



General Certificate of Secondary Education

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

Report on the Examination

2006 examination - June series

- Full Course
- Short Course

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Examination papers

General Comments

Almost all candidates appeared to have enjoyed this theme. Pop Art is a very wide area and it was evident that many candidates had researched it thoroughly, since there were many references to specific Pop Artists and images included as part of the design pages. Not having a choice of products did not appear to have had any detrimental effect on candidates' performance.

There was evidence of a varied approach and individual work from candidates in most centres; this is an approach which is to be commended, as it generally leads to higher marks.

A wide variety of bags was seen across all four papers; there were many novel and fun designs, practical and otherwise, using the theme in imaginative ways. There were also many bags designed to resemble cans of soup, or adorned with the American flag and dollar signs.

Although the majority of candidates understand the importance of showing colour as opposed to simply labelling it, there are still some candidates who do not use coloured pencils, even though it is stated on the front cover of the paper that this is necessary. Full colour is an important feature in the presentation of the final design.

Candidates generally responded well to the change of focus in the second half of the paper; as stated clearly in the specification and on the Preparation Sheet, only some of the questions will be based on the information given in advance of the examination. There are concerns that some centres are teaching to the Preparation Sheet only, and not to the specification as a whole; this does not help candidates achieve high marks on papers which are designed to test broad knowledge and understanding of textiles technology. Many candidates also rely far too heavily on Preparation Sheet images when presenting their ideas for the design question; centres are reminded that the Preparation Sheet should be regarded as a starting point, and that candidates are expected to research beyond what has been presented to them as inspiration.

Examiners reported that most candidates appear to have been well prepared for the examination and were able to attempt most of the questions on all papers. With a few common exceptions, the papers were generally well answered with most candidates demonstrating a good understanding of the various processes involved in the design and manufacture of different products.

There were, however, some concerns that many candidates had been incorrectly entered for the Higher Tier paper of the full course. Some examiners reported that a surprising number of candidates did not attempt some of the questions, especially questions five and six, both of which dealt with basic knowledge and understanding which candidates at this level should have found straightforward.

Full Course Foundation Tier

On the whole candidates produced considered answers and demonstrated a better all round understanding than in previous years.

Question 1

- (a) Generally well answered, with most candidates able to give several valid points about a designer's research. Some answers were a little confused and included repetition of the same point in different ways.
- (b) (i) This was not well answered as the majority of candidates gave dangers associated with the working environment and not the *design* of the product. Many candidates related the health and safety aspects to their experiences in the classroom.
(ii) Very few candidates achieved full marks for their responses to this question. Although many were able to give one or two general points relating to materials being bio-degradable / recyclable, or to pollution from dyestuffs, few expanded on these basic points. Many candidates misinterpreted the question and gave responses relating to racism, rude / improper words, offensive logos, or referred to the use of animal skins and cruelty to animals.

Question 2

The standard of illustrations was mixed, with more able candidates making good use of the printed mark allocation to achieve high marks. Not a lot of creativity or imagination was shown; many candidates simply showed modifications of existing designs. The use of colour improves the finished design and usually adds to the mark awarded. Some of the more artistic illustrations did not always also have the annotation necessary to indicate clearly what was intended.

- (a) There were many fully annotated and well presented drawings using colour; most candidates included all of the specification points in their initial designs although not all ideas were imaginative. Conversely, some of the initial ideas were much more interesting than the one presented as the final product. Pop Art was not always used as the theme, but designs usually related to the use of the bag, e.g. beach tote, make-up bag. A few candidates showed only the design to go onto the bag, or the bag itself without a design, and were therefore not able to access the higher marks.
- (b) Both parts were answered with detailed reasoning for the choices made.
- (c) Most candidates read the design question more carefully than in previous years and used the mark breakdown to help them ensure that they were maximising their scoring potential. Candidates who had researched Pop Art in detail were able to present original and imaginative designs, but there were many designs produced with only tenuous links to the theme, or which were copies or minor modifications of existing designs. Many candidates did not take their thinking beyond the images shown on the Preparation Sheet.

Few candidates referred to the appliqué in any detail, and the name of the fabric was rarely given, making it impossible for candidates to score top marks in this section.

Colour tended to be used very well, even where the candidate was not very artistic, thus enabling high marks to be scored in this section. Presentation was good overall with clear drawings, back views, 3D views and clear annotation.

