



General Certificate of Secondary Education

**Design and Technology:
Textiles Technology (3547/3557)**

Examiners' Report

2005 examination - June series

- Full Course
- Short Course
- Coursework

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General Comments

Candidates appeared to have found the theme acceptable and had clearly researched it thoroughly. The vast majority selected the fashion option, although many of the designs presented tended to be very similar and heavily based on existing products. It was evident that some centres had over-advised their candidates as designs from those centres tended to be very similar; this approach is not recommended as it can prevent candidates from showing their true ability.

There were, however, some very original ideas, particularly for the learning panel when candidates moved away from the relative safety of a square or rectangular base shape.

Probably the most surprising issue was the very poor response, on all papers, to the question on smart fabrics. Given that the preparation sheet advised candidates to research these fabrics, the response to question six was doubly disappointing.

This year saw the usual variety in the work presented, although many examiners felt that the standard was not quite as high as last year, especially on the higher tier papers.

Higher tier examiners commented on the number of scripts where candidates had left questions unanswered and it was clear that some of the candidates taking higher tier papers should have been entered for the lower tier. Examiners also reported that the standard of spelling, punctuation and grammar was of a lower standard this year, thus reinforcing the feeling that many higher tier candidates might have been better suited to the foundation tier papers.

Foundation tier examiners reported that candidates appear to have been well prepared for the examination and were able to attempt most of the questions. Only a few sections were missed out. With the exception of question 6, the paper was generally well answered with most candidates demonstrating a good understanding of the various processes involved in the design and manufacture of a product. AQA apologises for need for an errata referring to the Insert.

Full Course Foundation Tier

Question 1

This was generally well answered with the majority of candidates receiving high marks.

- (a) Generally well answered but there was some confusion in (ii), with many candidates referring to the museum facilities or number of people visiting. There was also some repetition of the answers for which no marks were awarded.
- (b) (i) Consistently good answers with the majority giving the internet as a source of ideas.
(ii) Responses tended to be limited with many candidates stating that the source given in (i) gave them ideas or inspiration.
- (c) Candidates had clearly researched Native American Indian culture allowing most responses to achieve full marks.

Question 2

- (a) (i) Examiners saw some good design ideas, although many lacked originality with some candidates copying existing fancy dress outfits. Many used colour and / or labelling to communicate their ideas clearly.
(ii) The reasons given were sound. Many gained only one mark for each reason as they offered only a simple statement or did not qualify the reasons.
- (b) Overall, a good standard of work was shown. Candidates seemed to be well practised in answering design questions and including the relevant material.

The designs presented by the majority of candidates demonstrated good understanding of the Native American Indian culture, although many were adaptations of existing products. Most designs were clearly presented and well annotated with the published breakdown of marks used as a guide. The majority of candidates included details of surface decoration techniques.

Very few examples of the learning panel were seen. Some candidates presented ideas for soft furnishing items, for example cushions and storage units, rather than learning panels and some appeared to have found it difficult to incorporate an appropriate learning theme into the panel. There were, however, some excellent original ideas for learning panels with smart fabrics incorporated into the designs, showing good use of the preparation sheet.

The majority of candidates chose the dressing up option and ideas were well presented with good use made of the body shape insert. Those candidates who chose this option tended to achieve better marks than those opting for the panel.

Some designs were more like teenage fashion items than dressing up clothes for children, but these ideas often demonstrated imagination and creativity.

A few candidates designed accessories only, for example head dresses.

Question 3

- (a) Although the majority of candidates thought that environmentally friendly fabrics were those with dyes made without cruelty to animals, most knew that environmentally friendly products will not have a lot of packaging.
- (b) The eco-label was often confused with the symbol of the European Union. Very few responses were sufficiently detailed to merit the award of two marks. Most candidates knew the recycling mark and some were able to give enough detail to gain two marks.
- (c) This question was well answered, with many candidates showing understanding of the fabric qualities required, and relating them to their product. Some took fabric qualities to be garment requirements, e.g. not having loose parts on a child's garment.
- (d) Answers were good and most candidates achieved maximum marks, although there was some confusion with designer labels.
- (e) Some candidates were unclear about what is meant by a component and gave accessories and fabrics. Many lost marks for descriptions of the components because they wrote about where they would use them or their function. Reasons for choice were generally sound.

