

Examiners' Report Summer 2008

GCSE

GCSE Design & Technology: Textiles Technology (1971/3971)

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GCSE Design and Technology: Textiles Technology

Principal Moderator's Report - June 2008

1971, Paper 01 (Coursework)

General Comments

The overall standard of coursework submitted by centres this year was good. Many centres' assessments were predominantly accurate. However, there were far too many centres where teachers were not familiar with the requirements of the subject criteria or they were careless in applying the assessment criteria to their candidates' coursework.

Most centres produce good quality design folders with the recommended number of pages. There are not many centres which think that the more pages there are the better marks they are likely to get. It is possible to achieve an A grade in just 20 pages.

The presentation of coursework is very good in general. However, centres should make sure candidates' names and numbers together with centre name and number are clearly visible on the folders. Teachers should discourage students from using silver coloured pens on black paper or sprinkling pages in folders with glitter.

There are some administrative details that centres need reminding about in order to make the moderation process run smoothly in the future:

- Centres should check the addition of marks on CMRBs and ensure that they are accurately transferred onto the OPTEMS form. The crossing out of marks and overwriting them can be very confusing to the moderator.
- Centres should ensure that the annotation page numbers are correct on the CMRBs.
- All candidate authentication declarations on the back page of CMRBs should be dated and signed by candidates and teacher examiners.
- Correct candidate numbers must be written on the CMRBs.

Candidates produced a wide range of fabric products including garments, bags, soft furnishings and toys. The majority of products were suitably challenging for KS4. Differing types of party wear were the most popular designed and made product.

Criterion 1

Identify needs, use information sources to develop detailed specifications and criteria.

Needs

Some centres provide a theme, such as waistcoats or educational toys, for the whole group to follow. This is acceptable as long as students are given a chance to identify a need for the product and to write a design brief for themselves. Candidates do less well in this part if they are prescribed the design brief by the teacher.

This part is usually marked generously by the centres.

Information

Most candidates select information from three or more different sources. They use the internet to research style features of products, devise questionnaires and analyse potential users' views about products, investigate target markets' preferences when buying products and investigate existing products in the high street to find out about fabrics, fashion and costs of products. One A3 page of each type of research is sufficient to merit a high mark. Some candidates include far more pages of information than is necessary or relevant. However, candidates should explain how the findings from each area of research are going to be used to inspire the designs for their product ideas.

This part is usually assessed correctly by the centres.

Specification

This year many candidates indicated an understanding of the potential environmental effects of their products and, in some cases, there was an awareness of cultural factors as well. However, the most important features of specifications: defining the form, function, user requirements and budgetary constraints were not always clearly described. One should be able to deduce from the specifications what candidates are going to design, what the product is going to look like, what it is going to be used for, what it will cost to make and what qualities users are looking for in the product.

To write well defined descriptions for the products is essential since the following parts of the design process make references to features of the specifications.

Centres' assessment in this part tended to be lenient.

Criterion 2

Develop ideas from the specification, check, review and modify as necessary to develop a product.

Ideas

The quality of candidates' drawings is good in general. Students use templates to achieve correct proportions for fashion ideas and in most cases include back views of products. Skilfully done colouring enhances the quality of drawings. However, the use of felt tip pens is not recommended.

Some candidates include far too many initial design ideas. Three drawings with detailed annotations is quite sufficient and should give enough inspiration to be developed into a final design proposal.

However, the annotation is often inappropriate in these drawings. Annotations should indicate fabrics, components, manufacturing techniques and embellishments. The reasons for choices are also important. Many candidates merely annotate to indicate style features such as tight waistline or short sleeves, which is already evident in the actual drawing.

Not many candidates achieve the highest mark here. Very often this part is too generously assessed by centres.

Develop

The purpose of this section in the design process is to arrive at the final design solution, which combines the best elements from the initial ideas and which matches the features defined in the specification. Many candidates spend too much time developing the details of the design without looking for solutions to construction problems or best ways to embellish the product. Some centres carry out class activities of experimenting with seams, fastenings and surface decoration techniques, which may not be a useful way of developing each candidates' individual design idea. It is not relevant to do an open seam sample in thick furnishing fabric if a candidate intends to make an evening dress or an item of underwear. The investigation of construction techniques must be carried out with the same fabric as the final product is going to be made in. Similarly it is not meaningful to develop batik techniques if this method of surface decoration is not included in the final fabric item.

