

GCE

Design and Technology

H006/01: Principles of product design

AS Level

Mark Scheme for June 2025

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.
5. **Crossed-Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM Assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (**No Response**) option. Award NR (No Response):
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick
	Cross
	Noted but no credit given
	Benefit of doubt
	Level 1 response
	Level 2 response
	Level 3 response
	Error carried forward
	Omission
	Not answered question
	Confused (replaces the question mark)
	Too vague
	Own figure rule
	Repetition

12. Subject Specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet Instructions for Examiners. If you are examining for the first time, please read carefully Appendix 5 Introduction to Script Marking: Notes for New Examiners.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

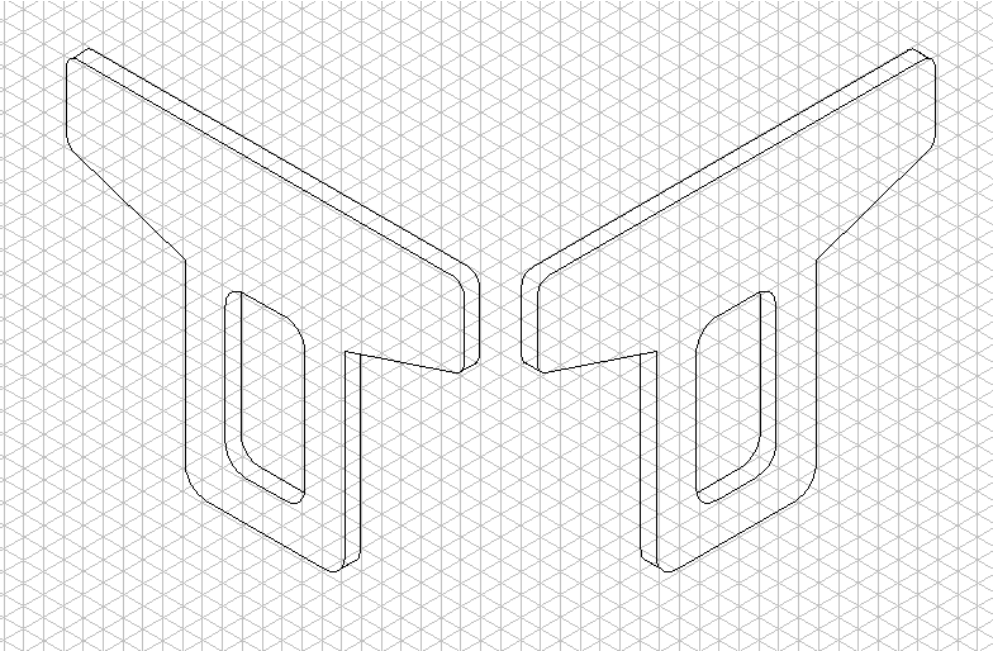
Question			Answer	Mark	Guidance
1	(a)		Possible target markets may include: • Teenagers (1). • Adults (1). • Children (1). • Parents (1). • Sports retailers (1). • Any other valid suggestion.	1	One mark for identifying a target market. Specific reference to the context in the question is needed for marks to be awarded.
	(b)		Possible design constraints may include: • Anthropometric data (1) so that it can be attached easily to the table by 95% of the population (1). • Sizes of tables (1) so that it can be used on a wide range of different tables (1). • Fixed without marking (1) so that it doesn't damage the users table (1). • Height of the net (1) to make the game comparable to the traditional game (1). • Availability or cost of materials (1) as they would need to select materials that are sustainable/within budget (1). • Power in the spring (1) as it needs to be soft enough to allow a child's strength to pull it open (1). • Any other valid suggestion.	4	In each case: One mark for identifying a suitable design constraint. One mark for justifying the response. Specific reference to the context in the question is needed for marks to be awarded. No marks for simple one word responses e.g. 'support'.
	(c)	(i)	Possible responses may include: • Enable their lifestyle to be more flexible (1) as the net can be used to convert a dining table and then be easily removed to enable it to be eaten on again (1). • Encourage them to be more healthy and active (1) by giving them a fun way to easily exercise within their homes (1). • Easy to store away as compact so will not take up too much space (1) so can be successfully used by people with smaller homes or flats giving them more access to exercise (1). • Any other valid suggestion.	2	Up to two marks for describing a way that the table tennis net design could impact on a user's lifestyle. Specific reference to the context in the question is needed for marks to be awarded.

