



General Certificate of Secondary Education
June 2012

DESIGN AND TECHNOLOGY: ELECTRONIC PRODUCTS
DESIGN AND TECHNOLOGY: FOOD TECHNOLOGY
DESIGN AND TECHNOLOGY: GRAPHIC PRODUCTS
DESIGN AND TECHNOLOGY: PRODUCT DESIGN
DESIGN AND TECHNOLOGY: RESISTANT MATERIALS TECHNOLOGY
DESIGN AND TECHNOLOGY: SYSTEMS AND CONTROL TECHNOLOGY
DESIGN AND TECHNOLOGY: TEXTILES TECHNOLOGY

Preliminary Material for the 2012 Examination

4500/TN

Non-confidential Notes for Centres on the Use of Preliminary Material

- Three copies per centre.
- One copy for each relevant Head of Department, one for the Examinations Officer.
- All teachers should study these notes when they become available **and** the relevant Preliminary Material from **1 February**. (See paragraph 4)
- Preliminary Material to be issued to candidates at the **beginning of March**.

The Preliminary Material

- 1 For each specification named above Preliminary Material is prepared each year.
- 2 Preliminary Material will be printed on an A4 sheet and will give the context for the question(s) in Section A of the examination paper. Candidates should research the context given on the Preliminary Material.
- 3 **Preliminary Material or any associated materials are not to be taken into the examination room or sent to the examiner.**

Turn over ►

Date of Issue

- 4 Preliminary Material will be sent to centres by **1 February** to allow teachers time to prepare before issuing them to the candidates at the beginning of March. The Examinations Officer should provide the teacher with one copy of the relevant Preliminary Material(s) and retain the remainder in secure conditions until the beginning of March. Sufficient sheets will be provided for the numbers of candidates provisionally entered for the examination in the Estimated Entries booklet. Centres which make a first entry at final entry stage or later will be sent the appropriate numbers of sheets as soon as possible.

Centre's Role

- 5 Teachers should note that candidates entered for these Design and Technology specifications also have to prepare for the other subjects they are studying. Centres must decide for themselves how much time can be allowed, but it is important that candidates are not permitted to spend too much time on research for the papers.
- 6 Much of the research can be delivered through normal teaching and the approach taken by teachers in delivering the subject content. They may provide advice and guidance freely. Teachers will appreciate the difficulties of taking large groups of candidates to local shops or factories, or of allowing whole classes to write individually to national organisations. The research period is likely to be of greater benefit to candidates if teachers arrange for the gathering of appropriate stimulus material, data and printed material from manufacturers, where such material would be of value.

Candidate's Role

- 7 Candidates may wish to undertake individual research into the context. This might involve simply being more observant when in otherwise familiar situations or taking an individual initiative to discuss the context with friends, relatives or other appropriate people. Candidates should not spend an undue amount of time on individual research. Teachers should remember that candidates are not permitted to take any material into the examination room.

Recording Research

- 8 In the early stages of research, it may not be apparent what is worth recording and what is not. It is recommended therefore that candidates initially record information, ideas and data and then towards the end of the preparation period, select and summarise the relevant research into a form which is concise and easily used for revision, e.g. notes, sketches, photographs, diagrams.