

# **Design & Technology (Textiles Technology)**

General Certificate of Secondary Education **GCSE J307**

General Certificate of Secondary Education (Short Course) **GCSE J047**

## **Report on the Units**

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**June 2010**

**J307/J047/R/10**

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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# Chief Examiner's Report

This report provides an overview of the work seen in the written examination Units 2 and 4 and the Controlled Assessment Units 1 and 3, for candidates who took the examination during this series. It precedes a more detailed report to centres from each subject area within the Innovator Suite and highlights general issues that have occurred across the suite of specifications.

This report has been prepared by the Chief Examiner, Assistant Chief Examiners, Principal Examiners and Principal Moderators and covers all specifications within the Innovator Suite. It should be read in conjunction with the examination papers, the mark schemes, and the marking criteria for assessment given in the specification booklets.

This is the second examination series in the first year for the new Innovator Suite.

An important point for teachers to remember about the Terminal Rule in relation to this suite of specifications and re-sits:

The terminal rule is a QCDA requirement. Candidates must be entered for at least two units out of the four (full course) at the time that they certificate. ie the end of the course.

**Please be aware that the QCDA rule states that marks scored for terminal units will be the marks used in the calculation of candidate grades. Therefore, if one of the candidate's terminal units is a re-sit and the mark is poorer than the original mark, the poorer mark will be used to calculate the final grade for that candidate.**

Obviously, the terminal unit marks are then added to the highest marks scored in the other units making up the certificate.

Teachers are reminded that it is also a requirement of QCDA that candidates are now credited for their accurate use of spelling, punctuation and grammar across all four units.

It is pleasing to see that centres and candidates have responded well to the new style of examination approach, especially when the nature of the work between subject areas within the suite is so varied. Centres are to be commended for this.

## Written Examination – Units 2 and 4

**Unit 2** - For this examination series of the new GCSE Innovator suite entries were seen from all six subject specialisms:

A512 Electronic and Systems Control

A522 Food Technology

A532 Graphics

A542 Industrial Technology

A562 Resistant Materials

A572 Textile Technology

The overall performance and range of results for Unit 2 varied considerably. Many of the candidates demonstrated a general awareness of the main points and issues linked to sustainable design, but often failed to answer in sufficient depth to gain high marks.

In **Unit 2 – Section A** of the papers most candidates across the suite attempted to answer some of the questions, some candidates however did give 'no response' (NR) answers. Candidates need to be encouraged to give an answer for the multiple choice style of questions even if they are uncertain that they are correct.

With reference to Section A of the paper it was noticeable that;

- At times, candidates had not read the instructions correctly and centres would benefit from explaining the correct examination procedures and requirements to the candidates.
- Candidates need to be able to identify signs and symbols in particular giving information about materials, products and safety issues in relation to environmental and design issues.
- Candidates must take greater care when circling their answers in Section A. They should not circle more than one answer and completely clear incorrect circles to eradicate confusion in marking.

**Unit 2 – Section B of the papers showed more varied responses and teachers need to ensure that they read the subject specific reports for further detailed feedback on specific issues and individual question performance.** Many candidates did manage to use subject specific ‘terms’ in their answers, but at times these lacked sufficient depth and tended to be generally weak. Occasionally candidate answers were merely taken from the question itself and care needs to be taken here. For example, where two reasons or an explanation was required the same point was made twice with slight word variation.

Candidates need to be made aware of the importance of the wording for each question and have struggled to answer specific questions in regards to ‘explain’ or ‘describe’. Many candidates did not score marks on these questions, because they gave a list of unrelated points instead of developing one of these.

The questions marked with an asterisk \* provided candidates with an opportunity to give a detailed written answer combining good subject knowledge with an ability to produce a structured response. The range of responses varied considerably in the specific subject areas and it is advisable that guidance is sought from the subject report within this document.

Hand writing, at times, was difficult to decipher and candidates need to be prepared to make an effort with their hand writing, particularly on the banded mark question \* and questions requiring a detailed explanation or discussion of points.

Centres are reminded that candidates are marked on spelling, punctuation and grammar on the banded mark scheme question. It is also important to note here that candidates need to ensure that they write legibly and within the areas set out on the papers.