Centres where candidates make fabric toiles of products or 3D models in card gain useful information about viability of their final design idea and often merit high marks in this part.

The accuracy of marking in this part was variable in different centres.

Review

In this part candidates should assess and describe how well the design ideas match the features in the specification. This section is not about whether candidates or potential users like the design ideas or not. Many candidates write subjective comments about their design proposals without using the specification as a benchmark and fail to gain marks here.

This part is often marked generously by the centres.

Criterion 3

Use written and graphical techniques including ICT and CAD where appropriate to generate, develop, model and communicate.

Written communication

Many candidates can describe existing products in detail, they can explain fluently what they like or dislike about their designs and they can recall how they felt when carrying out the design process. However, for the high mark in this part candidates should be focused and choose carefully what each criteria actually requires them to describe, explain or evaluate.

Most centres give fair marks in this section.

Other media

This year candidates have been well restrained and they have presented text, cut-outs, graphs, photos, charts, tables, samples of fabrics, components and experiments in surface decoration without excessive folds of papers or windows to open. However, it is still worth remembering that glue, coloured papers and other aid for

presentation are to be used with skill. Some candidates like to outline things with thick felt tip or use thick layers of card which should be discouraged.

In general centres have assessed this part correctly.

ICT

Most candidates use ICT appropriately and with skill. One does not see many pages with pointless clipart or over decorative text fonts. However, some centres fail to award candidates with correct marks in this criterion. These centres need to be reminded that candidates deserve the high mark here if they have used a minimum of two appropriate ICT techniques, such as word -processing and graphs, in their folders.

The quality of ICT is improving in general and it is not unusual any more to see entire coursework folders done using different drawing programmes.

Criterion 4

Produce and use detailed working schedules, which include a range of industrial applications as well as the concepts of systems and control. Simulate production and assembly lines using appropriate ICT.

Systems and control

Most candidates are very competent at producing flowcharts for the manufacture of their products. However, for the high mark in systems and control students must identify and label clearly inputs, outputs, processes and quality control stages together with feedback loops in these charts. Although many centres now do this part well there are some who obviously are not aware what the requirements of this criterion are.

Usually this section is marked leniently.

Schedule

All candidates know that schedules are time plans for making products. Some candidates include the plan for designing, too, which is incorrect. Others indicate time in weeks and often appear to spend a week in getting materials and equipment together. Schedules should aim to be realistic. Sometimes moderators find time plans written after the product was made; such "plans" do not merit any marks.

All manufacturing processes include quality control stages which should be built into the schedule.

The assessment of this part was generally done fairly by the centres.

Industrial applications

For the high mark in this criterion candidates must have evidence (a photograph) of having used one industrial method of manufacturing in their products. The use on an over locker ,a computerised embroidery machine or a laser cutter count as an industrial method.

Many centres do also include a section in the folders where candidates describe and illustrate how their product could have been made in industry. This of its own would merit the medium mark.

Some centres include a sample of overlapped fabric or a piece with machine embroidery in the folders and give high marks in Industrial applications. This is wrong. The evidence must be in the actual final product.

Sometimes centres mark this part harshly.

Criterion 5

Select and use tools, equipment and processes effectively and safely to make single products and products in quantity. Use CAM appropriately.

Select and use

It is very pleasing to see so many centres producing excellent storyboards where one can see clearly candidates working with different tools and equipment at different stages in the manufacture of their products. This evidence is sufficient to merit high marks.

Some candidates merely make a list of tools they have used, which does not merit a high mark.

To assess how skilfully the tools have been used by candidates also requires photographic evidence. Centres should make sure that their candidates' efforts are rewarded by showing clear photos depicting details of insides and outsides of products made. Some centres include poor quality photographic evidence of the products made and cannot be awarded high marks in this part.

Centres tended to mark this part generously.

Make products

For the high mark here candidates must again provide photographic evidence of the final item made. Photos must show that the item relates fully to the features of the design proposal. They must also show that the product is of high quality. High quality products have processes such as surface decorations, embellishments, fastenings and complexity in structure appropriate for KS4.

Candidates sometimes forget to indicate in the development stage which of their drawings/descriptions represent the final design proposal. This makes it very difficult for moderators to see what the final product should be related to. Students also occasionally make simple products such as cushions with no fastenings and cannot be awarded high marks.

In general moderators see a great variety of products skilfully completed by candidates.

Many centres are becoming better at marking this part.