	(ii)	Possible improvements may include: • The colour choice is quite clinical with the blue and white (1) and a more natural finish and aesthetic would fit a dining room aesthetic better (1). • The shape of the clamps looks very functional (1) so the shape could be adapted to make it look more appealing (1). • The material looks quite low quality (1) so it might not be very popular with people who are looking for a higher quality of aesthetic (1). • Any other valid suggestion.	2	One mark for identifying an improvement that could be made to the aesthetics of the table tennis net design. One mark for explaining this improvement. Specific reference to the context in the question is needed for marks to be awarded.
	(d)	Indicative content: Possible areas that could be considered: <u>Challenges:</u> • Avoiding duplicating a design and copying features that are successful. • Avoiding design fixation by looking at existing products you might miss opportunities for blue sky thinking. • Breaching copyright e.g. Aldi caterpillar cake v M&S. • Identifying a gap in the market as it may be saturated and creating something new/ innovative e.g. Microsoft's Zune imitation of the apple iPod. <u>Opportunities:</u> • Identify key features that could be beneficial/ solve problems in their product e.g. how the device could be attached to the table. • Identifying areas of weakness in a product and using it as inspiration for a new one e.g. traditional vacuum cleaners losing suction and Dyson cyclone. • Identification of a price point. • Reference to ACCESSFM and/or a product analysis to gather more evaluative data about existing products. • Looking at successful design and using that ethos in your products e.g. Dieter Rams and Apple links.	8	Level 3 [6-8 marks] The candidate has a clear understanding of challenges and opportunities for a designer when analysing existing products. They produce a thorough discussion in relation to the question. The explanation of challenges and opportunities is clear and well-developed and a number of examples are used to exemplify the points being made. Level 2 [3-5 marks] The candidate has a reasonable understanding of challenges and/or opportunities for a designer when analysing existing products. They produce a reasonable discussion in relation to the question. The explanation of challenges and/or opportunities is sufficient although one or two opportunities are missed in referring to different examples.

			• Canvassing target markets to get them to review existing products to try and look for gaps in the market or opportunities for innovation. • Looking at dissimilar products for inspiration. Any other valid suggestion.		Level 1 [1-2 marks] The candidate has a basic knowledge of challenges or opportunities for a designer when analysing existing products. Any reference to this issue is descriptive in nature and has little appreciation of the question. The response contains no analysis or evaluation. 0 marks No response or no response worthy of credit.
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2	(a)	Possible metals may include: - Aluminium alloy (1) alloyed aluminium would withstand the daily impact of use (1). - Galvanised mild steel (1) it would not rust or tarnish overtime which would keep the belt safe and secure (1). - Stainless steel (1) is not likely to bend or flex out of shape easily so should maintain its function/stay locked/be secure on impact (1). - Steel (1) + justification (1). - Any other valid suggestion.	2	One mark for naming a specific suitable metal. One mark for justifying metal given. Specific reference to the context in the question is needed for marks to be awarded.
	(b)	(i) The calculation uses arctan and therefore it is: $a = \tan^{-1}(10/30) [1]$ $= \tan^{-1} (1/3)$ $= 18.4349488229^{\circ} [1]$ $F = 18.4349488229^{\circ} + 90^{\circ} [1] = 108.4349488229^{\circ} [1]$	4	One mark for determining initial values – 10 and 30 (regardless of trigonometry formula used). One mark for correct application of trigonometry formula. One mark for adding on 90°. One mark for calculating angle F (accept any reasonable rounding as not specified in question). If correct answer is given without working out shown award full marks. Where an incorrect answer is given working out should be used to credit appropriate marks. Allow rounding to 108°. *Allow error carried forward (ECF) where correct working out is shown.

