



Cambridge IGCSE™ (9–1)

DESIGN & TECHNOLOGY

0979/12

Paper 1 Product Design

October/November 2023

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.

Cambridge International is publishing the mark schemes for the October/November 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **10** printed pages.

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.

Performance description tables

Each question contains some marks which are awarded using the following performance description tables.

| Part (c) | | | |
|-------------------------------|---|-------------------------|--|
| Communication of ideas | | Suitable designs | |
| Mark | Performance description | Mark | Performance description |
| 5-6 | Ideas are communicated with precision and clarity through the use of accurate drawings and reasoned annotations linked to most of the requirements. | 5-6 | Creative solutions which fully meet the requirements. Designs showing most aspects of construction detail. |
| 3-4 | Ideas are displayed with some clarity through clear drawings supported by annotations referring to some of the requirements. | 3-4 | Sensible solutions that mostly meet the requirements. Designs with moderate construction detail. |
| 1-2 | Simple drawings and limited annotations show little understanding of the requirements. | 1-2 | Solutions do not meet many of the requirements. Simplistic designs with little construction detail. |
| 0 | No creditable response. | 0 | No creditable response |

| Part (e) | | | |
|---------------------------|---|-----------------------------|---|
| Quality of drawing | | Construction details | |
| Mark | Performance description | Mark | Performance Description |
| 4 | High standard of line quality, use of colour and proportions. Appropriate techniques used that show clearly all detail. | 5-6 | All construction detail clear with good annotations and/or additional detail drawings as necessary. |
| 2-3 | Good line quality, use of colour and proportions. Most of the detail presented. | 3-4 | Most construction may be obvious from overall views or with some annotation. |
| 1 | Poor line quality and proportions. Little detail presented. | 1-2 | A simplistic design; little or no detail of construction used. |
| 0 | No creditable response. | 0 | No creditable response. |

Guidance on using the performance description tables

Marking should be positive, rewarding achievement where possible but clearly differentiating across the whole range of marks available.

In approaching the assessment process, examiners should look at the work and then make a 'best fit' judgement as to which level statement it fits. In practice the work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a 'best fit' level statement has been identified the following guide should be used to decide on a specific mark:

- Where the candidate's work **convincingly** meets the level statement, the highest mark should be awarded
- Where the candidate's work **adequately** meets the level statement, the most appropriate mark in the middle of the range should be awarded
- Where the candidate's work **just** meets the level statement, the lowest mark should be awarded.

Candidates answer **one** question, **either 1 or 2 or 3**.

| Question | Answer | Marks | Guidance |
|----------|--|-----------|--|
| 1(a) | Accept any four additional specification points – must be able to see the fruit, easy to pick out an item of fruit, aesthetically pleasing so people will be attracted to buy the fruit, easy to wipe clean, must be able to stand on a flat surface, must not damage the fruit, must be relatively inexpensive, etc. [1×4] | 4 | <p>Each specification point – 1 mark No repeats from question – used in a café, countertop storage unit, display fresh fruit, adjustable or hold (store) different types of fruit.</p> <p>Only accept unqualified or one/two-word answers if relevant to this specific design problem such as hygienic, cleanable, collapsible, fold flat, water resistant, waterproof, non-toxic, stable, freestanding...</p> <p>Do not accept generic one-word answers such as safe, nice, cheap, attractive, aesthetic, moveable, portable, lightweight, durable, easy to use, strong...</p> <p>Any other valid response</p> |
| 1(b) | Accept drawings of any two methods – slides open to become larger, has additional containers (stack of three containers) that can be added, wire mesh that expands, ‘concertina’ arrangement, sliding shelves, rotating shelves, hinges, springs etc. [2×2] | 4 | <p>Maximum of 2 marks for each drawing: Appropriate method of adjustment (notes of labels) – 1 mark Clear drawing of appropriate method – 1 mark</p> <p>Any other valid response</p> |
| 1(c) | <p>Any three suitable ideas.</p> <p>Award up to 6 marks for communication of ideas using the ‘Communication of ideas’ table.</p> <p>Award up to 6 marks for suitable designs using the ‘Suitable designs’ table.</p> | 12 | At least three different ideas for maximum marks. Pro rata if fewer. |
| 1(d) | <p>Award up to 6 marks for evaluation of the ideas:</p> <p>Evaluation [2×3] e.g. Advantage + disadvantage explained for each idea</p> <p>Selection [1] Justification [1]</p> | 8 | <p>Simple repeats of same points for each idea not rewarded.</p> <p>Specific not generic justification.</p> <p>Award maximum marks if only either advantage or disadvantage given for each as long as includes sophisticated reasoning.</p> |