**Unit 4** – For this examination series of the new GCSE Innovator suite entries were seen from the following subject specialisms:

A514 Electronic and Systems Control  
A524 Food Technology  
A534 Graphics  
A544 Industrial Technology  
A564 Resistant Materials

On the whole candidates responded well to this Unit across the suite of subjects, with very few questions showing ‘no response’ (NR), which was encouraging. Candidates should be reminded that it is always better to attempt an answer, rather than leave a blank space with a guaranteed zero.

It is still apparent this series that candidates need to be practiced in examination technique; reading the questions carefully, responding to the instructions given in the questions and having an awareness of the full range of question formats.

All candidates seemed to have sufficient time to complete the paper and were able to access most parts of all the questions, which is encouraging.

Centres are to be reminded that questions marked with an **asterisk\*** provide candidates with the opportunity to give detailed written answers combining good subject knowledge with an ability to produce structured, coherent responses. This type of question format still requires practice, although candidate performance was much improved this series.

### **Controlled Assessment – Units 1 and 3**

This series has seen portfolios for all subject areas being submitted both through postal and repository pathways. Most centres have been prompt in the dispatch of documentation to OCR and moderators, which is to be commended.

In general, centres have been successful in applying the marking criteria for both Units 1 and 3. However, it was noticeable that some candidates were being awarded full marks for work that lacked rigour and depth of analysis. Words highlighted on the marking criteria grids such as 'appropriate', 'fully evaluated', 'detailed' and 'critical', which appear in the top mark band, were not always adhered to.

Centres are reminded to apply the mark scheme on a 'best fit' basis. For each of the marking criteria, one of the descriptors provided in the marking grid, that most closely describes the quality of the work being marked, should be selected. Marks should be positive, rewarding achievement rather than penalising failure or omissions.

It was noticeable this series that a significant proportion of portfolios, particularly for Unit 1, resembled the legacy format. Care must be taken here to ensure that the marking criteria and format for the Innovator Suite is not confused with the legacy approach.

It is important that centres encourage candidates to organise the portfolio according to the different marking criteria strands as it enables the candidates to produce work that clearly shows an understanding of the controlled assessment requirements. Portfolios should be clearly labelled with the Candidate and Centre name and number, with the Unit code and title also evident. (*Specification – 5.3.5 Presentation of work.*) This is particularly important when the Centre submits work via the OCR Repository, where individual files are used to store portfolio work. Centres need to ensure that candidates clearly label each file using the marking criteria section headings; this facilitates a more effective completion of the moderation process.

Centres are also reminded to ensure that the OCR cover sheet is evident on each portfolio of work, outlining the theme and the starting point chosen by the candidate.

Many candidates included a bibliography or referenced their research sources, which was pleasing to see. It is good practice to ensure that candidates acknowledge sources of information used for the development of their portfolio work.

There was still some evidence this series of strong teacher guidance influencing candidate portfolios. Where this was evident it greatly hampered the candidate's ability to show flair and creativity, and therefore achieve the higher marks. Centres should avoid the over-reliance on writing frames for candidates work. It is essential that candidates have the opportunity to show flair and creativity in the way they approach the various aspects of these units.

Centres are to be reminded that the '*controlled assessment task must NOT be used as practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen controlled assessment task as guidance.*'  
Specification - Section 5.2.2 Using Controlled Assessment Tasks.

## *Report on the Units taken in June 2010*

It was noticeable this series that some candidate's failed to provide any visual evidence of practical work within their portfolio. Centres are reminded to ensure that candidates provide clear photographic images in both portfolios for Units 1 and 3, particularly within the making and evaluation sections.

It was noticeable that where candidates had scored the high marks, they had used specialist terms appropriately and correctly and had presented their portfolio using a structured format.

Centres are to be commended on the amount of work produced for the portfolios in Units 1 and 3, which has been realistic in terms of the amount produced and the time allocated to this unit – 20 hours.

### **Unit 1 – specific areas of importance**

Centres are to be reminded that Themes for Unit 1 are based around environmental awareness and sustainable resources/processes. Therefore, it is considered good practice for teachers to encourage candidates to consider Eco-design and sustainability when making decisions and combining skills with knowledge and understanding, in order to design and make a prototype product. This knowledge base also acts as a 'spring board' to active learning for Unit 2.

