# UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS GCE Ordinary Level

# MARK SCHEME for the October/November 2010 question paper for the guidance of teachers

#### 7048 CDT: DESIGN AND COMMUNICATION

**7048/01** Paper 1, maximum raw mark 80

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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

• CIE will not enter into discussions or correspondence in connection with these mark schemes.

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1

1

1

1

1

1

1

1

1

[2]

[8]

[3]

[3]

[3]

[2]

[5]

[30]

Pa	Page 2		Mark Scheme: Teachers' version	Syllabus	Pap	er
			GCE O LEVEL – October/November 2010	7048	01	
l (a)	(i)	Base Oriel Six s Heig Wall Over Entra Wall Runn	narks for 2D e length (irrespective of orientation) to overlay e depth (irrespective of orientation) to overlay entation (base length to left) square corner posts ht of best post (to overlay) set in from corner post rall height of wall (to overlay) ance gap thickness to overlay ening track attempted tical corner evident (or hole in roof 1 mark only)		1 1 1 1 1 1 1 1 1	[3] [2] [4]
	(ii)	Thic	evidence of thick outline on any correct position k line applied to most outer edges k lines applied to one corner post correctly		1 1 1	[11 [3
(b)	(i)	Majo Mino Ellips Corr	se centre in correct position or axis 80 mm or axis 50 mm se – some evidence of construction ect construction le of ellipse correct to candidate solution		1 1 1 1 1	[6

The word 'WELCOME' consistent in height or central to space

Min two geometrical shapes evident (one shape = 0)

Horizontal lines angled - verticals remain upright

Contains three shapes and 'P' combined

(ii) Shading makes the pole look cylindrical Shading makes the top look spherical

(ii) The word 'WELCOME' added

'P' evident

(d) (i) Design added

Curves distorted

(c)

	Page 3		Mark Scheme: Teachers' version	Syllabus	Paper	
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2	<b>End</b> Heig Roo Thre		h of end view-seating area (to overlay) ht to roof angle (to overlay) f angle 60° se equal 'steps' (to overlay) f support		1 1 1 1	
			ertising board triangle (width and height)		1	[6]
		Widt Edge Adve (to o	tht of stand projected from End view h of stand (to overlay) e of steps projected ertising board projected verlay or candidate solution in (i)) f projected to candidate solution in (i)		1 1 1 1	[5]
	(iii) Plan	Widt Dept Roof	h of stand projected to candidate solution th of stand projected to candidate solution f projected to candidate solution ertising board projected to candidate solution		1 1 1 1	[4]
			5 , ,			
						[15]
	(b)	Fold Seco	t and base completed (size to overlay) line extended (long chain) ond triangular end in position (45° or not) ond glue tab in appropriate positions		1 1 1	
		Seco	and locating tab in position to candidate solution		1	[5]
						[5]
	(c)		fruit shapes evident G' evident		1 1	
		Shap	pes and 'ZING' combined		1	[3]
						[3]
	(d) (i)		ertising board aligned to VP1 and VP2		1	
			ngular shaped end completed e shown beyond triangle and aligned to VP2		1	[3]
	(ii)		gn added gn added in perspective		1 1	[2]
	(iii)	Any colour added Colour added in a way that enhances the illustration			1 1	[2]
						[7]
						[30]
						[00]

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Page 4		4	Mark Scheme: Teachers' version	Syllabus	Pape	er
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3	(a)	Heig Thre Thre Thre Any Thre	oth of rectangle (148 mm to 152 mm)  ht of rectangle (103 mm to 107 mm)  e equal divisions (49 mm plus or minus 2 mm)  e equal size squares  e squares to overlay  three equal size circles  e circles correct size  e circles in correct position		1 1 1 1 1 1	[3] [5]
		Any	'Stripe' at 45 degrees		1	
		•	e 30 mm wide (to overlay) i-circle in correct position		1	[2]
			i-circle correct to overlay or candidate solution		1	[2]
						[12]
	(b)	Folds Cuts <b>Stag</b> Strip	of acrylic shown (could be 2D) s shown by a dashed line for base shown by a solid line		1 1 1	[3]
			for base clearly visible		1	[3]
						[6]
	(c)	Thicl 3D s in ap 3D s in ap	ketch of square base kness of square base evident ketch of triangle propriate position above base ketch of two pegs propriate position between base and triangle holes shown in triangle or base		1 1 1 1 1	[7]
		1 000	Holos shown in thangle of pase		'	
						[7]
						[25]