Work safely

Sometimes centres deal with this criterion by doing a generic list of safety rules for all, which is not what is required for the high mark. Candidates must show that they are aware of their own safety and the safety of others when making their products. Therefore, candidates do not need to explain the safety rules for using an overlocker if they have not used an overlocker.

One mark can be awarded if the teacher has written on the CMRB that the candidate was observed working safely.

Most candidates achieved the medium mark here.

Criterion 6

Devise and apply tests to check the quality of candidates' work at critical control points. Ensure that products are of suitable quality for the intended use. Suggest modifications that would improve their performance.

Tests and checks

Many centres do this part well by carrying out fabric tests to check for example whether the final product is washable. They also do user tests to see if the item made is fit for its purpose. One might see a photo of a sports bag used for carrying rackets being tested in use. To see if a product has qualities such as elegance or whether the product is suitable to be worn for a party, candidates devise questionnaires to ask potential users' views about the product. All these tests should use aspects of the specification as a reference point.

Students who carry out one simple quality check, which does not relate to the specification, can be awarded a low mark.

Centres' assessment of this part was variable.

Evaluate

Some candidates do this part well by assessing the finished product by using evidence from test results and considering users' views. If they have found out in the washing test that the product did not shrink or lose colour they would explain here why this finding is valuable to the user. If their questionnaire results indicate that most potential users think that the product is suitable to be worn for a party, then the candidate would describe why this is important.

Some candidates evaluate the whole design and making process, which is unnecessary since this part is only concerned with the assessment of the final finished product.

Other candidates write lists of features of specification points and describe how well the product meets each criteria in the specification. This method of evaluating is subjective and only merits a low mark.

Teachers sometimes gave high marks for subjective comments.

Modifications

For the high mark here candidates should present more than one modification, each of which should arise from a different evaluation. If they found out in the washing test that the fabric lost colour or was not shrink resistant, they should explain what changes need to be made in order to avoid this problem. Should the questionnaire results indicate that a garment was not suitable for party wear, candidates should describe what changes they would make to the product and how these changes would improve it.

Many candidates explain how they have modified their fabric item while making it, which is not what is required here.

The assessment of this section was variable.

GCSE Design and Technology: Textiles Technology

Principal Examiner's Report - June 2008

1971, Paper 2F

Foundation Tier

Candidates obviously found the paper difficult as many left several blank answers to questions where some knowledge and revision of the specification was required. Again answers were sometimes very brief or were one word answers and did not pay attention to the need for an explanation when asked for. Many candidates repeated the stem of the question rather than answering the question.

As these papers are now marked online it is important that candidates answer within the lines given. There were many misspellings which sometimes made it difficult to understand what the candidate really meant.

Question 1

Most candidates made a reasonable start to the paper with this question; the weakness was for candidates who perhaps have never used a thimble and were unsure of its protective element and with the quick un-pick, which some failed to recognise. The buckle was often referred to in terms of a belt holding up trousers rather than its use as a fastening devise. Some candidates confused the buckle with a presser foot for the sewing machine.

For parts b) and c), candidates tried their best to give reasons for a zip being a good choice of fastening, using their own experience and on the whole answered the question well. They often referred to instructions for putting in a zip rather than taking the word 'safety' on board and so did not read this question correctly.

Some candidates still cannot identify clothing items made using a high volume production line.

The term "batch" production meant that some candidates supplied one-word answers about quantity, time and cheaper to make, but most were unsure what batch production means. Many candidates did not understand the reasoning behind using batch production to produce fashion items and gave a general description of batch production without relating it to producing fashion items. An explained reason was rarely given. There were many blank answers.

The advantages to the designer of using CAD were mostly answered 'quick, fast, cheap, and easy'. It might be because schools do not have CAD systems operating yet, thus making difficult for them to understand how it works. In most cases candidates did not reference looking at different angles, 3 dimensional or changing colour, patterns or sizes, motifs etc. Candidates did not score well in this question.

Question 2

Candidates were able to name two manufactured fibres, but for some it was guesswork so natural fibres were also given.

Some candidates failed to read the question properly and listed garments and other items which can be made using wool rather than giving properties. This was disappointing for a straightforward question. However, on the whole this was answered well by many.

Candidates were not sure about 'Calico' fabric, and fewer knew anything about its working characteristics. Many did not attempt this question.

Candidates did not always know why blended yarns were produced and if they did answer, it was a generally a poor response such as 'makes it strong', which is incorrect.