It was evident through the portfolio that candidates struggled with the critical evaluation section of the marking criteria. Unit 1 requires that the candidate evaluates the processes and subsequent modifications involved in the designing and making of the final prototype **ONLY**. Too many references were made to the performance of the prototype against the specification, which meant that candidates' marks were compromised. (Not applicable to Food Technology)

### **Unit 3 – specific areas of importance**

Due to the low number of entries for this Unit specific guidance is limited. However, centres need to ensure that candidates complete a quality product for Unit 3. The weighting of marks available for the making section therefore, must be reflected in the time available for the candidates to complete a quality outcome.

## A571 Introduction to designing and prototyping

This report provides an overview of the work seen in the Controlled Assessment Unit A571 – Introduction to designing and making, for candidates who took the examination during this session.

This report has been prepared by the Principal Moderator and covers both specifications J307 and J047 (short course). It should be read in conjunction with the marking criteria for assessment given in the specification booklet.

This is the first examination year for the Innovator Suite Specification in Textiles Technology J307 and J047.

No centres submitted a controlled assessment portfolio for Unit A573 – Making Quality Products.

### Controlled Assessment

Controlled Assessment for this specification can be submitted by post or as an electronic version via the OCR Repository. Where Centres submitted portfolios for electronic assessment, moderation was time efficient and effective.

Centres submitting portfolios by post for the June series have generally been prompt in the dispatch of documentation; MS1, CCS160 and Controlled Assessment Summary Forms (CSF) to OCR and moderators. It is important for centres to note that form CCS160 needs to be sent with the MS1 and Coursework Summary Form.

The majority of centres have approached the new specification with real confidence and included detailed, relevant and concisely presented work in the portfolios.

Most centres have made clear links to the sustainability aspect of the specification, which is to be commended.

Centres are to be commended on the amount of work produced for the A571 portfolio, which has been realistic in terms of the amount produced and the time allocated to this unit – 20 hours.

All Centres included a Coursework Summary Form (CSF) or cover sheet illustrating the breakdown of individual marks for each candidate. Centres are to be commended for this.

Centres are reminded that it is not necessary to make reference to, or include notes, about specific industrial methods of production within this Unit

It is a requirement for the Controlled Assessment Unit A571 component to consist of one portfolio where candidates are expected to design and make a prototype textile product. The Specification clearly states in the Making criteria that materials selected must be 'appropriate to realise the **textile** product'. Centres must ensure therefore, that candidate's produce a prototype that is textile based.

The portfolio work **only** needs to be seen during moderation. Centres are requested not to send any practical work with the portfolio. Any large, bulky folders need to be removed and replaced with a simple comb binder or lightweight wallet.

**Important:** Centres are to ensure that they make reference to the present Specification available on the OCR website (revised January 2010 version) when assessing candidate's work. The OCR Textiles Technology text book (Hodder Education) has an error in the marking criteria for A571, which has been addressed by Hodder Education through fliers into centres.



## Report on the Units taken in June 2010

Marks should read:	Cultural Understanding	= 5 marks max
	Creativity	= 5 marks max
	Designing	= 14 marks max
	Making	= 28 marks max (20, 4, 4)
	Evaluation	= 8 marks max

### Themes Set

Candidates must select **one** of the eleven published themes from the specification. Starting points linked to the theme may be modified to suit candidate and/or centre circumstances.

The themes most popular this series for Unit A571 was 'Flash from Trash' – design and make a textile accessory or garment for a catwalk collection; 'Recycled Denim' and 'Eco-wear'. These starting points allowed the candidates to identify a range of textile examples to show how ideas reflect different cultures and lifestyles, enabling candidates to develop their own ideas and demonstrate flair, creativity and originality.

Centres have been realistic in the setting of tasks and in the time that has been allocated to the controlled assessment component.

**Important:** It is essential that the candidate includes photographic evidence of their prototype in the portfolio. 'A minimum of two digital images/photographs of the final product' is required in the evaluation section. (4.1 of the specification). Photographic evidence of the key stages of production is also required in the 'Making' section of the marking criteria for controlled assessments (Appendix B of the specification)

### Application of the Assessment Criteria

On the whole centres have interpreted the marking criteria well, applying the marks appropriately and fairly across all criteria areas. However, it has been necessary, in some instances this series, to make adjustments to bring candidate's marks in line with the agreed National Standard. Where any adjustments have been made, this is as a result of misinterpretation of the marking criteria or a lack of evidence to justify the marks awarded in the portfolio.