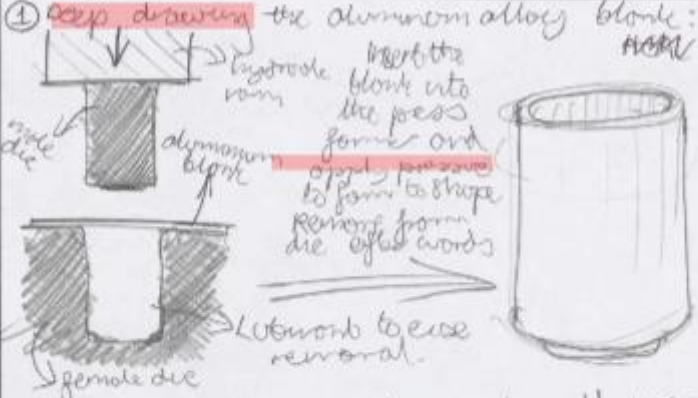
		(ii) Area of slot without curved corners = 40×20 (1) = 800 mm^2 GIVEN Area of square with sides of 5 mm = $10 \times 10 = 100 \text{ mm}^2$ [1] Area of circle (4 curved ends) = $\pi r^2 = 3.14 \times 5^2 = 78.539 \text{ mm}^2$ [1] Area of waste = $100^* - 78.5398^* = 21.4602^* \text{ mm}^2$ [1] Area of slot with curved corners = $800 - 21.4602^* = 778.5398 \text{ mm}^2$ [1]	4	One mark for calculating the area of the square. One mark for calculating the area of the circle. One mark for calculating the area of the waste. One mark for calculating the area of the slot (accept any reasonable rounding as not specified in question). If correct answer is given without working out shown award full marks. Where an incorrect answer is given working out should be used to credit appropriate marks. *Allow error carried forward (ECF) where correct working out is shown. Allow rounding up to 779 mm^2
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		(iii)		6	One mark for correct shape drawn in isometric projection. Accept a vertical or horizontal view. One mark for correct width (approx. 100). One mark for correct height (approx.. 80). One mark for correct position of slot. One mark for thickness shown in correct places (value 4 mm). One mark for radii (value 5 mm).
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3		(a) Indicative content: The candidate is expected to demonstrate their understanding of the process involved through a series of annotated sketches and/or notes. There may be variations to the process as indicated but to get into L3 candidates must demonstrate a clear understanding of the end to end process. Process: Creating the can: • Roll of aluminium, (calendared) until correct thickness. • Blanks tessellated on a sheet. • Punching the blank disk. • Cupping the disk ready for drawing. • The circular cup is stretched around a plug to create a long cylindrical shape (deep drawing). Shaping the top: • Die is inserted into the neck and necking sleeve is put around the outside. This is repeated with smaller dies until it is the correct form. (Necking): • Flanging the neck to create a lip. Finishing & production: • Cleaning and coating the inside of the can with hydrofluoric acid. • Use of a production line. Alternative methods can also been accepted for a L2 response e.g. using a flat sheet to roll in to a cylinder and joined together. Any other valid suggestion.	5	Level 3 [4-5 marks] The candidate demonstrates a good level of detail of the process needed to manufacture the can body using technical terms and considering any relevant equipment, machinery and materials. Sketches, if used will be clear and supported with relevant notes. The process includes all relevant stages. Level 2 [2-3 marks] The candidate will demonstrate a sound level of detail of the process needed to manufacture the can body using some technical terms and there will be some consideration of any relevant equipment, machinery and materials. Sketches, if used, will for the most part be clear and supported with notes, most of which are relevant. The process includes some relevant stages. Level 1 [1 mark] The candidate will demonstrate a limited level of detail of the process needed to manufacture the can body with a limited use of technical terms and there will be a basic consideration of any relevant equipment, machinery and materials. Sketches, if used, will be unclear with only basic notes to accompany them. Few relevant stages are included.
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EQUIPMENT, MACHINERY & MATERIALS: press, forming machinery including a suitable frame, hydraulic die, a hydraulic ram, and lubricants. blanking machinery. conveyor belt

① deep drawing the aluminium alloy blank:



Insert the blank into the press and apply pressure to form to shape. Remove from die after work. Lubricate to ease removal.