Question 3

- (a) Candidates tended to either score very well or very badly, as they confused 'main fabric' with components. On the whole though, this question was answered better than in previous years and candidates appeared to understand fully the fabric qualities / properties required for their bags.

- (b) (i) The general response was very good with many candidates achieving full marks. Most answers explained that ‘Bondaweb’ is quicker / easier to use, and / or stronger and longer lasting.
- (ii) The majority of candidates were able to achieve one mark by explaining that the interfacing would give a better finish / quality to the finished bag.

Question 4

- (a) There were many misunderstandings of what was required here, with many candidates providing drawings of how the bag would be worn rather than giving detail of how the handle was to be attached to the bag. Many candidates gained only one mark for each part for explaining or showing that the bag would be carried either in their hand or over the shoulder, or hung on a hook.
- (b) Some sound explanations were seen, mostly related to the method of carrying rather than the attachment, including references to the target market and use of the bag.
- (c) The most common responses were simple statements such as ‘measure’ or ‘check what would be carried in the bag’. There was some confusion between measuring their actual bag, rather than deciding on a size before making up. There were not many good answers, but there were some which were detailed and to the point, and these gained full marks.
- (d) (i) Responses here suggested that candidates had used standard pattern templates in coursework. As a result of being able to describe first hand experience, they were able to gain good marks. Answers were, however, lacking in detail in many cases, often simply referring to ‘efficiency of time’ and ‘accuracy’.
- (ii) Candidates answered well, usually explaining that the design would be ‘new’ / ‘unique’ / ‘original’, and ‘the way you want it’.

Question 5

- (a) The majority of candidates achieved full marks for this question.
- (b) This question was answered very badly, since very few candidates appeared to know what fabric finishes are; if any response was given, it tended to be fabric types, e.g. nylon, and / or care instructions.
- (c) Most candidates achieved full marks for this question. Many tried to work out the sequence from the information given, thereby gaining some marks, even if they were not wholly conversant with the process.
- (d) (i) Many responses referred to the extra strength given by the double layer and were awarded one mark. Some were able to access a second mark because they explained that the extra strength would provide support for the pocket contents.
- (ii) The typical response was ‘for security / it’s stronger’; only a minority of answers identified the decorative effect of the two rows of stitching.
- (e) Whilst many candidates were able to suggest two areas where costs might be reduced, few achieved full marks because they did not give the reason why it was cheaper. The majority of answers referred to ‘making pockets smaller’ or ‘cutting down on layers of fabric or rows of stitching’.

Question 6

- (a)&(b) These sections were answered very badly as a lot of candidates had no real idea of the differences between the two manufacturing systems. Many repeated answers regardless of which system they were describing, probably in the hope that one, at least, would be correct. Generally candidates were able to give better quality detail of ‘Factory B’ rather than ‘Factory A’. Very few candidates gained more than half of the available marks on this question.

- (c) (i) Well answered with most candidates gaining at least one mark.
 - (ii) The majority of candidates concentrated on cut hands, fingers, etc.
- (d) (i) This was reasonably well answered with some references to barcodes, databases, etcetera. but most responses referred to checking numbers, i.e. 'stock in – stock out'. Some candidates repeated themselves instead of giving two different ways of checking on stock.
 - (ii) There was much confusion, with references to CAD discussing how fast computers are, rather than answering the question.
- (e) (i) There was considerable variation in the information presented with some candidates giving a lot of detail for a question allocated only one mark, whilst others simply wrote 'quicker' or 'better finish'.
 - (ii) In most cases this question was well answered with most responses gaining three or four marks. A lack of detail prevented the achievement of full marks. A few candidates thought that the problem caused would be that 'the shorts will not sell', and to put them right 'you must throw them away'.
 - (iii) This question was well answered.

Question 7

Some candidates did not appear to realise that there was a question seven because they did not turn over to the back page as instructed on the question paper, therefore missing the opportunity to score five marks.

- (a) Candidates were clearly aware of the information found on a label, as this was very well answered with the majority gaining high marks. Most answers related to care labels.
- (b) On the whole this question was well answered, but there were some candidates who thought that a barcode is a device to prevent theft from a store. Others thought it gave information on who made the product, and where and when it was made.