| Question | Answer | Marks | Guidance |
|----------|--|-----------|--|
| 1(e) | <p>Award up to 4 marks for quality of drawing using the 'Quality of drawing' table.</p> <p>Award up to 2 marks for dimensions: 2 or 3 overall dimensions only – 1 mark Additional detail dimensions – 1 mark</p> <p>Award up to 6 marks for construction detail using the 'Construction details' table.</p> | 12 | Additional detail dimensions might show thickness of materials, diameters, etc. |
| 1(f) | <p>Accept any two suitable specific materials. [1×2]</p> <p>Accept any appropriate reason for choice of each material [1×2]</p> | 4 | <p>Each suitable specific material – 1 mark</p> <p>Generic terms such as wood, metal, plastic not accepted.</p> <p>Appropriate reason for each material – 1 mark</p> <p>Materials must be appropriate for the design shown in (e)</p> |
| 1(g) | <p>Accept any suitable manufacturing process. [1×1]</p> <p>Award up to 3 marks for description of process.</p> <p>Award up to 2 marks for names of tools used.</p> | 6 | <p>Process must be appropriate for design in (e).</p> <p>Detailed description for 3 marks</p> <p>Basic marking out tools, such as pencil or rule, or just drawings of tools/equipment = 1 mark only</p> <p>Do not accept materials or resources such as mild steel, Araldite, screws, PPE (goggles), sandpaper, brush...</p> |

| Question | Answer | Marks | Guidance |
|-----------|---|-----------|---|
| OR | | | |
| 2(a) | Accept any four additional specification points – must be safe for young children (no small parts), parts must be attached and be removed easily, must be ergonomically designed so you children can ‘handle’ the shapes, must fasten to a wall/stand on a desk, must only use simple word and text that young children will understand, materials and construction details, etc. [1×4] | 4 | Each specification point – 1 mark No repeats from question – promotes healthy eating, freestanding, interactive, encourages children to eat fresh fruit, slots together, lightweight, or includes fruit shapes. Only accept unqualified or one/two-word answers if relevant to this specific design problem such as eye-catching (aesthetically pleasing), stable, colourful, easy, portable, assembly, ... Do not accept generic one-word answers such as nice, lightweight, safe, flat-pack,... Any other valid response |
| 2(b) | Accept drawings of any two methods – Velcro, magnets, pins, low tack adhesive, pressure sensitive tape, staples, low tac spray mount, self-adhesive vinyl on plastic surface, etc [2×2] | 4 | Maximum of 2 marks for each drawing: Method of attachment – 1 mark Clear drawing of appropriate method – 1 mark Do not accept permanent joining methods e.g. PVA Any other valid response |
| 2(c) | Any three suitable ideas. Award up to 6 marks for communication of ideas using the ‘Communication of ideas’ table. Award up to 6 marks for suitable designs using the ‘Suitable designs’ table. | 12 | At least three different ideas for maximum marks. Pro rata if fewer. |
| 2(d) | Award up to 6 marks for evaluation of the ideas: Evaluation [2×3] e.g. Advantage + disadvantage explained for each idea Selection [1] Justification [1] | 8 | Simple repeats of same points for each idea not rewarded. Specific not generic justification. Award maximum marks if only either advantage or disadvantage given for each as long as includes sophisticated reasoning. |