② HEALTH & SAFETY: keep body parts well away from hydraulic press. Use fences to guard people from the machinery.



bend the top upwards by flanging it. Remove excess material by turning using a shearing die.

③ Repeat 100 000 times, using conveyor belt to move this product between stages and robotic arm to remove each car from the die. Setup transfer dies to do operations in sequence.

④ QUALITY CONTROL/ASSURANCE - check every 100th product measuring dimensions to check they meet tolerances. Also compressed air in to check for leaks.

0 marks

No response or no response worthy of credit.

	(b)	(i)	Indicative content: The candidate is expected to demonstrate their understanding of the process involved through a series of annotated sketches and/or notes. There may be variations to the process as indicated but to get into L3 candidates must demonstrate a clear understanding of the end to end process. Process: • Blanks would be tessellated on the sheet. • Sheet metal is punched using hydraulic punch and die to create a blank. • The blank is then pressed to create the shape of the ring pull and remove sections and pierce the holes. • The waste material is then recycled back into sheet material for the next batch. • The edges are formed and forced into the correct shape. • Reference made to quantity and automation of process. • Reference to the riveting of the ring pull on to the can. Any other valid suggestion.	5 For L3 students should make clear references to the quantity being manufactured.	Level 3 [4-5 marks] The candidate demonstrates a good level of detail of the process needed to manufacture the ring pull using technical terms and considering any relevant equipment, machinery and materials. Sketches, if used will be clear and supported with relevant notes. The process includes all relevant stages. Level 2 [2-3 marks] The candidate will demonstrate a sound level of detail of the process needed to manufacture the ring pull using some technical terms and there will be some consideration of any relevant equipment, machinery and materials. Sketches, if used, will for the most part be clear and supported with notes most of which are relevant. The process includes some relevant stages. Level 1 [1 mark] The candidate will demonstrate a limited level of detail of the process needed to manufacture the ring pull with a limited use of technical terms and there will be a basic consideration of any relevant equipment, machinery and materials. Sketches, if used, will be unclear with only basic notes to accompany them. Few relevant stages are included.
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0 marks

No response or no response worthy of credit.

① metal (aluminium) blanks prepared by SHEARING

② Blank is heated between a heating element until it is plastic.

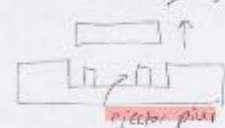


③ metal blank is positioned between a male and a female die. The male is connected to a hydraulic press.



④ The hydraulic press goes down and uses the shear to punch out the shape of the ring pull.

ring pull being ejected out by ejector pins



Batch: Robotic arm would be used to move this from one stage to another.

→ highly automated to produce 100,000

⑤ the ring pull is moved into a hydraulic press with a different shear, to cut out the inner holes needed for it.

⑥ the edges are rolled using metal rollers to create the lip.



⑦ the ring pull is pressed against a frame to create slight bend needed where the rivet connects it to the car.



QA/QC → jigs would be used to ensure the aluminium is positioned in the right place.

→ computer would be used to check dimensions every few 1000 to make sure it being made as needed.

health and safety → require training to handle hydraulic press safely

→ need protective equipment

	(ii)	Possible methods may include: • Riveting – either an integral rivet, or separate component (1) as they will not loosen over time and provide a secure way to clamp the two pieces together (1). • Any other valid suggestion.	2	One mark for naming the specific method. One mark for justifying method given. Specific reference to the context in the question is needed for marks to be awarded.
	(c)	Possible responses may include: • Use of computer software (1) to maximise the number of blanks on the sheet (1). • Recycling of any waste and faulty cans back into the system (1). • Checking the quality of the material as it comes into the factory (1). • Any other valid suggestion.	2	Up to two marks for describing how the manufacturer could minimise waste in the manufacture of the can. Specific reference to the context in the question is needed for marks to be awarded.
	(d)	Possible physical tests may include: Areas of functionality, accuracy & performance: • Visual inspection of the cans using a computerised system (1) to check for any imperfections (1). • Pressure test (1) to check the strength of the wall (1). • Ultrasonics (1) to pick up any defect (1). • Dimension checks (1). • Any other valid suggestion.	4	In each case: One mark for identifying a physical test that could be carried out by the manufacturer to ensure the drinks can meet its intended purpose. One mark for describing the physical test. Specific reference to the context in the question is needed for marks to be awarded.