Full Course Higher Tier

Question 1

- (a) Both sections of this question were well answered by the majority of candidates with many scoring full marks. There was good understanding of the use of sales figures (i), and the most frequent answers in (ii) made references to use, client profile and price range.
- (b) (i) A disappointing response with far too many vague and general statements about health and safety rather than those specific to the impact of the *design* of the bag.
(ii) There were some excellent responses which pinpointed not only the source of the pollution, but also the effect it would have on the environment, e.g. ‘the use of dyes causes chemical run-off to be dumped in rivers and streams’. Others were couched in very vague terms and did not earn high marks, e.g. ‘chemicals can damage the environment’. As with other papers, some candidates did not have a clear understanding of environmental issues and made references to animals and use of furs.

Question 2

- (a) As usual, there was a very good response to the design question with many gaining full marks in this part.
- (b) Some candidates lost a mark because they did not identify a target market for their bag.
- (c) The Pop Art theme was taken in its broadest sense and some imaginative design ideas were given, the best featuring ideas from Roy Lichtenstein and Andy Warhol. There were a lot of repetitive patterns, e.g. Warhol’s screen prints; ‘Coke’ cans and ‘Campbell’s soup’ were also popular images.

There was some disappointment with the originality and quality of the designs as ideas were not as strong as in previous years. There were a lot of simple, flat rectangular and square bag shapes and, whilst appliqué and different sections were usually included, this was not always done in a creative way. The handles / methods of carrying were also often disappointing as they tended to be unimaginative and lacking ‘sparkle’.

There were, however, many original ideas where candidates had exploited the theme fully, and these were rewarded with full marks.

It was a pity that many candidates did not use a better variety of fabrics. Many responses were quite limited, with calico or ‘cotton’ as the main fabric. Higher Tier candidates should be able to give more detailed information and also be aware that calico is not usually the most appropriate fabric, especially when considering a market which goes beyond the classroom. Many also included the use of PVC and leather, neither of which were always used thoughtfully, especially when appliqué was to be added.

Work was generally well presented although some candidates did not include the back view that was requested. Enlarged sections included in some papers were very helpful. Candidates should endeavour to identify where they have incorporated the information asked for in the mark scheme, e.g. labelling appliqué, as it is not always clear where and how this has been included.

Question 3

- (a) Responses showed good understanding of the requirements in fabrics, with explanation of why the properties identified are important. There were many high scores.
- (b) (i) Also well answered, with good knowledge of ‘Bondaweb’ and its uses.
 - (ii) This was less well answered, with the most common response being ‘cheaper’. Many candidates wrote about uses of ‘Bondaweb’ rather than focussing on the constructional qualities of ‘non-woven’ fabrics.
 - (iii) There appears to be a lack of knowledge about interfacings and few responses were given full marks.

Question 4

Two different types of handle should have been drawn, together with two different methods of attachment to the bag. Given that candidates were advised of the need to study handles on the Preparation Sheet, it was surprising how many then chose to show how a bag might be worn on the body. This was not what was required and those responses were not awarded marks; common sense dictates that a method of carrying / hanging a bag involves the use of handles.

Evaluation details were answered better.

- (a) Since candidates had already shown one method in Question 2, they were able to answer both parts well. Many candidates did not include details of how the strap(s) would actually be attached to the bag, and some gave ‘clutch bags’ as a response to this question.
- (b) Many struggled when asked to show a second method of carrying / hanging the bag and many lost marks because they either repeated the method shown in (a) or left the section blank.

Question 5

- (a) There was evidence of good product analysis and most gained full marks.
- (b) The term ‘components’ is generally well understood, although there are still some candidates who think that a pocket is a component. Many simply listed three components without giving any detail, thereby losing three marks.

Many candidates struggled to describe the processes involved in constructing seams and hems, and some confused the seam and hem descriptions.

The highest marks were awarded to those candidates who were able to explain the methods using a mixture of sketching and annotation. There were some good descriptions of seams but marks were lost when detail, such as seam allowance and neatening, was omitted.

There were many inaccurate descriptions of a hem construction, including raw edges and hand stitching. The most common response involved a simple double fold with machine stitched finish – this usually received a high mark.

Quality control was well understood with only a few candidates confusing this with testing for purpose. The responses were still disappointing, however, lacking in detail from these Higher Tier candidates. Many ignored the fact that the checks were for the front pockets and made references to the fabric and shorts in general.