Question 4

- (a) Not all the candidates understood that this question was about product development; many responses were about how research techniques such as questionnaires and surveys could gather opinions about a product being designed. Very few achieved full marks and answers were often vague, such as 'use CAD'.
- (b) This was well answered and it was clear that candidates knew about a range of techniques for adding colour. Many drew on personal experiences to write about the advantages and disadvantages and were able to give detailed examples of things that could go wrong. There did tend to be some repetition of advantages and disadvantages across the two methods of adding colour e.g. 'can be messy' or 'gives a nice effect'.
- (c) It was apparent that candidates understood prototypes and many achieved two marks, although but few gave enough detail about the reasons for making a prototype to gain four marks.

Question 5

- (a) Candidates either did well or very badly as they did not always relate their answer to industrial manufacture. Many answers related to the use of computers for designing rather than manufacturing, especially in (iii) where responses were related to ways of choosing colour and checking to see what an item would look like in other colours.

'Quick', 'easy' and 'fast' were common responses, often with no qualification or explanation. Many candidates referred to accuracy at the various stages thereby gaining high marks.

(b) (i) Many candidates wrote about machines in general rather than the sewing machine, explaining how to reduce dangers rather than listing them. The candidates who did understand the question tended to refer to cut fingers, loose clothing and hair as the dangers.

(ii) Examples of safety clothing, such as chain mail gloves and goggles, were commonplace as candidates considered general safety points. Many offered 'slow down the machine' or 'stay away from the machine'.

Question 6

Many candidates did not attempt this question. Many answers demonstrated little knowledge and there was much confusion between modern and smart fabrics. Very few could name a fabric but some were aware of the special features, e.g. changing colour due to changes in the environment. Candidates were given credit for describing features and a typical use for the fabric, even if they did not know the name.

The majority of candidates scored three or fewer marks on this question.

Question 7

(a) (i) Most candidates answered this question quite well, referring to the colour and or two toned fabric. Some answered fully enough to gain two marks.

(ii) Many candidates did not give examples of the components they wrote about and answers were sometimes vague. There was a lack of knowledge about components which made it difficult for some candidates to gain two marks.

(b) Very well answered with the majority of candidates gaining full marks. It was obvious from the responses that many were drawing on their own experiences of using fastenings.

(c) Many candidates confused changing the design with changing the fabric/components in (i), then realising their mistake, repeated the same answer in (ii).

In (i) many candidates suggested making the cushion smaller rather than addressing the design itself.

Many candidates were able to score at least two marks for demonstrating some understanding of ways to make the cushion cheaper to produce.

(d) Well answered by most candidates. Explanations tended to concentrate on possible damage / staining occurring during transportation with a small number also referring to promotion / advertising.

Full Course Higher Tier

Question 1

- (a) Many misunderstood this question and went down the route of looking at websites, in books and giving out questionnaires. Most candidates gave only a list of ways in which information could be found in the museum without suggesting ideas for using it.
- (b) This was answered well and many students gained full marks.
- (c) Most candidates discussed ways of marketing and advertising both souvenirs and the exhibition. Many did not appear to have understood the question and marks were low.

Question 2

- (a) (i) Clear sketches with annotation, responding to the set design brief, gained six or more marks for the majority of candidates.

(ii) There were many clear descriptions with clear consideration of the target market. However, whilst many had no problem in naming two features, they did not provide any supporting information, with candidates tending to write simplistic statements such as 'it looks nice', 'the colours are good'.
- (b) Examiners saw a variety of responses to the design theme. Many were imaginative, some were mundane, but most were relevant. Most candidates opted for the fashion, presenting a complete outfit with headdress, although a minority of candidates seemed to forget that they were designing for children. There were also some very creative wall hangings, but a disappointing number of the 123/ABC variety with the Indian theme thrown in almost as an afterthought.

Colours tended to be dull, sludgy browns but a number of candidates tried to brighten them up with braiding, beading and other decorative techniques.

Fabrics and components continued the theme but a number recommended the use of suede and leather for children's dressing up clothes, and some attempted to include every fabric and component imaginable with little thought given to their suitability for the end product.