4	(a)	(i)	Possible materials could include: • Polypropylene (1). • Painted External / Marine Grade Plywood (1). • Phenolic Coated Plywood (1). • Fibre glass (1). • Painted steel (1). • ABS (1). • Polycarbonate (1). • Any other valid suggestion.	1	One mark for naming a specific suitable material. Specific reference to the context in the question is needed for marks to be awarded. If manufactured board named, suitable finish should be considered.
		(ii)	Possible responses may include: • Weather resistant (1) as the slide will be used outside and encounter rain, wind and snow (1). • Tough (1) to withstand the daily knocks and wear from children going down the slide (1). • Rigid (1) to withstand the weight of the children on the slide and not deform in use (1). • Any other valid suggestion.	4	Needs to link to response above In each case: One mark for identifying a property of the material that makes it suitable. One mark for justification given. Specific reference to the context in the question is needed for marks to be awarded. No marks for simple one word responses e.g. 'flexible'.
		(iii)	Possible reasons may include: • Easier to transport when it has been purchased (1) the long side would be too big to fit into some vehicles whilst the 2 parts would be more manageable (1). • Use of more standardised sheets (1) which would increase availability/decrease cost (1). • Ease of assembly (1), the smaller parts would make them easier to lift and assemble around the slope (1).	4	In each case: One mark for identifying a reason why the slide is made in two parts. One mark for explaining this reason.

		- Maintenance (1) – smaller parts can be replaced as needed if damaged/worn (1) / saving materials/labour expense to replace larger parts (1). - Any other valid suggestion.		Specific reference to the context in the question is needed for marks to be awarded. No marks for simple one word responses e.g. 'flexible'.
	(b)	(i) Possible use of anthropometrics could include: - The slide width would have been larger than the size of the 95thile of 10 year old children (1) to ensure it is wide enough for most children to sit down and comfortably slide (1). - The blue bars at the top of the slide would be taller than the sitting height 95thile of 10 year old children (1) to ensure that most children can fit under the bar and not bang their heads (1). - The rungs of the slide ladder would be smaller the step height for the of the 5thile youngest child (1) to ensure that they could climb the slide safely (1). - The slots for hands would be larger than the 95thile sized hands for the oldest child (1) so that they could grip, and their hand would not get stuck (1). - The circular hole on the slide would be smaller than the youngest age group 5th %ile child's head size (1) to make sure the hole is too small for a child's head to get stuck. (1). - Any other valid suggestion.	6	In each case: Up to two marks for explaining how anthropometrics has been used in the design of a feature of the playground equipment. Specific reference to the context in the question is needed for marks to be awarded.
		(ii) Possible ways may include: - The ability to repair/replace parts (1) so if sections are damaged they can be replaced without the cost of the whole piece (1). - Appropriate materials and construction (1) which will allow the equipment to be long lasting/withstand the wear and tear from the use/environment (1). - The modular aspect of the equipment means that it can "grow" over time (1) with new parts added/updated to maintain interest (1). - Treatment of materials (1) to ensure a long life span (1).	4	In each case: Up to two marks for explaining a way in which the designer has given the playground equipment a longer lifespan. Specific reference to the context in the question is needed for marks to be awarded.