- (c) Most candidates were able to give a suitable fabric finish and explain its need, although a minority confused this with a decorative finish. The most popular finishes were crease and water resistance.
- (d) Full marks went to candidates who understood the need to hem the top of the pocket, and to turn under the seam allowances before attachment. The best answers featured ways of reinforcing the

stitching at the top. There were many examples of excellent answers here, as well as poor diagrams resulting in confused responses and low marks.

Question 6

- (a) Manufacturing systems were understood well. The most common choice was System B and most candidates were able to justify their choice, usually related to the speed and skill which the workers would develop when concentrating on only one task. Credit was given for statements supporting either system.
- (b) A mixed response. Some candidates did not read these questions carefully enough, relying on generalised cost cutting or health and safety rules.
 - (i) Those candidates who gained full marks kept the focus of their answers on *labour* costs, but there were many who thought that computerised manufacture eliminates the need for any workers, with machines able to work by themselves.
 - (ii) Few good responses relating specifically to computerised manufacture were seen.

Short Course Foundation Tier

Question 1

- (a) Most candidates able to give valid points relating to a designer's research. Some answers were a little confused and included repetition of the same point in different ways.
- (b) Very few candidates achieved full marks for their responses to this question. Although many were able to give one or two general points relating to materials being bio-degradable / recyclable or pollution from dyestuffs, few expanded on these basic points. A small minority thought the question was about the personal environment and gave responses relating to racism or rude / improper words. Some wrote about components falling off a bag and littering the environment.

Question 2

As with the full course, the standard of illustrations was mixed, with more able candidates making good use of the printed mark allocation to achieve high marks. Little creativity / imagination was shown, and many candidates simply showed modifications of existing designs. There are some candidates who still do not use coloured pencils, even though it is stated on the front cover of the paper that this is necessary. The use of colour improves the finished design and usually adds to the mark awarded. Some of the more artistic illustrations did not always have included the annotation necessary to indicate clearly what was intended.

- (a) There were many fully annotated and well presented drawings using colour; most candidates included all of the specification points in their initial designs although not all ideas were imaginative. Conversely, some of the initial ideas were much more interesting than the one presented as the final product. Pop Art was not always used as the theme, but designs usually related to the use of the bag, e.g. beach tote, make-up bag. A few candidates showed only the design to go onto the bag, or the bag itself without a design, and were therefore not able to access the higher marks.
- (b) Both parts were answered with detailed reasoning for the choices made.
- (c) Candidates who had researched Pop Art in detail were able to present original and imaginative designs, but these were few and far between. Some designs had only tenuous links to the theme, and many designs were copies or minor modifications of existing designs. Many did not take their thinking beyond the images shown on the Preparation Sheet. Few candidates referred to the appliqué in any detail, and fabric and component details were very sketchy, making it impossible for candidates to score top marks in this section. Colour tended to be used very well, even where the candidate was not very artistic, thus enabling high marks to be scored in this section. Presentation was good overall with clear drawings, back views, 3D views and clear annotation.

Question 3

- (a) Candidates tended to either score very well or very badly, as they confused 'main fabric' with components. On this tier, this question was not answered as well as in previous years.
- (b) The general response was very good with most answers referring to the speed or ease of use.

Question 4

- (a) There were many misunderstandings of what was required here with many candidates providing drawings of how the bag would be worn rather than giving detail of how the handle was to be attached to the bag. Many candidates gained only one mark for explaining or showing that the bag would be carried either in their hand or over the shoulder, or hung on a hook. There were, however, some candidates who showed a carefully thought out method of attaching one or more handles to their bag.

- (b) Some sound explanations were seen, mostly related to the method of carrying rather than the attachment, including references to the target market and the use of the bag.
- (c) The most common responses were simple statements such as ‘measure the bag’ or ‘check what would be carried in the bag’. There were not many good answers, but there were some which were detailed and to the point, and these gained full marks.

Question 5

- (a) The majority of candidates achieved full marks.
- (b)
 - (i) As with the Full Course responses, many referred to the extra strength given by the double layer and were awarded one mark. Some candidates were able to access a second mark because they explained that the extra strength would provide support for the pocket contents.
 - (ii) The typical response was that the double row of stitching made the pockets stronger or more secure; only a minority referred to the decorative effect.
- (c) Whilst many candidates were able to suggest two areas where costs might be reduced, few achieved full marks because they did not give the reason why it was cheaper. The majority of answers referred to ‘making pockets smaller’ or ‘cutting down on layers of fabric or rows of stitching’. There were, though, a number who suggested removing the poppers or flap as a way of saving money on components and / or fabric.

