increases environmental impact but does not elaborate on this. The candidate then describes how using non-sustainable materials can affect sales of a product and then also describes how the sourcing of local materials can minimise the carbon footprint of a product. The information given is basic but presented in a reasonably structured way. There is limited evidence or examples to support the discussion.

Question 2 (a)

2 Card is often used for fast-food packaging.

(a) This is an image of a fast-food fries box made from thin card.

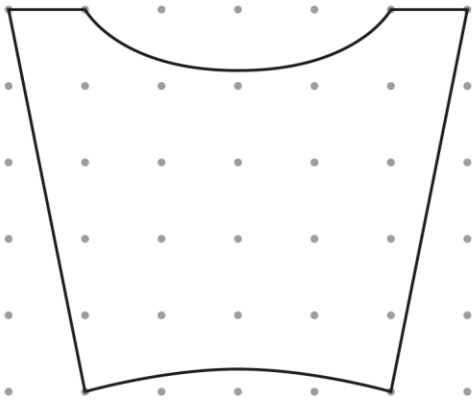
Dimensions are given in millimetres (mm).



Complete the drawing to show the front, plan and side view of the fries box.

The grid points are 10 mm apart. Use the scale 1:2.

Plan view



Front view

Side view

[5]

The vast majority of candidates accessed marks on this question although few achieved the full five marks. Most candidates drew the side view correctly projecting the top and bottom edges of the fries' box from the front view to the correct width. Many candidates also drew the vertical centre line down the middle.

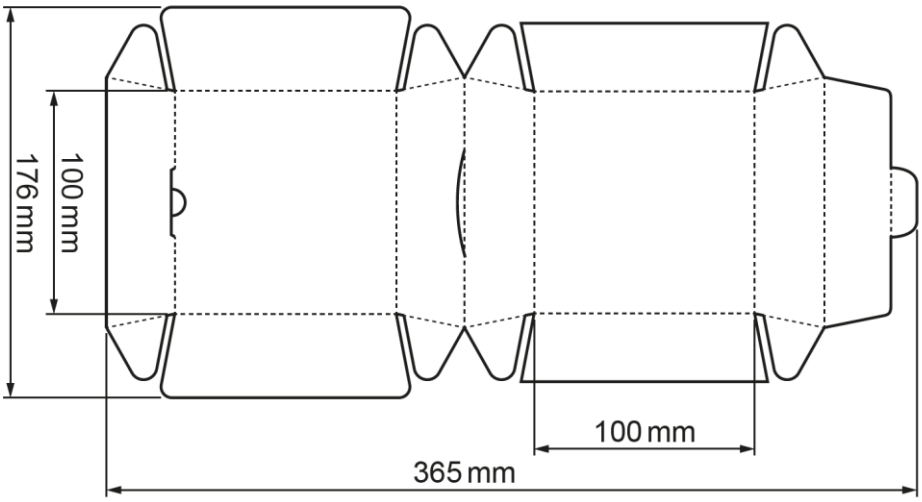
Many candidates drew the semi-circular back section of the box onto the front view. The best responses used a compass for this set at the correct radius.

The drawing of the plan view was not done correctly by many candidates. Some candidates drew the outer rectangle to the incorrect size, or incorrect orientation. Many candidates omitted the two inner vertical lines.

The quality of drawing was generally good with most candidates using a ruler and using the given grid to ensure accuracy.

Question 2 (b) (i)

(b) This drawing shows the net (development) of a fast-food burger box.



The burger box is manufactured from card. The card is supplied in sheets that are 841 mm × 594 mm.

(i) Calculate the maximum number of net (developments) that can be cut from **one** sheet of 841 × 594 mm card.

Maximum number ..... **[2]**

A variety of different calculation methods were seen on this question. Many candidates approached this question by calculating the area of the card sheet by multiplying 841 x 594 and the area of the net (development) by multiplying 365 x 176. They then divided the area of the card sheet by the area of the development net. This gave them an incorrect answer of 7.

Question 2 (b) (ii)

(ii) The manufacturer needs to make 12 500 burger boxes.

Calculate how many sheets of card are required.

Number of sheets ..... **[2]**

The vast majority of candidates achieved marks on this question. Errors from part (i) of this question were carried forward so that candidates were not double penalised. The majority of candidates divided 12500 by their answer and rounded up their answer where necessary to achieve both marks.

Question 2 (c)

(c) The burger box is made from card because it can be recycled and printed on.

State **two** other reasons why card is a good choice of material for manufacturers of food packaging.

1 .....

.....

2 .....

.....