Most candidates knew why knitted cotton was used to make t-shirts, but rarely gave the explanation the question asked for, often giving one-word answers without any reasoning therefore losing marks on this type of question.

Candidates did not know the terms 'Biostoned' and 'Biopolishing' or they confused the two. Many left the question out altogether.

They could give the care label information but in some cases were not specific, for example saying a hot iron should be used.

On the whole candidates had good knowledge regarding how the environment will benefit if old jeans are recycled, however many did not read the question properly and simply described another use for recycled jeans rather than commenting on the impact to the environment. They did not pay attention to the question and so this was a very weak question for many candidates.

Question 3

The quality of work produced for this question varied considerably. Although candidates continue to be better prepared some failed to read that two garments were required for each design. Some failed to label the specifications points clearly - if at all - whilst others wrote so much that it was difficult to see the original sketch. As these paper are now marked online and are without colour, candidates must ensure clarity of work and work within the framework given.

Any two garments

Two garments gave students a wide choice, however some failed to recognise that the second design needed to be different, i.e. not two pairs of shorts, or just changing the neckline on a T-shirt. Hats were accepted as a garment.

Easy to put-on, take-off

Most candidates used a variety of fastenings and fabrics - unfortunately some repeated the use of fastenings in their second design - especially with regard to T-shirts being "pulled over the head", indicating that the neckline was a suitable shape. Some failed to mention the necessity to use knitted cotton for this purpose.

Use a lightweight fabric and give protection from sun

Candidates frequently lost marks here by not indicating any form of protection i.e. long sleeves, trousers, etc. Some included a hat, which was credited. Some candidates lost both marks here, since a "chosen" fabric was either not given or unsuitable.

Suitable for production in School Textiles Room

One mark was gained for evidence of processes in the drawing, however very few gave evidence of production in a school textiles room. It was rare to find candidates who annotated construction methods, fastenings or use of decoration.

In the evaluation candidates often repeated the information for the design in this section rather than evaluating what they had drawn. Marks were gained by candidates who failed to annotate their designs initially. Examination techniques, such as using "link" words (e.g. because, therefore), need to be taught to encourage pupils to extend their answers and to focus on giving reasons for choosing items /fabrics /fastenings /protection of garments etc. in their design. Very few candidates made comments of any value, related to school textiles equipment.

Question 4

When suggesting specification points for the kagoul some gained one mark for a correct 'market' response, but failed to give an adequate reason. The word "cheap" was commonplace, but was without reference to budget. "Suitable for all ages" was sometimes given, but lacked further explanation.

The section on the environment was particularly disappointing, because candidates often referred to weather conditions rather than 'green' environmental issues. The word "recycled" was popular, but not fully explained. Whilst quality was considered generally, specific answers were very limited. A few mentioned "well-made", but did not give examples. Others preferred to repeat the question.

Many candidates had knowledge regarding the suitability of nylon for the fabric to make the kagoul, however many lost marks by using the terminology of waterproof instead of water resistant. Sometimes crease resistance was written which was given in the stem. More knew why the property of crease resistance made nylon a suitable fabric due to it being folded into the bag and coming out looking presentable. Most candidates could identify one reason, but few gained two marks in this question. However, some missed out the question completely.

On the whole, candidates could identify and had some limited knowledge of the properties of brushed cotton, but few could give reasons as to why it is suitable for the lining. Most answers referred to it being soft, warm and comfortable. Some candidates appeared to be confused and were still thinking about the nylon of the Kagoul.

The quality control check was not an easy question. Limited knowledge was evident in this question - many mentioned incorrect answers for a quality check is that it "works well" or "can be seen in the dark" without being specific. There was little evidence of quality control checks that could be carried out during the manufacturing stages. Answers were vague and not supported. The word "tolerance" was very rarely mentioned.

Once again candidates demonstrated a very limited knowledge of “batch production” and tended to rely on answers such as ‘quick’.

In explaining how the kagoul could be seen in the dark many candidates picked up on points such as bright colours, and reflective strips, but they failed to mention the need for light to reflect. Fit into a small bag was answered correctly on most occasions, but again the stem was often repeated rather than talking about the lightweight fabric being able to be folded easily. Again candidates did not explain the reasoning with the result of marks being lost.