Presentation was generally good with most candidates using the body templates to aid the drawing of clothing. Back views were shown and design ideas carefully annotated. It is worth reminding centres that many candidates are still writing copious notes about fabric qualities and recommended care details, none of which is required at this stage.

Question 3

- (a) Many responses were given full marks; fabric qualities were clearly considered in relation to the product and to children. Some qualities were very predictable, for example washable, strong.

- (b) (i) Designing of labels was discussed in some depth but very few answers were related to the actual manufacture as the question asked, resulting in some low scores.

(ii) This question on sub-assemblies was not well answered by many candidates. Those who did refer to specialised machines or skills tended to score well but most did not go beyond basic responses such as 'it will save money / be quicker' without explaining how.

Question 4

- (a) This question was not well answered with many candidates offering a list of techniques but no explanation of how they might be used to show ideas for colour effects.

- (b) This was well answered and full marks were awarded regularly.

- (c) (i) A disappointing response from many candidates with only vague statements lacking specific detail. Many appeared not to have read the question and therefore did not refer to the use of a prototype in relation to manufacture rather than as part of design development.

- (ii) Knowledge of tolerance levels was limited with many candidates referring instead to general quality control points. Many of those who did understand the term offered very unrealistic measurements.

Question 5

- (a) There were mixed responses with many text book descriptions of quality control on the assembly line. Candidates were unsure of the reasons why manufacturers use these systems and did not refer to the wider manufacturing profit or loss implications inherent within quality control.

- (b) Classroom practice was very evident here with few answers related to the use of machinery in industry. Few candidates referred to the use of Kevlar / chain-mail gloves which are essential safety wear for cutting machines of this type.

Question 6

A lot of candidates did not attempt this question and, of those who did, few gained more than half of the available marks. It was clear that many centres had not taught this area of the specification. Many had no idea of smart fabrics or their uses. A large number of responses did not gain any marks.

- (a) This was the only section where many candidates were awarded marks as they had learnt the definition of smart fabrics.

- (b) This question was not well answered with a lot of modern fabrics, such as Lycra, Tencel and Goretex being described. Few candidates appeared able to differentiate between smart and modern fabrics.

- (c) As with (b), responses were very mixed but those who knew smart fabrics tended to score highly.

Question 7

- (a) Examiners were instructed to accept a wide variety of interpretations, as the quality of the pictures was not as good as it could have been. The cushions were, however, well described with many responses awarded full marks.
- (b) Most candidates discussed the position of the zips on the cushions shown rather than the suitability of the fastening for a cushion. Those who had read the question carefully tended to score highly.
- (c) There were many good answers reflecting understanding of the care needed for delicate fabrics and trimmings.
- (d) A very poor response from the majority of candidates with lots of repetitive points, mainly concentrating on environmental pollution and recycling. Those who did understand that the issues were about the unnecessary waste of precious resources, at all stages in the life cycle of these products, were rewarded with high marks.
- (e) Well answered by most candidates, with many responses given full marks.

Short Course Foundation Tier

Question 1

- (a) This question was not well answered, as candidates frequently gave alternative sources of obtaining ideas rather than referring to the exhibition.
- (b) Very well answered with the vast majority of candidates gaining full marks.

Question 2

- (a) Initial design ideas (i) were usually quite good. All candidates should be encouraged to present good quality designs with detail clearly shown.
(ii) The suggested reasons given as to why an idea would sell were generally sound.
- (b) Designs were mostly well presented, with detailed annotation. Many of the final designs displayed imagination and originality, with the quality of dressing-up clothes generally being higher than that of the decorative learning panel. Candidates should be encouraged to refer to the published mark allocation on the paper for the question to ensure that they have addressed all areas.

Question 3

- (a) (i) & (ii) were well answered.
- (b) Very few candidates could give the detail required for full marks.
- (c) The majority of candidates were able to give a three point specification for the main fabric, with many giving the detail required for full marks. However some candidates are still suggesting the fibre content of fabric rather than giving a specification.

Question 4

- (a) Most candidates gave two appropriate ways of adding colour to the product but were sometimes vague regarding the advantages and disadvantages of the different methods.
- (b) Most candidates understood the meaning of prototype (i) and the reasons for making one (iii), but were less clear on the meaning of a 'user trial'.