			- Current aesthetic fashion trends(1) which maintain interest (1). - Any other valid suggestion.		No marks for simple one word responses e.g. 'flexible'
		(iii) *	Indicative content: Areas that could be considered: - Children are likely to jump and climb on the equipment, so the stability of the overall design to ensure it can carry a specific weight or activity. - Height of platforms will have been considered to ensure that they have safety rails and support to minimise risk of falling. - Bright colours will have been used to ensure the parts are visible and that children avoid banging their heads. - British standards about the mechanical and physical properties of toys, consideration would be given to max and min size of gap between parts to avoid trapping or strangulation of body parts. - The design is open so that children can be supervised by parents at all times. - Materials will have been selected to ensure that they don't get too hot in parts where they are touched as it will be used outside - Textures will have been added for additional grip to avoid slipping in wet circumstances. - Reference could be made to BS EN 71-1:2014 and/or British kitemark. Any other valid suggestion.	8	Level 3 [6-8 marks] The candidate has a clear understanding of the influence of safety considerations. They produce a thorough discussion in relation to the question. The explanation of safety considerations is clear and well-developed and a number of examples are used to exemplify the points being made. <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated with the use of examples.</i> Level 2 [3-5 marks] The candidate has a reasonable understanding of the influence of safety considerations They produce a reasonable discussion in relation to the question. The explanation of safety considerations is sufficient although one or two opportunities are missed in referring to different examples. <i>There is a line of reasoning presented with some structure. The information presented is for the most part relevant and supported by some evidence.</i>

					Level 1 [1-2 marks] The candidate has a basic knowledge of the influence of safety considerations Any reference to this issue is descriptive in nature. The response contains no analysis or evaluation. <i>The information has some relevance and is presented with limited structure or detail. The information is supported by limited evidence.</i> 0 marks No response or no response worthy of credit.
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5	(a)	Possible responses may include: - James Dyson (1) he developed cyclone technology for vacuum cleaners improving their efficiency (1). - Philippe Starck (1) added personality and desirability to everyday products changing perception (1). - Jonathan Ive (1) creating minimalist intuitive designs (1). - Any other valid suggestion.	4	In each case: One mark for identifying a present day designer. One mark for describing how the chosen designer has influenced the style of products.
	(b) *	Indicative content: Key historical movements & products that impact the development of design and could be considered: - Arts and crafts - William Morris early advocate of sustainability and ethics, looking to use natural materials and dyes in his products. Timeless aesthetic inspired by nature - Adding beauty and craftsmanship into products - Augustus Pugin's gothic medieval styles, shown in the houses of parliament, still influence building design and architecture. - Art Nouveau - Louis Tiffany and the tiffany lamps with their use of stained glass. - Emphasis on asymmetrical designs and the natural world, which inspired biomimicry in designs today. - Art Deco - Influences on architecture e.g. empire state building with simple clean shapes and a streamlined look - The use of symmetry and balance - Industrial revolution - Mass production of products and the use of machinery. Beginning of flat pack furniture that later inspired companies such as IKEA - Bauhaus - Marcel Breuer's use of tubular steel in furniture and creation of easily produced designs that were sleek and sophisticated, integrating art and industry	8	Level 3 [6-8 marks] The candidate has a clear understanding of the impact of key historical movements. They produce a thorough discussion in relation to the question. The explanation of the impact of historical movements is clear and well-developed and a number of examples are used to exemplify the points being made. <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated with the use of examples.</i> Level 2 [3-5 marks] The candidate has a reasonable understanding of the impact of key historical movements. They produce a reasonable discussion in relation to the question. The explanation of impact of key historical movements is sufficient although one or two opportunities are missed in referring to different examples.

			○ Marianne Brandt's products celebrating clean functional lines and modernist aesthetics. E.g. her tea set still inspires Alessi designs today. Any other valid suggestion.		<i>There is a line of reasoning presented with some structure. The information presented is for the most part relevant and supported by some evidence.</i> Level 1 [1-2 marks] The candidate has a basic knowledge of the impact of key historical movements. Any reference to this issue is descriptive in nature. The response contains no analysis or evaluation. <i>The information has some relevance and is presented with limited structure or detail. The information is supported by limited evidence.</i> 0 marks No response or no response worthy of credit.
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