GCSE Design and Technology: Textiles Technology

Principal Examiner's Report - June 2008

1971, Paper 2H

Higher Tier

Most candidates attempted all questions even though they found this paper slightly harder than last year. The response to the product design question was good but some aspects of the paper showed a lack of revision of the specification even though the questions were straightforward.

Question 1

Many students answered the market and quality specification points confidently but completely missed the point in regards to environment. Most thought the environment meant their immediate environment and mentioned how the kagoul would 'protect the wearer from the rain'. A popular response was that the material is 'environmentally friendly, biodegradable and recycled'. They rarely commented on the environmental impacts of textile products.

'Lightweight' was a very popular answer as to why nylon was a suitable fabric for the kagoul, but many referred to the fabric as being waterproof instead of water resistant. Most candidates were able to identify strength and durability as a property. Candidates provided good responses for the reasons why crease resistance makes nylon a suitable fabric.

Again candidates knew about the properties of brushed cotton for the lining referring to it being soft and comfortable but sometimes incorrectly referred to fabric strength. Candidates often identified warmth but were unable to relate to reasons why it would be warm. Absorbency was mentioned by candidates less often.

Candidates have a fair knowledge of quality control in particular to tolerance levels, stitching quality and zips working correctly. However, on the whole this question was not well answered by many as they referred to safety tests that could be carried out. For example, seeing whether it is waterproof etc., rather than referring to specific quality control checks.

Candidates often picked up the fact that the screen printed design was suitable for batch production because of the simple design and only one colour being used but they did not always give a descriptive answer that gave a reason why.

In explaining how the kagoul could be seen in the dark many candidates picked up on points such as bright colours, and reflective strips, but occasionally failed to mention the need for light to reflect. Fit into a small bag was answered correctly on most occasions mentioning how the lightweight fabric was able to be folded easily.

Question 2

An easy four marks could have been gained by naming finishes, but the majority of students did not have a very good understanding of either a chemical or biological finish. Most candidates were able to gain their marks for the resist dyeing and printing finishes.

In drawing the main stages of appliqué candidates generally answered well, but

sometimes just missed out one stage of the process, commonly omitting the zigzag or satin stitch stage. The majority of students used diagrams to explain the felt process more so than the bondaweb process. A surprising number of candidates confused appliqué with machine embroidery and therefore wasted a lot of time doing unnecessary and intricate drawings of sewing machines.

Many candidates did not refer to single item production when describing its use in generating design proposals and therefore this question was not answered well. Some candidates misunderstood the question about features of clothing products made using batch production. Many candidates got in a muddle over this question giving random answers such as socks jeans and cotton T-shirts!

Only the very best candidates were able to name two manufacturing systems. Candidates need to have a better understanding of CAD and CAM processes in order to explain how they are used in clothing manufacture. However, they knew about manipulating designs and showing the design to clients from all angles as well as improving cutting accuracy increasing speed and reducing waste.

Candidates were able to use their general knowledge of shopping and EPOS tills to correctly describe how the data helps shops and manufacturers. This was well answered.

Question 3

The majority of diagrams of school uniform were well drawn and many of which were clearly labelled according to the specification. Many candidates are now being well prepared for this question, however still too many included too much information which did not leave enough scope for the evaluation in part 3b). Occasionally there seemed to be slightly ambiguous interpretation of the design element as some thought they had to design 2 different collections of garments, so there were far too many items to consider.

Make pupils clearly identifiable to their school using two different features

Students found it easy to identify school logos, colours and badges and some even incorporated hats and belts too.

Be durable and easily cared for

The most popular fabrics were cotton and polyester and candidates did identify different fabrics for each design. However, some did not annotate this, nor did they clearly evaluate how the chosen fabric was durable and easily cared for in the evaluation section.

Be suitable for summer and winter wear

The majority chose short sleeved polo shirts with jumpers or blazers for winter which was credited whether it was annotated or not. Candidates gained good marks on this part.

Be easily suitable for batch production

One mark was easily gained from the drawing but few referred to things such as screen printed designs or simple features to gain the second mark.

In the evaluation candidates continue to score quite poorly. They often repeated the information for the design in this section and did not judge the quality, suitability or value of their design. Some gave so much detail on the original design it was difficult to award again on the evaluation.

Question 4

Surprisingly, fewer candidates could name cellulosic and synthetic fibres than expected. The response was relatively poor to this straightforward question. In describing the appearance of crimped yarns candidates were able to respond with 'thicker', but often failed to link this to air spaces between fibres and similarly with 'wavy'.