Question 5

- (a) There were few very good answers to these questions relating to industrial manufacture. Many answers were very vague, e.g. 'its quick', 'it's easy'.
- (b) Many candidates appeared to be referring to a domestic sewing machine rather than an industrial sewing machine.

Question 6

Although there were a few excellent answers with candidates gaining full marks, many appeared not to have any knowledge or understanding of smart fabrics.

Question 7

Parts (a), (b) & (c) were generally well answered with many candidates gaining full marks.

(a) Most candidates were able to describe how fabrics and components had been used to make the cushion attractive. However, they did not always give sufficient detail for the award of full marks.

(b) & (c) were very well answered.

(d) Many candidates were vague about an appropriate quality check and frequently did not relate it to the cushion.

(e) Some candidates lost valuable marks on this part of the question by confusing the design with the fabrics and components.

(f) This was well answered.

Short Course Higher Tier

Question 1

- (a) As with the full course, many candidates misunderstood this question and did not consider ways in which inspiration from the exhibition might be used when designing products.
- (b) This was answered well and many candidates gained full marks.

Question 2

- (a)
 - (i) Ideas were clearly presented and annotated with six or more marks given to the majority of candidates.
 - (ii) There were many clear descriptions with good consideration of the target market. However, whilst many candidates had no problem in naming two features, they did not provide any supporting information, with candidates tending to write simplistic statements such as 'it looks nice', 'the colours are good'.
- (b) Examiners saw a variety of responses to the design theme. Many were imaginative, some were mundane, but most were relevant. Most candidates opted to design clothing, presenting a complete outfit and showing a range of appropriate and clearly labelled decorative techniques.

There were also some interesting wall hangings, but a disappointing number of very uninspired ideas, with the learning feature given scant consideration.

Fabrics and components continued the theme but a number recommended the use of suede and leather for children's dressing up clothes, and some attempted to include every fabric and component imaginable with little thought given to their suitability for the end product.

Presentation was generally good with most candidates using the body templates to aid the drawing of clothing. Back views were shown and design ideas carefully annotated. It is worth reminding centres that many candidates are still writing copious notes about fabric qualities, recommended care details and information about the working of decorative techniques, none of which is required at this stage.

Question 3

Many responses were given full marks; fabric qualities were clearly considered in relation to the product and to children. Some qualities were very predictable, e.g. washable, strong. A number of candidates named and described the qualities of a specific fabric they had selected for their product rather than writing and giving reasons for specification type points.

Question 4

- (a) Responses were very good with many candidates naming and describing two appropriate techniques. Many descriptions were given full marks.
- (b) (i) A disappointing response with many describing the use of a prototype to aid development of design ideas, not to the use of a prototype in setting standards for or planning detail of manufacture.

(ii) Knowledge of tolerance levels was limited with many candidates referring instead to general quality control points. Many of those who did suggest suitable places where tolerances might be set were not able to give realistic measurements.

Question 5

- (a) As on the full course paper, many candidates were unsure of the reasons why manufacturers use these systems and did not refer to the wider manufacturing profit or loss implications inherent within quality control.
- (b) The majority of responses included general rules and classroom safety but gave little consideration to safety in the use the band saw, which was often thrown in as an afterthought.
- (c) (i) This question on sub-assemblies was not well answered by many candidates. Those who did refer to specialised machines or skills tended to score well but most did not go beyond basic responses such as 'it will save money / be quicker' without explaining how.

(ii) This question was well answered in general and responses were better than in (i).

Question 6

A lot of candidates did not attempt this question and, of those who did, very few gained more than half of the available marks. It was clear that many centres had not taught this area of the specification despite advice given on the preparation sheet. Many candidates had no idea of smart fabrics or their uses and the majority of responses were not given any marks.

- (a) This was the only section where many candidates were awarded marks as they had learnt the definition of smart fabrics.
- (b) This was not well answered with a lot of modern fabrics, such as Lycra, Tencel and Goretex being described. Few candidates appeared able to differentiate between smart and modern fabrics.

Question 7

- (a) Examiners were instructed to accept a wide variety of interpretations, as the quality of the pictures was not as good as it could have been. The cushions were, however, well described with many responses awarded full marks.