[2]

A wide range of responses to this question were seen. Many candidates gave two valid reasons and achieved both marks. Many candidates repeated answers given in the stem of the question and lost marks.

Question 2 (d) (i)

(d) The manufacturer wants to compare the cost of printing the burger boxes in black and white with the cost of printing the burger boxes in full colour.

Use the information below.

Black and white printing = £0.02p per burger box

Full colour printing = £0.07p per burger box

(i) Calculate the cost saving of printing 12500 burger boxes in black and white compared to full colour.

Cost saving £ ..... **[2]**

This question generally performed well with many candidates achieving both marks.

Question 2 (d) (ii)

(ii) Adding one extra colour to the black and white printing increases the overall cost by 30%.

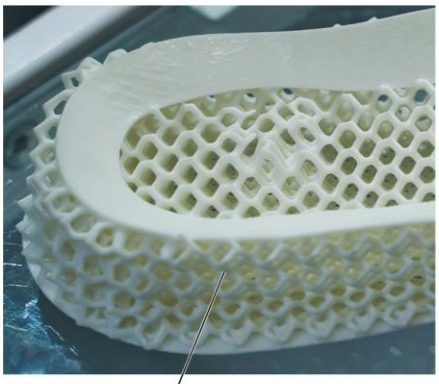
Calculate the cost of printing 12500 burger boxes in black and white with one extra colour.

Cost £ ..... **[2]**

The majority of candidates also achieved both marks on this question. Some candidates calculated 30% of £250 and achieved one mark but did not add this to get the correct total cost.

Question 3 (a) (i)

3 These images show an adidas® trainer with a 3D printed sole.



(a) PLA is a thermo polymer commonly used in 3D printing.

(i) Name **two** other thermo polymers.

1 .....

2 .....

[2]

A wide variety of responses were seen to this question. Many candidates named two thermo polymers and achieved both marks available. Acrylic was one of the most common correct answers.

Question 3 (a) (ii)

(ii) Give **two** reasons why thermo polymers are a good choice for 3D printing.

1 .....

.....

2 .....

.....

[2]

There were some excellent responses to this question, however many candidates did not achieve both marks as they did not relate their answer to 3D printing. Many candidates gave a property of thermo polymers but did not relate this to why it makes them suitable for 3D printing.

Assessment for learning

Many candidates stated that thermo polymers can be recycled by remelting and then re-used in the 3D printer. While thermo polymers can be recycled, they cannot be re-melted, extruded and re-made into filament by the user. The user would therefore still have to purchase new spools of 3D printing filament rather than recycle the used thermos polymer themselves.

Question 3 (a) (iii)

(iii) Explain **one** benefit to a designer of using 3D printing in the design of trainers.

.....

.....

.....

.....

..... **[3]**

Many candidates gave excellent answers for this question and explained that 3D printing allowed multiple iterations of prototype products to be made allowing the designer to test and try out different designs before the trainer went into mass production which saves time, waste of materials and in turn cuts costs.

Many candidates lost marks because they misinterpreted this question and explained how the use of 3D printers in the mass production of trainers meant they could be produced much quicker and more accurately than by hand.

Question 3 (b)

(b) Trainer designers and manufacturers are exploring the use of pressure sensors in footwear to monitor movement and stability.

Give **one** example of a sensor that is used in another product.

Explain how it works and improves the functionality of that product.

Name of sensor .....

Explanation .....

.....

.....

.....

[3]

A wide range of responses to this question were received. Many candidates named sensors and gave good explanations of how they work but did not explain how they improve the functionality of a product. Many candidates named actual products rather than types of sensor and lost marks.

Exemplar 2

Name of sensor light sensor

Explanation When opening a wardrobe for example, if there is a light sensor, the sensor detects that the doors have been opened, due to light, then the sesor turns the lights on.

[3]

Exemplar 2 shows a typical response. The candidate names an appropriate type of sensor (in this case a light sensor), they then explain how the light sensor turns on a light when the wardrobe door is opened. However, the candidate does not explain how this improves the functionality of the product (it allows the user to see the clothing inside the wardrobe more easily).

Question 3 (c)

(c) Electronic systems often use microcontrollers.

Explain **one** way that the use of programmable microcontrollers in electronic products can benefit consumers.

.....

.....

.....

..... **[2]**

There were a small number of good responses to this question. Many incorrect candidate responses stated that programmable microcontrollers in products allowed the user to reprogram the product to their own requirements.

Question 3 (d) (i)

(d) 3D printing is an example of an emerging technology.

(i) Identify **two** other examples of emerging technologies.

