

# **Design and Technology: Textiles Technology**

General Certificate of Secondary Education **J307**

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

## **Examiners' Reports**

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**January 2011**

**J307/J047/R/11J**

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

A reminder: An important point for teachers to note 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. i.e. 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.

Centres 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 continued to respond well to the new style of examination approach. Centres are to be commended for this.

## Written Examination – Units 2 and 4

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

A512 Electronics and Systems Control  
A522 Food Technology  
A532 Graphics  
A542 Industrial Technology  
A562 Resistant Materials  
A572 Textile Technology

Entries were significantly increased this session giving a more realistic idea of candidate performance. The overall performance and range of results for Unit 2 has improved. Performance however, within subject specialisms is still varied.

Many of the candidates demonstrated a general awareness of the main points and issues linked to sustainable design and the 6Rs.

**Unit 2 – Section A** Most candidates across the suite attempted to answer all questions, with few candidates giving no response (NR) answers. 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. Candidates need to be encouraged to give an answer for the multiple choice style questions even if they are uncertain that they are correct. There was less duplication of circling answers seen during this examination session.

**Unit 2 – Section B** A greater mixture of responses was seen and teachers need to ensure they read the subject specific reports for further detailed feedback on specific issues and individual question performance.

In general, candidates lacked the specific knowledge and understanding required to answer some questions in depth. 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.

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.

Important: Candidates need to be careful that they do not repeat the question in their answer or write the same answer for several questions. Such answers included:

'Environmentally friendly' and 'better for the environment' or 'damages the environment'.  
To 'recycle' and 'recycling' is good for the environment.

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. Few candidates were able to do this really well, but most candidates did score two or more marks from the six available for this question.

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 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 Innovator suite entries were seen from the following subject specialisms:

A514 Electronics and Systems Control  
A524 Food Technology  
A534 Graphics  
A544 Industrial Technology  
A564 Resistant Materials  
A574 Textile Technology

The overall performance of candidates varied considerably across the suite of subjects for Unit 4. However, it was encouraging to find that many candidates did demonstrate a good understanding of the technical aspects of designing and making in most of the specification areas this series compared to last year.

Areas of Unit 4 which Principal Examiners highlighted as being of particular concern are:

reading questions carefully – the majority of candidates attempted all the questions this series. It is important that candidates do read the questions carefully to determine exactly what is required. It can be helpful for candidates to highlight what they consider to be the 'key' words or instructions before completing their answer.

clear and accurate answers – in questions that require candidates to produce sketches and notes, it is essential that answers are made as clear and technically accurate as possible. Marks may be compromised through illegible handwriting and poor quality sketches.

It is 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.

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 and accurate spelling. A list of bullet points does not represent an adequate answer. Practice of this type of question which carries [6] marks is strongly recommended. There are two of these type of questions within Unit 4.

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

**Unit 1** – For this examination series of the Innovator suite entries were seen from the following subject specialisms:

A511 Electronics and Systems Control  
A521 Food Technology  
A531 Graphics  
A541 Industrial Technology  
A561 Resistant Materials  
A571 Textile Technology

**Unit 3** – For this examination series of the Innovator suite entries were seen from the following subject specialisms:

A524 Food Technology  
A533 Graphics  
A563 Resistant Materials  
A573 Textile Technology

This examination series has seen portfolios for all subject specialisms 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. It is important that centres forward form CCS160 in particular to moderators.

**Important Note:** Centres must ensure that if candidates are entered through the repository (01), the marks must be downloaded onto the OCR site and NOT sent through to the moderator on a disc. This is classed as being a postal (02) moderation.

In general, centres have been successful in applying the marking criteria for both Units 1 and 3. However, it is still 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 still evident that a significant number of portfolios, particularly for Unit 1, resembled the legacy format. Care must be taken here to ensure that the marking criteria and format of 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 over-reliance on writing frames for candidates work.

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.

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 each 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 product.