- (b) Most candidates discussed the position of the zips on the cushions shown rather than the suitability of the fastening for a cushion. Those who did understand what was being asked tended to score highly.
- (c) A very poor response was seen from the majority of candidates with lots of repetitive points, mainly concentrating on environmental pollution and recycling. Those who did understand that the issues were about the unnecessary waste of precious resources, at all stages in the life cycle of these products, were rewarded with high marks.

Coursework

Full course

The Principal Moderator is once again pleased to report on the continued success of this specification. We live in a world full of textile inspiration with our shops bursting with products made from fabrics that have been produced with the most up to date technology. Our candidates have been inspired by these fabrics as well as the wealth of cultural ideas from India, Thailand and China and this year we have seen the influence in their work. Media coverage ensures we are constantly bombarded with the latest fashions and consequently we have seen a rise in the number of candidates producing innovative, “off the wall fashion ideas.” Centres have grown in confidence to allow more freedom in the choices of briefs, fabrics and products. Many candidates achieved the highest possible grades through their understanding of the subject, their skill in designing and making and their ability to work to a time limit of 40 hours. It has to be said that the quality of designing varies from centre to centre. Last year AQA highlighted concerns that some teachers were in danger of playing too safe, over-leading the projects and teaching to too rigorous a format. There has been a slight increase in the number of centres doing this and the result is a failure to encourage innovation and the development of exciting, original textile products.

Presentation of coursework

The presentation of design folders is outstanding and demonstrates a professional approach to communicating all aspects of designing. Design folio presentation was outstanding even from the lowest ability candidates and, in most cases, particularly when it was submitted in lightweight plastic folders it was a pleasure to assess.

Advice offered by the moderating team:

- avoid treasury tagging when the weight of samples often causes the portfolio to fall apart and work becomes damaged or lost. The thin, lightweight plastic folders used by the majority of centres are perfect for presentation purposes. Not only do they restrict the candidate to the number of pages, they also protect the work and keep it secure;
- avoid presenting all of the work on heavy, expensive card;
- avoid over decorating the pages with excessive colouring, ribbon, braid and stick on motifs;
- when moderators visit centres all of the made products should be labelled with the candidates details and the grades awarded in rank order;
- centres should not ask visiting moderators for immediate feedback. Feedback Forms are sent from AQA and accompany the final results.

Use of formats

Despite concerns about teachers over-leading the project, there is a case for using some pre formatted working sheets in the design folder. This year there was some excellent use of formats based on those used in industry and they proved to be particularly useful in the later stages of the project. They can speed things up, which allows more time for challenging aspects such as development. Many fashion candidates developed a body shape which they used very effectively as an underlay for their garment designs. Formats are particularly useful as a means of recording information and often give a very clear picture of decisions reached. Production Records, Manufacturing Specifications and Testing charts all helped students to reflect industrial practice, Quality Assurance, Quality Control, Risks Assessments and they often showed clearly the modifications made to their products.

Design briefs

- There has been an increase in the number of centres only offering one design brief to the candidates. In some cases the brief is sufficiently open to give scope for a wide range of challenging outcomes to be designed and made whereas in others there is a distinct lack of individual creativity because the teacher has led from start to finish.
- Many moderators have reported an improvement in the writing of design briefs with some of the most imaginative ever seen at this level. The level of development work and the resulting made outcomes has been stunning.
- There continues to be an increase in the number of candidates focusing on fashion designs and it was encouraging to see that far fewer candidates had attempted the ball gowns which have been popular in the past. Very often these were made for the end of year prom with the design chosen from a commercial pattern and with very little designing and development work taking place. Centres should be aware, however, that the made outcomes remain part of the examination process throughout the summer and that candidates should not automatically assume that they will be available for use in this period.