Question 6

- (a)&(b) As with the Full Course paper, these sections were very badly answered as a lot of candidates had no real idea of the differences between the two manufacturing systems. Many repeated answers regardless of which system they were describing, probably in the hope that one, at least, would be correct. Generally candidates were able to give better quality detail answers for ‘Factory B’ rather than ‘Factory A’. Very few responses gained more than half marks.
- (c)
 - (i) Well answered, with most candidates gaining at least one mark.
 - (ii) The majority of candidates did not offer much beyond simple responses such as ‘people can get hurt’. Only a few referred to the possibility of having cut hands or fingers.
- (d)
 - (i) This was not well answered, with many candidates simply repeating the information given in the question. Those who did manage to score marks usually referred to databases and automatic stock re-ordering.
 - (ii) There was much confusion, with references to CAD and the speed at which computers work, but few creditworthy points.
- (e)
 - (i) This was usually answered well.
 - (ii) In most cases this question was well answered with most responses gaining three or four marks.
 - (iii) Well answered, with many receiving full marks.

Question 7

Candidates were clearly aware of the information found on a label, as this was very well answered with the majority gaining full marks. Most answers related to care labels.

Short Course Higher Tier

Question 1

- (a) This question was well answered by most candidates.
- (b) (i) Many candidates lost marks on this question because they referred to general health and safety issues rather than relating their answer specifically to the *design* of a bag.
(ii) This was generally well answered, since most candidates had a clear understanding of how the bag design could affect the environment.

Question 2

- (a) Candidates are taking greater care in the presentation of their initial design ideas, with the result that many are gaining full marks for imaginative and well annotated diagrams.
- (b) Suggested reasons why an idea would appeal to the target market were generally sound.
- (c) Designs were frequently well presented with detailed annotation. Where final designs displayed imagination and originality, higher marks were gained. Candidates should be encouraged to refer to the printed mark allocation to ensure that they have addressed all areas.

Question 3

The majority of candidates displayed a good understanding of the qualities required in the fabric for their product and a high percentage of candidates gained full marks for this question.

Question 4

All parts of this question were answered well.

Question 5

- (a) This was very well answered, with the majority of candidates gaining full marks.
- (b) Most candidates were able to name three components, but many lost marks because, as with the Full Course, they did not describe them.

Although most candidates gained some marks for the seam and hem construction of the shorts, very few gave enough detail to gain full marks. Quality control checks for the front pockets were generally sound.
- (c) Relatively few candidates appeared to understand the term ‘finish’; some suggested a decorative finish and others did not attempt the question.

Question 6

- (a) Most candidates appeared to have misunderstood this question and thought that the flow chart showed a production line, despite the clear statement that each worker in the team made a complete pair of shorts.
- (b) (i) This was well answered with sound reasons given as to how computerised manufacture can reduce labour costs.
(ii) Marks were frequently lost when candidates referred to general safety rules.

Coursework

Full course

The Principal Moderator is once again pleased to report on the continued success of this specification. It goes from strength to strength, but there are a number of issues some teachers must address, if candidates are to achieve their maximum potential.

Most centres assessed the designing aspects accurately, rewarding candidates with the grades they deserved, but it is worth noting there has been an increase in the number of cases where the making component was over rewarded for work that lacked challenge or any degree of accuracy and finish.

It has been apparent that most centres are delivering the specification well, with candidates' work meeting the assessment criteria in original and exciting ways. However when a centre gets it wrong they are getting it spectacularly wrong, with students not meeting the criteria and often providing a great deal of irrelevant evidence.

There has been an increase in the number of centres who have struggled to deliver the specification in the absence of specialist teachers and there has been evidence that some have relied heavily on the support of technicians. Moderators have commented that some teachers do not appear to have used the support material provided by AQA.

Last year we highlighted concerns that some teachers were in danger of playing too safe, over leading the projects and teaching to too rigorous a format. Again 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.

Design briefs

- 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 in many centres has been stunning.
- There has been a slight increase in the number of boys taking the subject. They generally choose to make more technical rather than decorated outcomes.

