



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

DESIGN AND TECHNOLOGY

0445/11

Paper 1 Product Design

May/June 2018

MARK SCHEME

Maximum Mark: 50

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks
1(a)	Accept any four additional suitable points – easy to access, lightweight, keeps sharp tools safe, stackable, hygienic, easy to clean, minimal size, appeals to children. AOVR 1 × 4	4
1(b)	Accept drawings of any two types of handle – rebates, cut-out holes/slots, additional pieces, any form of add-on handle. AOVR 2 × 2	4

Question	Answer	Marks
2(a)	Accept any four additional suitable points – attractive colour/shape, has impact, hygienic, no small parts, easy to secure/remove, does not fall off. AOVR 1 × 4	4
2(b)	Accept drawings of any two securing methods – tabs/slot, 'Velcro', elastic fastener, hook/eye. AOVR 2 × 2	4

Question	Answer	Marks
3(a)	Accept any four additional suitable points – appeals to young children, easy to see from back of class, has adjustable fulcrum/load/effort, can also be used by children, will not break easily. AOVR 1 × 4	4
3(b)	Accept drawings of any two types of lever – simple line drawings or examples of 1st, 2nd or 3rd order levers. AOVR 2 × 2	4
1, 2 and 3 (c)	Any suitable ideas. At least three different ideas for maximum marks. Pro rata if fewer. Communication Simple drawings displaying a low standard or limited range of techniques. 0–2 Clear drawings displaying a good standard and a range of techniques – shading, colour, annotation. 3–4 High quality drawings using a wide range of techniques with clear annotation and detail. 5–6	6
	Suitability Simplistic designs showing outlines only. 0–2 Rather more detail, sensible solutions that could work. 3–4 Accurate solutions, good fitness for purpose, construction detail. 5–6	6
3(d)	Evaluation of each of the ideas. At least 3 evaluations up to 2 marks each.	6
	Selection and justification. 1+1	2

Question	Answer	Marks	
3(e)	Quality of drawing Poor line quality, proportions, little detail. 1 Good line work, use of colour, proportions, some detail. 2–3 High standard throughout with a range of techniques that show clearly all detail. 4	4	
	Dimensions 2 or 3 overall dimensions only. 1 Additional detail dimensions. 1		2
	Construction detail A simplistic approach showing little or no detail of construction to be used. 0–2 Most construction detail may be obvious from overall views or from some annotation. 3–4 All construction detail will be clear with good annotation and additional detail drawings as necessary. 5–6		6
3(f)	Suitable specific materials stated. 1+1	4	
	Appropriate reasons for choice. 1+1		
3(g)	Suitable method described. 1	6	
	Good detailed description of: processes 0–3 tools 0–2		