Candidates found it hard to give three changes in working characteristics to bulked yarns, many could name 'thicker' or 'softer', but not always a third answer. Candidates had a good understanding of the properties of felted fabrics and it was clear that they had used these fabrics.

Many did not refer to manufacturers and the way they could use recycled materials and so did not answer this question well. They related this question to fabrics being recycled into other items rather than fibres. Very few were able to respond with plastic bottles to fleece. More candidates could relate to ways that consumers could recycle textile products and so this question was answered well.

The majority of candidates understood the BSI logo and gave accurate responses. In describing ways environmental damage caused by burning fossil fuels could be reduced, most candidates were only able to pick up 2 marks for alternative energies and suggesting a type of alternative energies such as solar power. Some mentioned reducing transport but very few referred to cleaning emissions or modification of fuel burning equipment.

**GCSE Design and Technology: Textiles Technology
Principal Moderator's Report - June 2008
3971, Paper 01 (Coursework)**

General comments

This year there were fewer candidates than in previous series entered for the short course.

Centres assessment tended to be slightly generous.

Products made for this option were appropriate for KS4 and in many cases sufficiently complex and could, in all cases, have met the requirements of the full course.

Since the content of the short course is very similar to that of the full course, recommendations and comments made with reference to the full course are relevant also to the short one.

GCSE Design and Technology: Textiles Technology

Principal Examiner's Report - June 2008

3971, Paper 2F

Foundation Tier

Candidates obviously found the paper difficult as many left several blank answers to questions where some knowledge and revision of the specification was required. Again answers were sometimes very brief or were one word answers and did not pay attention to the need for an explanation when asked for. Many candidates repeated the stem of the question rather than answering the question.

As these papers are now marked online it is important that candidates answer within the lines given. There were many misspellings which sometimes made it difficult to understand what the candidate really meant.

Question 1

Most candidates made a reasonable start to the paper with this question; the weakness was for candidates who perhaps have never used a thimble and were unsure of its protective element and with the quick un-pick, which some failed to recognise. The buckle was often referred to in terms of a belt holding up trousers rather than its use as a fastening device. Some candidates confused the buckle with a presser foot for the sewing machine.

For parts b) and c), candidates tried their best to give reasons for a zip being a good choice of fastening, using their own experience and on the whole answered the question well. They often referred to instructions for putting in a zip rather than taking the word 'safety' on board and so did not read this question correctly.

Question 2

Candidates were able to name two manufactured fibres, but for some it was guesswork so natural fibres were also given.

Some candidates failed to read question 2(b) properly and listed garments and other items which can be made using wool rather than giving properties. This was disappointing for a straightforward question. However, on the whole this was answered well by many.

Candidates were not sure about 'Calico' fabric, and fewer knew anything about its working characteristics. Many did not attempt this question.

Question 3

When suggesting specification points for the kagoul some gained one mark for a correct 'market' response, but failed to give an adequate reason. The word "cheap" was commonplace, but was without reference to budget. "Suitable for all ages" was sometimes given, but lacked further explanation.

The section on the environment was particularly disappointing, because candidates often referred to weather conditions rather than 'green' environmental issues. The word "recycled" was popular, but not fully explained. Whilst quality was considered

generally, specific answers were very limited. A few mentioned “well-made”, but did not give examples. Others preferred to repeat the question.

Many candidates had knowledge regarding the suitability of nylon for the fabric to make the kagoul, however many lost marks by using the terminology of waterproof instead of water resistant. Sometimes crease resistance was written which was given in the stem. More knew why the property of crease resistance made nylon a suitable fabric due to it being folded into the bag and coming out looking presentable. Candidates could identify one reason but few gained two marks in this question. However, some missed the question completely.

On the whole candidates could identify and had limited knowledge of the properties of brushed cotton, but few could give reasons as to why it is suitable for the lining. Most answers referred to it being soft, warm and comfortable. Some candidates appeared to be confused and were still thinking about the nylon of the Kagoul.

The quality control check was not an easy question. Limited knowledge was evident in this question - many mentioned incorrect answers for a quality check is that it “works well” or “can be seen in the dark” without being specific. There was little evidence of quality control checks that could be carried out during the manufacturing stages. Answers were vague and not supported. The word “tolerance” was very rarely mentioned.

Once again candidates demonstrated a very limited knowledge of “batch production” and tended to rely on answers such as ‘quick’.