| Question | Answer | Marks | Guidance |
|----------|--|-----------|---|
| 2(e) | <p>Award up to 4 marks for quality of drawing using the 'Quality of drawing' table.</p> <p>Award up to 2 marks for dimensions: 2 or 3 overall dimensions only – 1 mark Additional detail dimensions – 1 mark</p> <p>Award up to 6 marks for construction detail using the 'Construction details' table.</p> | 12 | Additional detail dimensions might show thickness of materials, diameters, etc. |
| 2(f) | <p>Accept any two suitable specific materials. [1×2]</p> <p>Accept any appropriate reason for choice of each material [1×2]</p> | 4 | <p>Each suitable specific material – 1 mark</p> <p>Generic terms such as wood, metal, plastic not accepted.</p> <p>Appropriate reason for each material – 1 mark</p> <p>Materials must be appropriate for the design shown in (e)</p> |
| 2(g) | <p>Accept any suitable manufacturing process. [1×1]</p> <p>Award up to 3 marks for description of process.</p> <p>Award up to 2 marks for names of tools used.</p> | 6 | <p>Process must be appropriate for design in (e).</p> <p>Detailed description for 3 marks</p> <p>Basic marking out tools, such as pencil or rule, or just drawings of tools/equipment = 1 mark only</p> <p>Do not accept materials or resources such as mild steel, Araldite, screws...</p> |

| Question | Answer | Marks | Guidance |
|-----------|---|-----------|--|
| OR | | | |
| 3(a) | Accept any four additional specification points – must not damage the glass, must have a hopper/container for the fruit, must be made from a hygienic material, must be able to be dismantled for cleaning, must have a sieve to stop stones/pips dropping into the drink, must be able to remove the pulp, etc. [1×4] | 4 | <p>Each specification point – 1 mark No repeats from question – squeeze soft fruit, make a juice drink, fit over a glass or direct the fruit into the glass.</p> <p>Only accept unqualified or one/two-word answers if relevant to this specific design problem such as hygienic, cleanable, hand-operated, water resistant (waterproof), lightweight, safe, can dismantle, durable...</p> <p>Do not accept generic one-word answers such as looks nice (aesthetically pleasing), strong, easy to use ...</p> <p>Any other valid response</p> |
| 3(b) | Accept drawings of any two methods of squeezing soft fruit – mechanical device that pushes down on the fruit, crushing device that is operated by a handle, battery operated fruit crushing device, screw mechanism, levers and linkages, etc. [2×2] | 4 | <p>Maximum of 2 marks for each drawing: Mechanism of squeezing soft fruit – 1 mark Clear drawing of appropriate mechanism – 1 mark</p> <p>Any other valid response</p> |
| 3(c) | <p>Any three suitable ideas.</p> <p>Award up to 6 marks for communication of ideas using the 'Communication of ideas' table.</p> <p>Award up to 6 marks for suitable designs using the 'Suitable designs' table.</p> | 12 | At least three different ideas for maximum marks. Pro rata if fewer. |
| 3(d) | <p>Award up to 6 marks for evaluation of the ideas:</p> <p>Evaluation [2×3] e.g. Advantage + disadvantage explained for each idea</p> <p>Selection [1] Justification [1]</p> | 8 | <p>Simple repeats of same points for each idea not rewarded.</p> <p>Specific not generic justification.</p> <p>Award maximum marks if only either advantage or disadvantage given for each as long as includes sophisticated reasoning.</p> |

| Question | Answer | Marks | Guidance |
|----------|--|-----------|---|
| 3(e) | <p>Award up to 4 marks for quality of drawing using the 'Quality of drawing' table.</p> <p>Award up to 2 marks for dimensions: 2 or 3 overall dimensions only – 1 mark Additional detail dimensions – 1 mark</p> <p>Award up to 6 marks for construction detail using the 'Construction details' table.</p> | 12 | Additional detail dimensions might show thickness of materials, diameters, etc. |
| 3(f) | <p>Accept any two suitable specific materials. [1×2]</p> <p>Accept any appropriate reason for choice of each material [1×2]</p> | 4 | <p>Each suitable specific material – 1 mark</p> <p>Generic terms such as wood, metal, plastic not accepted.</p> <p>Appropriate reason for each material – 1 mark</p> <p>Materials must be appropriate for the design shown in (e)</p> |
| 3(g) | <p>Accept any suitable manufacturing process. [1×1]</p> <p>Award up to 3 marks for description of process.</p> <p>Award up to 2 marks for names of tools used.</p> | 6 | <p>Process must be appropriate for design in (e).</p> <p>Detailed description for 3 marks</p> <p>Basic marking out tools, such as pencil or rule, or just drawings of tools/equipment = 1 mark only</p> <p>Do not accept materials or resources such as mild steel, Araldite, screws...</p> |