Popular and successful themes:

- teenage fashion garments where there has been a significant improvement in the originality of outcomes with excellent use of modern fabrics.
- home furnishing products particularly wall hangings and cushions.
- fashion accessories; bags have proved popular and this is an area where we have seen some of the most exciting work.
- designing for children, e.g. products to support the numeracy and literacy strategies, products for a library, play products, clothing based on nursery rhymes and co-ordinated colour ranges;

Initial research

- Last year AQA reported that initial research was one of the most improved areas with few centres encouraging candidates to do more than a mood or theme board, customer profiling and detailed product analysis through studying existing designs.
- Unfortunately some candidates are starting to produce more irrelevant research sheets and need to be reminded of the following:
- Initial research is needed to inspire ideas – colours, patterns, shapes;
- The history of a person, or a coffee pot or the embalming of Egyptian mummies is not useful research;
- Carrying out public surveys at this early stage is not worthwhile because they establish little that the candidate does not already know and in many cases they are completed on mass by the candidate themselves. It is better to spend the time on more worthwhile activities that feed into the design process;
- Cut and paste colour wheels and paint charts need not be presented;
- Candidates would find it helpful to distinguish between the inspirational theme and existing designs. We have seen some excellent theme / mood boards this year with many making use of trend forecasts.

- Fabric investigative work and testing is not appropriate when a manufacturer buys a fabric to a given specification. It may be useful to test the fabric for colouring and stitching as part of development work but not for flammability.

Analysis and resulting Specifications

- There has been a marked improvement in the quality of analysis with candidates showing clear understanding and the ability to extract criteria which were presented in focused specifications;
- The most helpful specifications have proved to be design, fabric, product and manufacturing.

Ideas and their development

- A few centres could improve the quality of design ideas further by establishing an inspirational theme at the start of project.
- The majority of candidates now present their initial ideas as quick pencil sketches.
- Excellent presentation of original firmed up ideas which meet the specifications was seen in many centres with a wide range of colouring media used. A great deal of this work resembled that produced by fashion degree students.
- However in some centres candidates are not producing a sufficiently wide range of ideas to warrant the award of the highest grades.
- Development is the area where we have seen the most improvement with candidates responding well to material issued by AQA at the support meetings.
- Fabric choice has been amazing. With an increase in the range of exciting, textured fabrics available many candidates have investigated and experimented to a much greater degree and the results have been very creative.
- However it is still evident that development work presented continues to be very lacking in some centres, indicating that there is still room for improvement in this area.
- In some cases it was evident that the candidate must have carried out development work but there was no evidence in the folder and no teacher annotation to support.
- Many candidates show excellent practice producing prototypes as part of testing and development.
- Photographs are very useful to get a feel for the product and how it has developed. It does assist in making a final judgement on the design work when you can see the outcome. Remember not all centres are visited.
- Many candidates had made their own patterns from disassembled products and others modified commercial patterns. Some candidates failed to describe these developments and, if teacher failed to annotate the work, it occasionally caused some difficulty for the moderators.
- It appears that candidates are being advised not to mention where the pattern template has come from, with some tracing a commercial pattern and pretending they have developed it themselves. Centres are reminded that there is no problem regarding the use of commercial patterns. It is similar to the way industry uses blocks. However, the most able candidates will have come up with an original design and will be using the commercial pattern as a block to aid them in the production of a pattern to meet their requirements.

The use of computers

- This year saw a continued improvement in the use of computers with all but a few candidates including some evidence in the design folder.
- Many folders were presented very professionally using desk top publishing packages and often on less than 20 A3 sheets.
- Evidence of CAD CAM was mainly in development work though some candidates had made excellent use of the computerised sewing machine in their made outcomes.
- There has been an increase in the number of centres using CAD, which is an indication that more software is becoming available.
- Internet research was present in most folders, design programs made good use of showing different colour ways.
- A very limited number of candidates used the Speed Step package successfully.
- CAM – Scan and Sew has been popular, although some candidates used pre-programmed Disney motifs, which limited their creativity.

Industrial practice

- Almost all candidates included some evidence of understanding industrial practices in the development of their product and in many cases it was excellent.
- A major improvement was the relating of industrial practice to their product which is a positive step forward.
- Unfortunately there has been an increase in the number of sheets presented which are merely teacher notes and copied text with no mention of the specific product being manufactured.
- Very few candidates continue to include irrelevant work on social issues, health and safety and there was improvement overall in this area.