The Report to Centres is an important document where issues raised from moderation are highlighted and suggestions for improvement given. It is recommended that all staff responsible for the delivery of this specification read this document thoroughly.

### Annotation of the Controlled Assessment Portfolio and Recording of Marks

It is pleasing to see that centres are using the Controlled Assessment Cover Sheet; CCS, issued by OCR showing where and how the marks have been awarded for each assessment area. This has greatly helped in making the moderation process quicker, fairer and more accurate and is particularly helpful in the moderation of the 'Making' section where there are larger mark ranges.

On the whole, centres have recorded and totalled marks accurately on the controlled assessment summary form (CSF).

It is helpful to centres and moderators if candidates are recorded on the controlled assessment summary form (CSF) in the same rank order as they appear on the MS1 form. It is also important that centres clearly initial each different teaching group/teacher on the CSF in the column provided.

It is helpful to encourage candidates to organise the portfolios according to the criteria areas. This reduces the need to annotate the work itself and makes identifying marks during moderation easier and quicker. It was noticeable this series that candidates had presented their portfolio's with care and thought. Centres are to be commended for this practice.

### **Examples of Good Practice**

The best examples of good practice occur when:

- Centres encourage candidates to organise their work into the different criteria areas. This enables the candidates to produce work that clearly shows an understanding of the requirements of the marking criteria.
- The presentation of work is of an excellent standard, which is indicative of the pride that centres and their candidates take in their work.
- The portfolio includes relevant, concise work with creative and innovative designs illustrating an effective use of a range of media especially ICT, alongside cohesive evaluation.

### **Comments on Individual Criteria Areas:**

#### **Cultural Understanding**

In most cases candidates work towards a design brief by analysing examples of how designing and making reflects and influences culture and society. If a questionnaire was used, successful candidates analysed the results in relation to user lifestyle, personal choice and the design need. This can be completed through a written summary only; the actual questionnaire does not need to be evident.

It has been noticeable that the candidates are not providing enough detailed evidence in relation to the identification and comparison of appropriate textile examples to show how lifestyle and choice can be improved for the consumer. Centres need to be careful that they do not streamline/over-simplify this section too much and compromise the high mark.

Mood boards when used were, on the whole, appropriate and annotated to show design direction.

#### **Creativity**

On the whole centres have tackled this criteria area with confidence. Research was relevant and appropriate to the theme. It was encouraging to see centres suggesting appropriate research into sustainable design and the 6 R's.

Good use of the internet has been seen, with centres ensuring that internet research is only one aspect of candidate's research and does not exclude other, relevant avenues. Most centres are taking care to avoid copious notes and irrelevant information creeping into this criteria area.

Where candidates achieved the higher mark range, they chose existing products related to the theme and starting point. These were investigated and evaluated in depth, with relevant conclusions drawn.

Successful candidates were able to illustrate how the use of past and present trends have helped to inform design ideas and high street trends, with many candidates capitalising upon the wealth of ideas available from designers, fashion era's, high street stores etc.

## **Designing**

Most candidates have a clear understanding of the difference between the theme, starting point and the design brief. However, care must be taken here to ensure that the design brief has been developed as a considered response through appropriate research into the starting point. Candidates cannot be credited marks for identifying the starting point as the design brief.

Design briefs need to be kept 'brief', to the point and not become too lengthy.

Most candidates are presenting specifications of a high standard - the best of these being detailed and providing the basis for design and development work in later criteria areas. Specifications with 'how to achieve' points are not substantial enough for the higher marks and greater care must be taken here by candidates.

Candidates often forgot to reference 'sustainability' or environmental issues in the specification.

Designing is still enjoyed by most candidates and some exceptional work has been seen, which is to be commended. Centres have been able to reduce the quantity of this section to a more manageable size for candidates without compromising on the quality.

Candidates who achieve high marks will have presented a range of annotated design proposals/sketches and identified the final idea.

