



**General Certificate of Secondary Education
June 2012**

**Design and Technology: 45702
Textiles**

(Specification 4570)

Unit 2: Design and Making Practice

Report on the Examination

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Introduction

In this the second years of the specification teachers continue to work hard to implement the controlled assessment approach with their candidates and we have seen some outstanding Textiles Technology work. AQA has presented a wide range of exemplar material over the past two years in order to help teachers make accurate assessments. There is archive material showing examples of work on each of the mark ranges, for all Assessment Criteria. Moderators expressed concern that some teachers have failed to use this material and the candidates work was not marked accurately. Fortunately this was in a minority of cases with most centres having their marks accepted.

Choice of controlled assessment tasks

- Some centres offered candidates the full range of tasks but the majority appear to restrict choice to two or three. This approach seemed to work well.
- A few centres offered one task though this was largely unsuccessful and tended to be very teacher led.
- The most popular task was *'A popular high street store has commissioned you to design a fashion garment or accessory to wear at a special occasion event. Your design is to be inspired by the colours, spirit, and pattern offered by another culture.'* There was an improvement in the execution of this task with most candidates avoiding designing and making Prom dresses. The task produced some exceptional, innovative work and it was apparent the culture had served to inspire. In some centres, particularly in city schools, the choice of culture clearly focused on the candidates' own ethnicity.
- Other popular tasks were: Swinging 60's/Age of Punk; Japanese street style; Educational toys; University furnishing items and National Gallery souvenir task.
- Only a few candidates selected the recycling/Oxfam task which was surprising as in the previous year it had been popular
- Some candidates failed to identify the task at the start. Several implied it rather than be explicit. It is vital that candidates present the task on the first design sheet they present. This is not only gives the candidate focus it is also vital for the moderation process.

Accuracy of Assessment

- Rank order was correct for most centres, suggesting that internal standardisation was completed effectively.
- The majority of teachers applied the assessment criteria well and marking was within the AQA tolerance.
- When adjustments were made to centre marks it was generally due to leniency.
- The majority of adjustments made were to centres that had staffing problems, it was new to the AQA specification or the teacher was inexperienced.
- There were many instances where teachers had over rewarded candidates and were only just within the AQA tolerance.
- When a centres marking was lenient Assessment Objective 2: Development and Assessment Objective 4: Testing and Evaluation had been over rewarded.

- Some teachers continue awarding very high marks for work that lacks creativity and in depth analysis and evaluation.
- The use of electronic submission is becoming increasingly popular and considerably helped the moderation process.
- Detailed teachers' annotation particularly on AO3 was very helpful.
- Photographic evidence of making attached to folder covers and CRFs was useful.

Administration

- All aspects of administration from the majority of centres were exemplary.
- Administration was however a problem for some centres where instructions regarding the despatch of marks/work were not followed.
- Many centres did not send folders in rank order which slowed down the moderation process.
- A few centres did not include their Centre Declaration Sheet.
- There were very few errors with mark additions though sometimes marks on the Centre Mark Form differed from those on the Candidate Record Form

Assessment objective 1: **Investigating the design context**

- Most candidates produced concise, focused research and it was accurately assessed by the teacher.
- Only the most able showed excellent understanding and analysis of the design context.
- Client profiles, shop reports, existing products and comparative shops are the most common form of research. Almost all complete a mood board but many fail to use it in their designing.
- Questionnaires are still a popular method of research in some centres but are seldom well used or evaluated effectively.
- Research analysis was a weakness in some centres. It often failed to be objective and often just stated what research had been completed rather be explicit in what had been learned and how it would be used.
- In some cases all candidates presented as analysis was annotated research. When awarding marks in the top band candidates should be producing an extended piece of writing.
- Research activities are often very teacher led with full class activities evident e.g. disassembly which has no relevance to the product or the task. Candidates in these centres produced very similar research.
- Some specifications referred to "the product" and consequently lacked focus. Design specifications are generally detailed but an increasing number use set headings provided by the teacher.
- Many are awarding candidates full marks for this objective even when the candidate fails to use the research in their designing. When a candidate jumps through the hoops and carries out superficial research, often when they have already decided what to make, they should not be given high marks.

Assessment Objective 2:
Development of design proposals (including modelling)