1 .....

2 .....

[2]

A wide variety of different responses were seen on this question. Many candidates achieved both marks. Artificial Intelligence (AI), and Virtual Reality (VR) were among the most common correct answers. Some candidates gave 3D printing despite this being given in the stem and lost marks. Laser cutting and other CNC machinery were common incorrect responses.

Question 3 (d) (ii)

(ii) Evaluate the impact that emerging technologies are having on the manufacturing industry.

.....

.....

.....

.....

.....

..... **[6]**

There were a small number of excellent responses to this question. The best responses focused on how the use of emerging technologies allow products to be simulated, tested and modified before manufacturing takes place saving time and expense. Other good responses described how emerging technologies allow new and innovative products to be made that would not previously have been possible. Many of these were able to give examples of products and organisations and how they use the emerging technology to their advantage. A large number of responses explained that new technologies allowed machinery such as robots to carry out manufacturing tasks more quickly and accurately than humans and focused on the impact of this has on the loss of jobs in the manufacturing industry.

Section B overview

Section B consists of Question 4 covering core and Questions 5 and 6 covering in-depth knowledge and understanding.

Question 4 ensures a balanced coverage of core knowledge and understanding across the paper and gives candidates a fresh opportunity to answer more accessible questions.

Questions 5 and 6 focus on a specific product. Candidates must choose one product from the insert and answer both questions in relation to this product.

The Coca Cola bottle and Thonet Bistro Chair were the most popular choice of product chosen by a significant margin. The Anglepoise lamp was the least popular choice.

To do well in Section B candidates must have an in-depth knowledge of at least one specific material area (papers and boards, timbers, metals, polymers, fibres and fabrics, design engineering). Those with deeper understanding of more than one of these categories will have more choice in the product they can respond with but must stay with the same product for the remainder of the questions.

Question 4 (a) (i)

4 Refer to **page 8** of the Insert.

(a) **Image A** shows the original Apple® iPod and **Image B** shows the updated Apple® iPod touch.

(i) Complete the table with the missing inputs or outputs.

Function	Component	Input or output
Allows the user to select songs/apps and play music	Switch (Click wheel)	
Produces sound to play music for the user	EarPods (in-ear headphones)	

[2]

The vast majority of candidates correctly completed the table and achieved both marks.

Question 4 (a) (ii)

(ii) State the component that stores electrical energy to power the devices and can be recharged.

..... **[1]**

The vast majority of candidates gave a correct response and achieved the mark.

Question 4 (a) (iii)

(iii) State **two** reasons why manufacturers such as Apple® upgrade and update products.

1 .....

.....

2 .....

.....

[2]

This question was generally answered well. Many candidates gained at least 1 mark on the question.

Question 4 (a) (iv)

(iv) The Apple® iPod is said to be an example of systems thinking.

Explain the design approach of **systems thinking**.

.....

.....

.....

..... **[2]**

There were only a small number of good responses to this question. Some candidates did not respond to this question. Many incorrect responses described analytics and how products and systems present users' content and products based on their previous choices and purchases. The best responses described systems thinking and used examples such as apple in their response to show clearly how it works.

Question 4 (b) (i)

(b) In 2012, Nike® introduced the flyknit trainer shown in **Image C**.

The one-piece upper of the flyknit trainer is made of woven fabric.

(i) Describe what is meant by a **woven** fabric.

.....

..... **[1]**

Many candidates correctly described woven fabric using 'warp and weft' of the fabric in their answer. The majority of responses described interlocking or intertwined fibres or fabrics, but many did not give sufficient detail to achieve the mark.

Question 4 (b) (ii)

(ii) Explain **one** benefit of using a woven fabric for sports wear.

.....

.....

..... **[2]**

Most candidates were able to state one benefit of woven fabric in sportswear, with breathability due to the gaps in the fabric being the most common response. Some candidates simply stated the benefit but did not describe how it benefitted the person wearing the sportswear.

Question 5 (a)

5 Study and use the images and information about your chosen product given in the **Insert**.

(a) Describe how the working properties of the material(s) used in your chosen product make it suitable for use in the product. Describe **two** different properties.

1 .....

.....

.....

2 .....

.....

.....

[4]

There were a small number of excellent responses to this question. The best responses identified a working property of the material and then explained how this made it suitable for their chosen product. Many candidates stated properties of materials but did not relate these to their specific product. Other candidates stated properties that were not relevant to the product and lost marks.

Misconception

Many candidates lost marks on this question because they identified properties or design features of the finished product such as the shape or texture instead of working properties of the materials used.