Good modelling of a whole product or an important feature/detail of an item helps the candidate to access the higher marks and to realise the textile prototype product. However, where candidates struggled, modelling often lacked relevance, rigour and justification.

## **Making**

It is noticeable this series that candidates are moving towards producing less complex, prototype products which can be completed within the recommended time limit of 12 hours for this criteria area. This is to be commended. However, centres need to be careful that products requiring less skill, may compromise the high mark.

The range of prototype products seen this session has been encouraging and has covered mainly garments and fashion items.

Teacher annotation in this section showing how marks have been awarded continues to be most helpful to assist accurate moderation.

Candidates that did well have:

- Made references to an appropriate production system which is relevant to the actual textile prototype made. Candidates who have been on industrial visits or appropriate works experience clearly benefit from first hand knowledge here.
- Included the use of ICT to produce effective work-flow charts.

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- Used good quality photographic evidence and comprehensive notes, to show the key stages of making the prototype textile product/item. This helps to reinforce decisions made about alterations/modifications, choice of components etc and is to be encouraged in helping the candidate to highlight good working practice.

Care and attention to the details in this criteria area was varied and often this area was over-marked, with too much weight given to recording the key stages of production. Centres need to remember that comprehensive notes AND photographic evidence of the key stages of production, need to be evident for the higher marks.

### **Critical Evaluation**

Most candidates have tended to evaluate the portfolio and final realisation against the specification **not** the processes involved in making and designing the prototype product.

Further developments by better candidates identified modifications to their own production system. Weaker candidates were restricted in this section, when they had not thought through their ideas, and produced a thorough and complete plan of action.

Candidates have benefited from the use of digital photography and must present at least two photographs of their prototype.

It is important to remember that candidates' work should show clear progression and demonstrate an accurate use of spelling, punctuation and grammar for marks to be awarded in this criteria area. It is difficult to allocate marks within this area, when much of the candidates' work is reliant on teacher direction or when frameworks have been used to guide candidate response. Care must be taken here.

## A572 Sustainable Design

The overall performance and range of results was much improved. Many candidates had been well prepared for the examination and clearly had sufficient knowledge to answer the questions. There was little evidence that candidates had insufficient time to answer the questions and it was evident that many candidates benefited from the wide range of examination style questions used in this paper.

The mixed approach of level of questions was also successful with many weaker candidates scoring 2 or more marks on the \* banded mark scheme question. The questions marked with an asterisk \* provided candidates with an opportunity to give a detailed written answer combining good subject knowledge with an ability to produce a structured response. A number of candidates were able to do this with the full range of marks being allocated for this question.

There were a number of 'no response' answers indicating that, in many cases, unit 2 had not been taught in sufficient depth. There was also occasions where candidates had merely repeated the question in the answer and when asked for two different points the same point had been repeated using slight word variations.

With reference to section A of the paper it was noticeable that, at times, candidates had not read the instructions correctly and centres would benefit from explaining the correct examination requirements to the candidates. Many candidates lost out on potential marks for the multiple choice questions in Section A, purely because they did not circle an answer. Candidates should be encouraged to have a guess at these types of questions if unsure, rather than giving no response at all.

Candidates need to be made aware of the importance of the wording of each question and they need to understand the difference between terms like 'name', 'discuss' and 'explain'. Many candidates did not score marks on the explain questions, because they gave a list of unrelated points instead of developing one of these. Answers need to be in sufficient depth to merit marks. Explanations were often vague and did not convey sufficient understanding to warrant marks.

Candidates need to show evidence that they can use specialist terms appropriately and correctly.

Hand writing at times was difficult to decipher and candidates need to be prepared to make an effort with their hand writing, particularly on the banded mark question \* and questions requiring a detailed explanation or discussion of points. It was also evident that several candidates did not follow the instructions as to where to write answers. Extra answer paper is available and if candidates decide to re write an answer they need to be instructed to use extra answer paper. Centres are reminded that candidates are marked on spelling, punctuation and grammar on the banded mark scheme question.

### Comments on Specific Questions

#### Section A

##### Question 1

Most candidates answered this correctly with 'gas' being the correct answer.

##### Question 2

Many candidates answered this correctly with 'leaving a product to biodegrade' being the correct answer.

