UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2011 question paper for the guidance of teachers

0445 DESIGN AND TECHNOLOGY

0445/11

Paper 1 (Design), maximum raw mark 50

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.

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

Cambridge is publishing the mark schemes for the October/November 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2			e: Teachers' version	Syllabus	Paper	•
		IGCSE – Octo	ober/November 2011	0445	11	
(a)	•	accept any four additional suitable points – easy to keep clean, water/veather proof, lightweight, comfortable to carry, place to hang leather etc.			(1 x 4)	[4]
(b)	•	Accept drawings of any two suitable handle methods – cut out slot, added loops, drilled holes, straps, ledges etc.			(2 x 2)	[4]
(c)	Any suitable ideas. At least three different ideas for maximum marks. Pro rata if fewer.					
	Simple of Clear dishading	rawings displaying a /colour/annotation etc ality drawings using a	low standard or limited range good standard and a rang c a wide range of techniques wi	e of techniques -	(0–2) (3–4) (5–6)	
	Rather r	ic designs showing ou nore detail, sensible s	utlines only solutions that could work ss for purpose, detailed const	truction	(0–2) (3–4) (5–6)	[12]
(d)		on of each of the idea n and justification (1 +	s. At least 3 evaluations up to - 1)	o 2 marks each	(0–6) (2)	[8]
(e)	Poor line Good lin		little detail , proportions, some detail th a range of techniques tha	at show clearly all	(1) (2–3) (4)	
		i ons verall dimensions only al detail dimensions (2			(2)	
	A simpli Most co annotati All cons	onstructional detail ma	g little or no detail of construct ay be obvious from overall v e clear with good annotation a	iews or with some	(0–2) (3–4) (5–6)	[12]
(f)		specific materials state reasons for choice			(2) (2)	[4]
(g)		method stated. etailed description of:	processes tools.		(1) (3) (2)	[6]

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[Total: 50]

ra	ge 3	Mark Scheme: Teachers' Version	Syllabus	Paper	
		IGCSE – October/November 2011	0445	11	
(a)	Accept any four additional suitable points – attract attention, compact, colourful, reflect 'DVD of the week', include name of DVD, can be folded, easily assembled etc.			(1 x 4)	[4]
(b)	Accept any two folding methods – scoring, flexible tape, 'comb' joint, plastic hinge, rings, etc.				[4]
(c)	Any suitable ideas. At least three different ideas for maximum marks. Pro rata if fewer.				
	Commu	nication			
	Simple drawings displaying a low standard or limited range of techniques				
	Clear drawings displaying a good standard and a range of techniques – shading /colour/annotation etc High quality drawings using a wide range of techniques with clear annotation			(3–4)	
				(3-4)	
	and deta	ail		(5–6)	
	Suitabil	itv			
		c designs showing outlines only		(0-2)	
	Rather n	nore detail, sensible solutions that could work		(3–4)	
	Accurate	e solutions, good fitness for purpose, detailed constr	ruction	(5–6)	[12]
(d)		on of each of the ideas. At least 3 evaluations up to n and justification (1 + 1)	2 marks each	(0–6) (2)	[8]
(e)	Poor line Good lin	of drawing e quality, proportions, little detail e work, use of colour, proportions, some detail andard throughout with a range of techniques tha	at show clearly all	(1) (2–3) (4)	
		ions verall dimensions only (1) al detail dimensions (2)		(2)	
	Constru	iction details			
	-	stic approach showing little or no detail of constructi		(0–2)	
	Most constructional detail may be obvious from overall views or with some annotation All constructional detail will be clear with good annotation and additional detail drawings as necessary		(3–4)		
			(5 -7)		
			(5–6)	[12]	
(f)	Suitable	specific materials stated.		(2)	
	Appropri	iate reasons for choice.		(2)	[4]

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			IGCSE – October/November 2011	0445	11		
	(g)		e method stated. etailed description of: processes tools.		(1) (3) (2)	[6]	
					[Tota	[Total: 50]	
3	(a)	Accept any four additional suitable points – safe for viewers, stable in use, does not frighten children, match surroundings, garden/plant theme, gentle movement etc. Accept any two wind movements – sail, turbine, flap, fin, vortex etc.				[4]	
	(b)				(2 x 2)	[4]	
	(c)	Any suitable ideas. At least three different ideas for maximum marks. Pro rata if fewer.			1		
		Simple of Clear drawning	inication drawings displaying a low standard or limited range rawings displaying a good standard and a range /colour/annotation etc ality drawings using a wide range of techniques witail	e of techniques -	(3-4)		
		Rather n	lity ic designs showing outlines only more detail, sensible solutions that could work e solutions, good fitness for purpose, detailed constr	ruction	(0–2) (3–4) (5–6)	[12]	
	(d)		on of each of the ideas. At least 3 evaluations up to n and justification. (1 + 1)	2 marks each	(0–6) (2)	[8]	
	(e)	Poor line Good lin	of drawing e quality, proportions, little detail ne work, use of colour, proportions, some detail andard throughout with a range of techniques tha	at show clearly all	(1) (2–3) (4)		
			ions verall dimensions only (1) al detail dimensions (2)		(2)		
		A simplis Most co annotation All const	action details stic approach showing little or no detail of constructionstructionstructionstructional detail may be obvious from overall vion tructional detail will be clear with good annotation also as necessary	ews or with some	(3-4)	[12]	

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(f)	Suitable specific materials stated. Appropriate reasons for choice.	(2) (2)	[4]
(g)	Suitable method stated. Good detailed description of: processes tools.	(1) (3) (2)	[6]

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