Most popular and successful products:

- Products for children including fashion garments, educational toys and products for the baby nursery.
- Fashion accessories including bags and hats.
- Teenage fashion garments, including fashion tops, skirts and trousers.
- Home furnishing products, particularly wall hangings and cushions.

Less successful themes

- Ball gowns
- Duvet covers and throws
- Room dividing screens
- Giant play mats and floor cushions

Meeting the assessment criteria

Used a wide variety of appropriate sources to gather relevant research information;

Last year we 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 and textures.
- Carrying out public surveys at this early stage is not worthwhile because they establish little that the candidate does not already know. 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.
- 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.

Analyzed the task and the research material logically, thoroughly and effectively;

- There has been a marked improvement in the quality of analysis, with candidates showing clear understanding. Their ability to extract criteria which were presented in focused specifications has also improved.

Produced a detailed specification, which focuses closely on the analysis;

- The most helpful specifications have proved to be design, fabric, product and manufacturing.
- Some candidates fail to make use of these specifications when evaluating their designs

Produced a wide range of distinct proposals, which satisfy the specification;

- The majority of candidates wisely present their initial ideas as quick pencil sketches.
- The 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, there has been an increase in the number of candidates producing an insufficient number of feasible ideas; in some cases they lack any real originality and challenge. Candidates should not be awarded the highest grades just because they have completed two design sheets of ideas.

Used one or more of their proposals and relevant knowledge of techniques, manufacturing and working characteristics to develop a detailed and coherent design solution;

- Development is the area where we have seen the most improvement, with candidates responding well to material issued by AQA. However it is still evident that development work presented by all the candidates in some centres is very weak.
- Many candidates made their own paper patterns, others modified commercial patterns. Some candidates failed to describe these developments and teachers had failed to annotate to explain, thus causing difficulties for 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. Teachers 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 development of the decoration is much stronger than the development of the product style and structure. Construction samples are presented, though these are often testing techniques rather than actual development of the product.
- 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. Centres should remember that not all centres receive a visit.

Produced a correct sequence of activities, which shows where, why and how practical production decisions were made;

- Candidates are producing excellent production planning charts which provide evidence of modifications, industrial practice, quality control and health and safety issues. These charts make the candidates' thinking very clear and bring about an improvement in the final product evaluation. Many candidates now include advice to the production planner in their reports. This shows excellent awareness of industrial practice.

Tested, objectively evaluated and effectively modified their work throughout the process as appropriate;

- This area has shown real improvement this year 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
- 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.
- Many candidates are now given the opportunity to test their products on the catwalk with centres organising fashion shows

Selected and skillfully used a wide range of communication, graphical and ICT skills, which have helped to clarify their thinking and are sufficient to convey ideas to themselves and others effectively and precisely;

- This year saw an 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, although some candidates had made excellent use of the computerised sewing machine in their made outcomes.
- There has been an increase in the number of candidates 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.

Use of formats

Again this year there was 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, allowing 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.

Camera use

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

They have provided evidence that they have considered and taken into account relevant issues, industrial practices and systems and control.

- Industrial aspects and wider issues were integrated throughout folders and influenced the design process for many candidates. This is a real strength of this specification.
- There has been a significant decrease in the number of sheets presented which are merely teacher notes and copied text with no mention of the specific product being manufactured.

TEXTILE PRODUCT OUTCOMES

Making

- Some very technical made outcomes were seen. The standards for made outcomes are improving, which is pleasing. Very few candidates made up commercial patterns without making modifications.
- Many candidates record the modifications they make on production plans and this provides excellent evidence of their thinking.
- Made outcomes – overall candidates are working with a wide range of textile materials and techniques at an impressive standard. Many candidates showing an awareness of industrial practice. In contrast, some candidates' work lacks sufficient finish to gain marks as awarded by the centre.
- Unfortunately there is a lack of CAM facilities in some centres, although candidates are still showing their awareness of the availability of this technology in industry.
- 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 candidates enhancing work with exciting manipulation techniques.
- The practical outcomes in centres visited revealed that the making process was less well assessed by centres than the design process and occasionally over-valued. Where adjustments were recommended they tended to be due to teachers over-valuing candidates' practical outcomes. High marks were sometimes being awarded for work that lacked complexity and challenge.
- 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. Candidates would benefit from teacher advice in this area.
- 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.