In explaining how the kagoul could be seen in the dark many candidates picked up on points such as bright colours, and reflective strips, but they failed to mention the need for light to reflect. Fit into a small bag was answered correctly on most occasions, but again the stem was often repeated rather than talking about the lightweight fabric being able to be folded easily. Again candidates did not explain the reasoning with the result of marks being lost.

GCSE Design and Technology: Textiles Technology

Principal Examiner's Report - June 2008

3971, Paper 2H

Higher Tier

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Question 1

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'Lightweight' was a very popular answer as to why nylon was a suitable fabric for the kagoul, but many referred to the fabric as being waterproof instead of water resistant. Most candidates were able to identify strength and durability as a property. Candidates gave good responses for the reasons why crease resistance makes nylon a suitable fabric.

Again candidates knew about the properties of brushed cotton for the lining referring to it being soft and comfortable, but sometimes incorrectly referred to fabric strength. Candidates often identified warmth but were unable to relate to reasons why it would be warm. Absorbency was mentioned by candidates less often.

Candidates have a fair knowledge of quality control in particular to tolerance levels, stitching quality and zips working correctly. However, on the whole this question was not well answered by many as they referred to safety tests that could be carried out for example seeing whether it is waterproof etc rather than referring to specific quality control checks

Candidates often picked up the fact that the screen printed design was suitable for batch production because of the simple design and only one colour being used but they did not always give a descriptive answer that gave a reason why.

In explaining how the kagoul could be seen in the dark many candidates picked up on points such as bright colours, and reflective strips, but occasionally failed to mention the need for light to reflect. Fit into a small bag was answered correctly on most occasions mentioning how the lightweight fabric was able to be folded easily.

Question 2

An easy four marks could have been gained by naming finishes, but the majority of students did not have a very good understanding of either a chemical or biological finish. Most candidates were able to gain their marks for the resist dyeing and printing finishes.

In drawing the main stages of appliqué candidates generally answered well, but sometimes just missed out one stage of the process, commonly omitting the zigzag or satin stitch stage. The majority of students used diagrams to explain the felt process more so than the bondaweb process. A surprising number of candidates confused appliqué with machine embroidery and therefore wasted a lot of time doing unnecessary and intricate drawings of sewing machines.

Many candidates did not refer to single item production when describing its use in generating design proposals and therefore this question was not answered well.

Question 3

Surprisingly fewer candidates could name cellulosic and synthetic fibres than expected. The response was relatively poor to this straightforward question.

In describing the appearance of crimped yarns candidates were able to respond with 'thicker', but often failed to link this to air spaces between fibres and similarly with 'wavy'.

Candidates found it hard to give three changes in working characteristics to bulked yarns, many could name 'thicker' or 'softer', but not always a third answer.

Candidates had a good understanding of the properties of felted fabrics and it was clear that they had used these fabrics.

**GCSE Design & Technology: Textiles Technology
(Full Course: 1971)**

Grade Boundaries - Summer 2008

Overall Grades

The figures given below are the minimum subject marks required for each overall grade in the summer 2008 examinations.

(Foundation Tier out of 100)

C	D	E	F	G
51	41	32	23	14

(Higher Tier out of 100)

A*	A	B	C	D	E
77	67	57	47	37	32

Component Marks

The figures given below are the minimum marks required for each component grade in the summer 2008 examination.

(Coursework 01 out of 102)

A*	A	B	C	D	E	F	G
92	80	68	56	45	34	23	12

(Paper 2F out of 88)

C	D	E	F	G
42	35	28	22	16

(Paper 2H out of 88)

A*	A	B	C	D	E
54	46	38	30	24	21

**GCSE Design & Technology: Textiles Technology
(Short Course: 3971)**

Grade Boundaries - Summer 2008

Overall Grades

The figures given below are the minimum subject marks required for each overall grade in the summer 2008 examinations.

(Foundation Tier out of 100)

C	D	E	F	G
51	41	31	22	13

(Higher Tier out of 100)

A*	A	B	C	D	E
78	67	56	46	35	29

Component Marks

The figures given below are the minimum marks required for each component grade in the summer 2008 examination.

(Coursework 01 out of 84)

A*	A	B	C	D	E	F
76	66	56	46	37	28	19

(Paper 2F out of 44)

C	D	E	F	G
20	16	12	9	6

(Paper 2H out of 44)

A*	A	B	C	D	E
	22	18	14	9	7

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