Testing / evaluation

- These are areas candidates continue to find difficult though there has been a significant improvement in annotating work to make their thinking clear.
- Final testing and evaluation is much improved with even the least able completing testing and evaluation charts.
- Candidates who compared their product with a similar bought one impressed the moderators with their level of thinking.
- Evaluations much improved this year with candidates evidencing facts as well as personal views.
- Some excellent questionnaires surveying public opinion on the product made were seen with the most able suggesting modifications for future products.
- Some centre's candidates are still testing fabrics irrelevantly with no explanation of why they are doing it and what they hope to establish that is not already known from the fabric specification.

TEXTILE PRODUCT OUTCOMES

- Many more fashion products were seen this year with improvements in the developing of highly original garments. Better use was made of the wide range of modern fabrics available with many enhancing work with exciting manipulation techniques.
- The practical outcomes in centres visited revealed that the making process was less well assessed than the design process and occasionally over-valued. Where adjustments were made they tended to be due to staff over-valuing candidates' practical outcomes: high marks were awarded for work that lacked complexity and challenge.
- Outcomes have demonstrated a wide variety of skills and processes often making effective use of a range of interesting decorative techniques seen in other cultures.
- There was an improved standard of finish overall though in some centres this was still a major weakness.
- In some cases the level of skill and demand was not high enough for candidates to be awarded the highest grades no matter how perfect the quality of their end product. They would benefit from teacher advice in this area.

Practical outcomes included:

- For children – play-mats, height charts, cubes, toys;
- Home products – wall hangings, cushions, appliance covers;
- Fashion accessories – including bags and hats;
- Garments – bodice tops, safety awareness garments, maternity wear, trousers, skirts, dresses, theatrical costumes.

Some candidates made simple fabric bags to hold their products. This was for protection as well as being a good selling feature. Several presented their work with tags and in tissue paper lined boxes.

Camera use

- Excellent use was made of the digital camera for recording development work as well as testing.
- Some candidates used it as part of a short Power Point Presentation promoting their product

Candidate record forms

- There was major concern expressed this year over the completion of Candidate Record Forms. Teachers produced much less annotation, which is acceptable, however, teacher annotation is vital when Making has been given a high grade and the evidence is not there to see.
- Teachers are required to indicate the grade awarded for each of the assessment criteria so that the moderator can understand how the final grade has been reached.
- A few teachers still not following instructions for the administration work. Some are still using AL instead of LA. This is unhelpful to the moderator and is not following the correct AQA procedure.

Short course

Numbers following this course have decreased, which is an indicator that many continue to struggle to reduce the folder content while still achieving maximum success in the making component. Unfortunately some of the work continues to resemble full course projects and candidates must be working in excess of the 20 hours recommended.

Comments on the design process given for the Full Course are also relevant to the Short Course.

- There was a marked improvement in the choice of design briefs with a clear focus on the identified product right from the start of the project.
- Design solutions had been decided on more quickly and the most able students spent the vast majority of their time on development and making.
- Moderators continue to be very impressed with the excellent quality of made outcomes.

Conclusion

This specification goes from strength to strength with excellent awards made this year. Our young textile designers and their teachers have worked hard to ensure this success. We have benefited from the increase in the availability of exciting, textured fabrics, components and the wide range of textile products in our shops. With a focus on improved development of innovative designs this specification should reach new heights in 2006.

Mark Range and Award of Grades

Full Course

Foundation tier

Component	Maximum Mark (Raw)	Maximum Mark (Scaled)	Mean Mark (Scaled)	Standard Deviation (Scaled)
3547/F	125	140	67.9	19.0
3547/C	95	210	124.1	36.2
Foundation tier overall 3547	--	350	191.95	46.39

		Max. mark	C	D	E	F	G
3547/F boundary mark	raw	125	74	64	55	46	37
	scaled	140	83	72	62	52	41
3547/C boundary mark	raw	95	60	48	36	24	12
	scaled	210	133	106	80	53	27
Foundation tier scaled boundary mark		350	212	176	140	105	70

Higher tier

Component	Maximum Mark (Raw)	Maximum Mark (Scaled)	Mean Mark (Scaled)	Standard Deviation (Scaled)
3547/H	125	140	74.3	16.3
3547/C	95	210	178.0	26.5
Higher tier overall 3547	--	350	252.22	36.82

		Max. mark	A*	A	B	C	D	allowed E
3547/H boundary mark	raw	125	80	73	66	59	48	-
	scaled	140	90	82	74	66	54	-
3547/C boundary mark	raw	95	95	83	71	60	48	-
	scaled	210	210	183	157	133	106	-
Higher tier scaled boundary mark		350	299	263	231	199	160	140

Although component grade boundaries are provided, these are advisory. Candidates' final grades depend on their total marks for the subject. In particular, A* is determined on candidates' total marks, not on each component, and candidates do not have to obtain 95 marks on the coursework component in order to gain grade A* on the subject as a whole.