	Page 5		Mark Scheme: Teachers' version Syllab		s Paper	
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4	(a)	Move Colla At le	shown moving from up to down position (arc) ement of arm shown in at least 4 positions ar shown at end position on the pole ast 4 positions of collar and strut shown ast 4 points plotted for P		1 1 1 1	
			ed points joined with a smooth curve to candidate solu	tion	1	[6]
						[6]
	(b) (i)	Picto	orial pole shown orial collar shown on pole orial pin shown that locates in hole on the pole		1 1 1	[3]
	(ii)	Sect Pin s	ion of pole shown ion of collar shown shown shown in position		1 1 1 1	[3]
			ropriate hatching (ignore pin)		1	[5] <b>[5]</b>
	(c)	Shad Woo Suita Shad	able colour selected for pole (brown/yellow) ding makes pole look round in shape od grain shown on pole able colour selected for end cap (yellow) ding makes end cap look round in shape ding makes end cap look shiny		1 1 1 1 1	[6]
	(d)	Top Inne Slop	om circle drawn Ø40 circle drawn Ø30 r hole indicated (any size) ing sides ical height 25 (between centre lines)		1 1 1 1	[5]
						[5]
						[25]

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	Page 6		Mark Scheme: Teachers' version	Syllabus	Papei	r
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5	(a)	All ad Lette The f The f Decis Feed Conr	remaining five/six stages shown in a flow chart dded stages in the correct order (as given) ering legible and clear three different flow chart symbols used anywhere three different flow chart symbols used correctly sion box has Yes and No dback loop incorporated correctly necting lines (between boxes) ws used on all lines		1 1 1 1 1 1 1	[9]
	(b) (i)	Botto	tic cup drawn on flat surface om and top circles of different sizes s to cup shown		1 1 1	[3]
	(ii)		opriate size hole shown in tray th of tray shown		1 1	[2]
	(iii)	Cup	circle drawn passes through the tray (circular top lower than plastic e shown where cup touches the tray	cup top)	1 1 1	[3] <b>[8]</b>
	(c) (i)	ldea Idea	Logo with images <b>not</b> words shows cup/s must be placed in bin shows the two different cups shows the two cups must be placed in different bins		1 1 1	[4]
	(ii)	Appr	o added to given space copriate size lity of presentation – good 1, excellent 2		1 1 2	[4] [4]
						[25]

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
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6	(a)	Border correctly added to the two remaining signs (2 × 1 mark)	1 1	
		The words Eagles and Sharks added in appropriate positions to each of the signs Words Eagles or Sharks consistent with 'Lions' Eagle image added to sign Good quality image of eagle added to sign Shark image added to sign Good quality image of shark added to sign	1 1 1 1 1 1	[8]
	(b)	Circle divided into any three sectors Lions 120° correct size — 160 and 80 degrees (slightly less than 90° BOD) Sectors coloured (any colour) Different colour used to identify each of the sectors Colour applied with quality One image evident on the pie chart Two/three images used on the pie chart to enhance the illustration	1 1 1 1 1 1 1	[8]
	(c)	Lions data used (Lions team 6, 10, 2) 3D bar chart Suitable scale selected (10 equal spaces) Scale labelled (number of places) 1st, 2nd and 3rd places as bars correctly plotted 3 × 1 Bars identified as 1st, 2nd, and 3rd Bar chart uses a lion image/word in some way	1 1 1 3 1	[9]
				[25]