Administration

- There was major concern expressed this year over the completion of Candidate Record Forms.
- Many of these had to be returned to centres because candidates had not signed them.
- There was a significant increase in the number of errors made by teachers relating to administrative tasks.
- Work was not always sent by return of post which is essential if moderation is to be completed to the necessary deadlines.
- Teacher annotation is vital when the making component 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 basic instructions for the administrative work. Some are still using AL instead of LA. This is unhelpful to the moderator and is not following the correct AQA procedure

Presentation of coursework

- The presentation of design folders has been outstanding and demonstrates a professional approach to communicating all aspects of designing. Design folio presentation was excellent in most cases even from the lowest ability candidates.

Advice offered by the moderating team

- Avoid using treasury tags 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.
- During moderator visits all of the made products should be labelled with the candidates' details and the work presented in rank order.

Short course

Numbers following this course have decreased again this year, 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 writing of design briefs which were more appropriate for Short Course.
- 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 Design and Technology specification goes from strength to strength with excellent awards made this year. Our young textile designers and their teachers continue to work 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 will reach new heights in 2007.

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	66.8	18.5
3547/C	95	210	127.7	35.4
Foundation tier overall 3547	--	350	202.6	45.2

		Max. mark	C	D	E	F	G
3547/F boundary mark	raw	125	82	72	63	54	45
	scaled	140	92	81	71	60	50
3547/C boundary mark	raw	95	60	48	36	24	12
	scaled	210	133	106	80	53	27
Foundation tier scaled boundary mark		350	221	185	149	114	79

Higher tier

Component	Maximum Mark (Raw)	Maximum Mark (Scaled)	Mean Mark (Scaled)	Standard Deviation (Scaled)
3547/H	125	140	83.0	16.4
3547/C	95	210	178.6	25.6
Higher tier overall 3547	--	350	261.7	35.8

		Max. mark	A*	A	B	C	D	allowed E
3547/H boundary mark	raw	125	89	82	75	68	57	-
	scaled	140	100	92	84	76	64	-
3547/C boundary mark	raw	95	95	83	71	60	48	-
	scaled	210	210	183	157	133	106	-
Higher tier scaled boundary mark		350	308	273	241	209	170	-

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 (12425 candidates)

	C	D	E	F	G
Cumulative %	37.9	67.8	84.1	92.1	96.3

Higher tier (20098 candidates)

	A*	A	B	C	D	allowed E
Cumulative %	8.6	42.4	73.4	92.4	98.6	99.3

Overall (32523 candidates)

	A*	A	B	C	D	E	F	G
Cumulative %	5.3	26.2	45.3	71.6	86.8	93.5	96.5	98.2

Short Course

Foundation tier

Component	Maximum Mark (Raw)	Maximum Mark (Scaled)	Mean Mark (Scaled)	Standard Deviation (Scaled)
3557/F	100	120	61.4	17.6
3557/C	95	180	102.4	36.1
Foundation tier overall 3557	--	300	164.2	42.0

		Max. mark	C	D	E	F	G
3557/F boundary mark	raw	100	68	61	55	49	43
	scaled	120	82	73	66	59	52
3557/C boundary mark	raw	95	60	48	36	24	12
	scaled	180	114	91	68	45	23
Foundation tier scaled boundary mark		300	182	156	130	104	78

Higher tier

Component	Maximum Mark (Raw)	Maximum Mark (Scaled)	Mean Mark (Scaled)	Standard Deviation (Scaled)
3557/H	100	120	66.5	14.9
3557/C	95	180	150.3	21.9
Higher tier overall 3557	--	300	217.2	32.8

		Max. mark	A*	A	B	C	D	allowed E
3557/H boundary mark	raw	100	84	73	62	51	41	-
	scaled	120	101	88	74	61	49	-
3557/C boundary mark	raw	95	95	84	72	60	48	-
	scaled	180	180	159	136	114	91	-
Higher tier scaled boundary mark		300	272	240	207	175	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 (123 candidates)

	C	D	E	F	G
Cumulative %	34.1	59.3	73.2	87.8	95.9

Higher tier (338 candidates)

	A*	A	B	C	D	allowed E
Cumulative %	1.8	28.7	63.6	88.5	98.8	100.0

Overall (461 candidates)

	A*	A	B	C	D	E	F	G
Cumulative %	1.3	21.0	46.6	74.0	88.3	92.8	96.7	98.9

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.