Provisional statistics for the award

Foundation tier (12932 candidates)

	C	D	E	F	G
Cumulative %	36.5	65.0	82.2	91.2	96.1

Higher tier (20629 candidates)

	A*	A	B	C	D	allowed E
Cumulative %	8.7	42.1	72.3	91.9	98.1	98.9

Overall (33561 candidates)

	A*	A	B	C	D	E	F	G
Cumulative %	5.4	25.9	44.5	70.5	85.3	92.5	95.9	97.9

Short Course

Foundation tier

Component	Maximum Mark (Raw)	Maximum Mark (Scaled)	Mean Mark (Scaled)	Standard Deviation (Scaled)
3557/F	100	120	62.0	16.5
3557/C	95	180	102.0	30.9
Foundation tier overall 3557	--	300	163.98	38.76

		Max. mark	C	D	E	F	G
3557/F boundary mark	raw	100	63	57	52	47	42
	scaled	120	76	68	62	56	50
3557/C boundary mark	raw	95	60	48	36	24	12
	scaled	180	114	91	68	45	23
Foundation tier scaled boundary mark		300	187	158	130	102	74

Higher tier

Component	Maximum Mark (Raw)	Maximum Mark (Scaled)	Mean Mark (Scaled)	Standard Deviation (Scaled)
3557/H	100	120	63.6	12.9
3557/C	95	180	150.2	22.9
Higher tier overall 3557	--	300	213.83	30.62

		Max. mark	A*	A	B	C	D	allowed E
3557/H boundary mark	raw	100	70	62	54	46	38	-
	scaled	120	84	74	65	55	46	-
3557/C boundary mark	raw	95	95	84	72	60	48	-
	scaled	180	180	159	136	114	91	-
Higher tier scaled boundary mark		300	268	229	199	169	137	121

Although component grade boundaries are provided, these are advisory. Candidates' final grades depend on their total marks for the subject. In particular, A* is determined on candidates' total marks, not on each component, and candidates do not have to obtain 95 marks on the coursework component in order to gain grade A* on the subject as a whole.

Provisional statistics for the award

Foundation tier (277 candidates)

	C	D	E	F	G
Cumulative %	29.6	53.8	77.3	90.6	96.4

Higher tier (518 candidates)

	A*	A	B	C	D	allowed E
Cumulative %	2.3	34.2	68.5	92.3	98.3	99.6

Overall (795 candidates)

	A*	A	B	C	D	E	F	G
Cumulative %	1.5	22.3	44.7	70.4	82.8	91.8	96.5	98.5

Definitions

Boundary Mark: the minimum (scaled) mark required by a candidate to qualify for a given grade.

Mean Mark: is the sum of all candidates' marks divided by the number of candidates. In order to compare mean marks for different components, the mean mark (scaled) should be expressed as a percentage of the maximum mark (scaled).

Standard Deviation: a measure of the spread of candidates' marks. In most components, approximately two-thirds of all candidates lie in a range of plus or minus one standard deviation from the mean, and approximately 95% of all candidate lie in range of plus or minus two standard deviations from the mean. In order to compare the standard deviations for different components, the standard deviation (scaled) should be expressed as a percentage of the maximum mark (scaled).

Uniform Mark: a score on a standard scale which indicates a candidate's performance. The lowest uniform mark for grade A* is always 90% of the maximum uniform mark for the unit, similarly grade A is 80%, grade B is 70%, grade C is 60%, grade D is 50%, grade E is 40%, grade F is 30% and grade G is 20%. A candidate's total scaled mark for each unit is converted to a uniform mark and, when subject grades are awarded in 2004, the uniform marks for the units will be added in order to determine the candidate's overall grade.