- Some candidates are very creative but then follow a safe path and choose a simple final product to develop which is always disappointing given the potential that is shown.
- Some candidates did not plan their development work which was an oversight as a planned approach should have been adopted throughout.
- Some failed to focus their design work on a specific product and often produced a disparate range of ideas. Specifications were lacking and did not guide the candidates thinking
- Whilst candidates generally submitted relevant work, it was not always in sufficient depth or complexity to achieve a top mark. E.g. Candidates who had used commercial patterns without developing the design.
- Some candidates presented excellent, creative designs but then stopped developing after the coloured drawings stage, as their ideas were thereafter based on commercial pattern designs for garments.
- Many candidates used a commercial pattern without any modification. A number left out the pattern used and nothing was documented. Many candidates included paper patterns and mock ups but often it was not clear how adaptations to the pattern had been made.
- There was an improvement in modelling, the making of toile's and mock ups to inform designing
- Some candidates failed to include wider issues. Some discussed sustainability and recycling but this was not always directly related to their product and did not inform designing.
- There were still a few centres researching textile techniques as a whole class activity, and this was not always relevant to development of individual tasks.
- Some did make use of embellishment techniques to aid development however these often lacked in quality and on some occasions were clearly taken from year 10 works and had little relevance.
- Development work into fabric choice was improved and properties taken into account when making choices
- Evidence of Social, Moral and Ethical issues was in some cases teacher led and often constituted a sheet of theoretical notes. Some candidates completely disregarded the social, moral, environmental issues and yet full marks were awarded for AO2.
- In some instances there was little evaluation throughout development and it was difficult to follow the candidates thinking.

- Many centres had been generous when marking the development, mainly due to candidates being given too much credit for design ideas which were neither creative nor original. There were a number of centres awarding full marks for work that clearly did not meet assessment criteria at this high level.
- Candidates in some centres produced teacher led work with much of it generic, e.g. samples of fabric swatches, seam samples, pockets, tie dye, batik despite not being relevant to the design work. In many cases they were awarded high marks. The Controlled Assessment approach requires candidates to work independently if they are to be given high marks.

Assessment Objective 3: **Making**

The made outcomes presented for moderation this year were in many cases stunning, with candidates rising to the challenge of creating innovative products.

- There was evidence of high level making skills with outcomes showing high levels of accuracy and finish in many centres.
- More creative, original products were produced by many showing good choice of fabrics and techniques.
- Products were best shown with several views and good quality photographs.
- Most but not all candidates provided manufacturing specifications, production plans, flow charts and photographic diaries of the making process.
- The level of demand involved in some products is still a concern particularly when teachers are asking the highest marks.
- Detailed plans that included quality control were seen in most folders.
- Good use of CAM continued to be seen in many centres. Sublimation printers and laser cutters are being used more widely in the production of the final outcome and not just for sampling.
- Some centres were awarding high marks to candidates who had made some serious errors in their execution of techniques, especially putting in zips and attaching facings.
- Some centres were harsh on their lower ability candidates in this criterion.
- In a number of centres visited this year the teacher's assessments were too high for outcomes that had low level of demand
- Some teachers are awarding the highest marks for work that looks acceptable on a photograph but when seen by the moderator lacked accuracy and finish.

Assessment Objective 4:
Testing and evaluation

- There was a disappointing response to this criterion and in many cases work was over rewarded
- Many final evaluations were good and nearly always referred back to the assessment criteria. However some centre's often gave full marks for this criterion disregarding the first bullet point of the criterion which relates to detailed testing and evaluation throughout the designing and making process.
- Some candidates had taken testing to mean fabric testing rather than testing the product through the various stages of manufacture.
- There was good evidence of client opinion in most folders.
- Many used tables to present results of testing against specifications.
- Teachers are tending to award high marks to candidates as long as the different elements of evaluation are there, regardless of the depth of analysis included.
- Some candidates are still referring to their experience working through the project rather than evaluating the product made. Some final evaluations were minimal and over rewarded.
- Many candidates failed to include the product modifications recommended for commercial production.

Assessment Object 5:
Communication

The majority of folders were focused and relevant to the set task. Work was generally presented in a coherent manner and with an improved use of technical language. Many produced good evidence of a wide range of communication skills and presentation methods were successful through the use of cameras, good diagrams, well written extended writing and careful, appropriate presentation.

- Presentation was clear and focused in many of the folders seen with excellent use of ICT.
- Some excellent photographic evidence of making the final product was seen and proved very useful. Some centres included a good range of different views of the final product to give more idea of skills used and quality of finish.
- Some awarded marks on the basis of spelling and the decoration of design sheets.
- There was an increase in the number of candidates who hand wrote the majority of their work and in some cases it was difficult to read. This was surprising with the increase of ICT facilities in schools.
- Some candidates produced work that was very poor in presentation using thick felt pens that produced poor results in both design work and handwriting
- Often centres lack discrimination when marking this criterion, often with only 1 mark difference between the top candidate and the lowest.
- There was some good use of CAD but this was limited to just a few centres.
- A minority made poor use of paper space e.g. large font with a few lines of written content on one page
- Some over presented work e.g. computer graphics used extensively to colour pages with very little content

- Marks awarded sometimes only considered QWC.
- Teachers often make judgements and reward marks with little consideration of the criterion wording. Marks are often given for just spelling and decorative presentation.
- Some centres used this mark to boost overall totals regardless of the quality their candidates had presented.

Mark Ranges and Award of Grades

For grade boundaries, please click the following link:

www.aqa.org.uk/over/stat.html

For the UMS conversion calculator, please click the following link:

www.aqa.org.uk/umsconversion