Exemplar 3

suitable for use in the product. Describe **two** different properties.

1 The chair is made from a soft wood ~~The chair has a back rest to make it more pleasant which goes fast and comfortable to sit on~~ which makes it easy to bend when steamed ~~durable and long lasting~~

2 The chair has a glossy finish that allows for a protective water proof ~~ex ex~~ layer so it can be used outside

[4]

This candidate has stated that the chair is made from softwood, which is incorrect, but stated that the wood is easily bent when steamed. Although they have not identified a property, such as the timber's absorbency or flexibility, they have explained why it is suitable for use in the chair and achieved a mark for this.

The candidate's second response does not relate to the materials properties but to those of the finish and does not achieve any marks.

Question 5 (b)

(b) Describe how **one** of the raw material(s) in your chosen product is sourced and processed into a usable form. **[8]**

Raw material(s): ....

....

....

....

....

....

This question was answered well by many candidates. Many candidates gave detailed descriptions of the steps involved in the sourcing and processing of the materials into a useable form and achieved high marks. Excellent responses were seen across the different material areas demonstrating thorough subject knowledge in this area of the specification.

Question 5 (c) (i)

(c) Your chosen product is commercially manufactured.

(i) Identify **one** process used to manufacture your chosen product and explain why this process is suitable for commercial production.

Process .....

Explanation .....

.....

[2]

Many candidates were able to identify a process used in the manufacture of their chosen product and achieve one mark. Fewer candidates were able to explain why this process was suitable for mass production.

Question 5 (c) (ii)

(ii) Produce a step-by-step plan to show the stages that have been used to commercially manufacture your chosen product.

You must include details of:
- Materials, tools, moulds and components that would be used
- Processes, techniques or skills
- Any digital technology used as appropriate.

You can use sketches and notes to support your answer. **[9]**

There were some excellent responses to this question and many candidates achieved high marks. Some extremely detailed plans showing clear diagrams and giving accurate descriptions of commercial manufacturing processes were evidenced by many candidates showing excellent subject knowledge in this area. The best responses combined concise descriptions of each stage accompanied by clearly drawn and labelled diagrams and sketches illustrating these stages.

Some candidates repeated their answers from Question 5 (b) and described the sourcing, extraction and processing of the raw materials used rather than focusing on the commercial manufacture of their chosen product. Many candidates gave descriptions of the manufacture of a single product in a school workshop rather than commercial manufacture.

Question 6 (a)

6

(a) Your chosen product has been described as a design classic (iconic product).

Explain **two** reasons why your chosen product is a design classic (iconic product).

1 .....

.....

.....

.....

2 .....

.....

.....

.....

[4]

There were a small number of excellent responses to this question from candidates. The majority of candidates did not achieve high marks. Many candidates simply repeated the information given on the insert and did not achieve marks. Many candidates were able to achieve some marks by describing that the product was known or popular around the world or that it had been in production for a long time with very little changes.

Question 6 (b)*

(b)* The aesthetics of a product are important.

Explain how the aesthetics of your chosen product and other iconic products you are familiar with have influenced design thinking and product design. **[8]**

Only a small number of candidates achieved high marks on this question. Many candidates repeated what they had written in Question 6 (a) and described why the products were so popular but did not focus on the product's aesthetics. Many students described the aesthetic features of their chosen product but did not explain how this had influenced or products or designers. Many candidates described the anthropometrics and ergonomics of products instead of aesthetics and lost marks. The best responses used examples of other iconic products not shown on the insert to illustrate how the aesthetics of these products had been an influence on other products.

Copyright information

Question 1: Two photos of a timber play boat - one is a crop image, Stock photo ID:1051529286 istock and ID:PTD2J2 alamay, © coward_lion/Alamy Stock Photo

Question 2: Photos of fast food box cut out patterns. istock Stock illustration ID:1329664818, ©illMad / Getty Images

Question 3: Photos of 3D printed training shoes. Image ID:2CJRNM9 adidas shoe. Image ID:2CPAXD0 adidas shoe, © xMarshall / Alamy Stock Photo

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There are **two types** of online course: an **introductory module** and **subject-specific** courses.

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- examples of student work with commentary and feedback for the NEA units
- interactive marking practice and feedback for the NEA units.

We are also developing courses for some of the examined units, which will be available soon.

How can you get support and feedback?

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

We welcome your feedback and suggestions on how to improve the online courses and make them more useful and relevant for you. You can share your views by completing the evaluation form at the end of each course.

Need to get in touch?

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01223 553998

Alternatively, you can email us on
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