**Question 3**

Many candidates answered this correctly with 'risk assessment' being the correct answer.

**Question 4**

Most candidates answered this correctly with 'biodegradable materials' being the correct answer.

**Question 5**

This question was poorly answered with a range of incorrect answers.

**Question 6**

The majority of candidates did not know this symbol and many candidates failed to attempt to answer this question.

**Question 7**

The majority of candidates did not know this and again many candidates failed to attempt to answer this question.

**Question 8**

Many candidates answered this correctly- the most typical answers referred to tidal and solar energy sources.

**Question 9**

Most candidates answered this correctly with the most typical answers referring to silk and wool as natural sustainable sources.

**Question 10**

The majority of candidates answered this question wrongly with few being able to name 'Ethical trade initiative' as the correct answer.

**Question 11**

The majority of candidates answered this question correctly.

**Question 12**

The majority of candidates answered this question correctly.

**Question 13**

The majority of candidates answered this question correctly.

**Question 14**

The majority of candidates answered this question correctly.

**Question 15**

The majority of candidates answered this question correctly.

**Section B**

**Question 16**

- (a) This question was answered by approximately a third of candidates gaining one mark and another third gaining the full two marks. Equally a third obtained no marks. Some candidates gained marks by default and few really strong answers were seen.
- (b) The majority of candidates answered this question poorly. Reasons for product disassembly were often confused with quality checks. Where candidates were able to give correct answers few candidates managed to gain more than three marks, often repeating

answers already given. **Reference to page 12 of the specification is made here and the importance and relevance of Product Analysis and the Design of Products.**

- (c) This question asked candidates to give two **reasons** why Polartec fleece is environmentally friendly. Many candidates were able to identify that Polartec fleece is made from plastic recycled bottles and thus gain one mark but few managed to then relate this to environmental advantages other than repeating what was in the question stem. Candidates do need to ensure that they fully answer this type of question to obtain the marks allocated. Other typical answers included reference to the fleece being biodegradable and the reduction of rubbish in landfill sites.
- (d) This question was generally well answered with a number of candidates obtaining full marks. Good responses included reference to a hood, insulating extra layer of fabric, waterproof outer layer of fabric and pockets.

### Question 17

Question 17 was generally well answered throughout with fewer candidates giving no response.

- (a) (i) This was generally well answered by candidates with the majority scoring one mark. The majority of candidates named cotton or silk as a natural fibre.
- (a) (ii) Some candidates did not read this question correctly and thus did not refer to the performance characteristics of their chosen fibre but instead gave environmental reasons. However many candidates obtained full marks and did give correct performance characteristics the most typical being 'strong', 'lightweight' or 'washable'
- (b) (i) This question was well answered and candidates clearly identified the label correctly.
- (b) (ii) A mixed response was seen to this question. Some candidates clearly understood what the label meant but did not qualify why it was important to the consumer other than saying it was 'good for the environment'. Candidates need to be aware that specific examples are required when explaining with this type of question.
- (c) This was generally well answered by candidates with the majority scoring one or two marks.
- (d) A range of responses were seen with reference to how health and safety regulations protect the workers. The most typical answers referred to protective clothing, fire safety, compensation for accidents, working conditions and training for machinery. However candidates often repeated answers and thus lost out on potential marks.

### Question 18

- (a) (i) The majority of candidates answered this question correctly. They were able to clearly explain primary recycling with reference to charity shops and giving items to friends.
- (a) (ii) This was generally well answered by candidates with the majority scoring one or two marks.
- (a) (ii) This was not as well answered with some confusion over what type of recycling this referred to, however candidates generally were able to pick up one mark. Some candidates did give excellent responses.
- (b\*) This is a new style of question and it was clear that many candidates had not had practice at answering banded response style questions. There were a few candidates who scored in the lowest band, this was because their answers did not show a thorough description

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and use of specialist terms. Many candidates gave a list of points or one point expanded eg less use of chemicals, bad for the environment. There was also an element of repetition in their answers and candidates at times focusing on only one element of production for example transport or factory pollution. However some excellent responses were also seen where candidates used excellent language and specialist terminology. The strongest answers referred to three separate issues all well explained. These issues most typically were:

- Use of toxic chemicals
- Energy consumption and transport issues
- Ethical issues



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