## **A571 Introduction to designing and prototyping and A573 Making Quality Products**

This report provides an overview of the work seen in the Controlled Assessment Units A571 – Introduction to designing and making and A573 – Making Quality Products, 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 second examination year for the Innovator Suite Specification in Textiles Technology J307 and J047. Entries have been seen for both Units A571 and A573 this session.

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 efficient and effective.

**Important Note:** Centres must ensure that if candidates are entered through the repository (01), the marks must be downloaded onto the OCR site and NOT sent through to the moderator on a disc. This is classed as being a postal (02) moderation.

Centres submitting portfolios by post for the January series have, on the whole, 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 to the moderator.

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 for Unit 1, which is to be commended.

Centres are to be commended on the amount of work produced for the A571 and A573 portfolios, which has been realistic in terms of the amount produced and the time allocated to these units – 20 hours each.

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 Units A571 or A573.

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 candidates 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. Similarly, the Centre only needs to forward the portfolios of the selected sample.

Work should be removed from ring binders, presented so that pages can be turned without having to remove sheets from plastic wallets and securely fastened together e.g. by means of a tag, then clearly labelled with Centre Number, Name and Candidate Number. Mark sheet/annotation sheet should be attached to each piece of work.

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.

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 were 'Flash from Trash' – design and make a textile accessory or garment for a catwalk collection; 'Recycled Denim' and 'Eco-wear' and 'Cotton on to it!'. Themes popular for Unit 3 were; '20th Century Inspiration' and 'Historic Influences'. 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. They also allowed access to research into associated sustainability issues, a wide range of skills and suitable final products that could also support the teaching of Unit A572.

Centres need to ensure that the theme is clearly stated on the front of each portfolio. The Controlled Assessment Cover Sheet (CCS) includes a 'Task Title' box which allows space for the theme to be entered.

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

It was noticeable that fewer centres used ICT in their portfolios this session, although higher attaining candidates successfully utilised ICT to enhance presentation and design ideas.

## 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). However, there has been an increase in the number of centres with arithmetical and transcription errors this examination session. More care needs to be taken here.

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 portfolios with care and thought. Centres are to be commended for this practice.

It is important that candidates include acknowledgements or a bibliography in the portfolio. Marks can be compromised if this is not evident. There was a noticeable increase this series in the number of candidate portfolios without reference to research sources.

### **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.

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). Marks may be compromised if candidates do not provide sufficient evidence of making.

### **A571 – 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. However, it was noticeable this series that more candidates relied upon quantity rather than quality, with a lot of time being directed into producing a questionnaire and analysing every

question whether relevant or not. This can be completed through a written summary only; the actual questionnaire does not need to be evident in the portfolio.

It has been noticeable that candidates are still 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. Successful candidates were able to illustrate how different cultures, fashion periods, designers etc influenced consumer choice and lifestyle.

### **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 in relation to designer and high street products.

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.

Few candidates fully demonstrated creative competence. The higher attaining candidates very successfully, and with creative competence, analysed the products they were going to recycle, showing clear and appropriate design and make direction.

Successful candidates were also 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 and lacking in focus.

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.

Moderators have seen some outstanding and creative fashion illustration and ideas from candidates and this is to be commended.

Candidates who achieve high marks will have presented a range of freestyle illustrated and annotated design proposals/sketches and identified the final idea. Creative and original ideas that were fully developed into a final idea with some modelling allowed candidates to access the higher marks.

Good modelling of a whole product or important features/details 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.

There is still little evidence of CAD specialist design software in this section.

## **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, do not compromise the high mark.

The Specification clearly states in the Making criteria that materials selected must be 'appropriate to realise the textile product'. Centres must ensure therefore, that candidates produce a prototype that is textile based.

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 detailed references to an appropriate production system/step by step plan which is relevant to the actual textile prototype made.

Highlighted all technical problems encountered through the making process. This helps to structure in-depth and rigorous analysis of the making and design process

Included the use of ICT to produce effective work-flow charts.

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**

It is still noticeable this series that the majority of candidates have tended to evaluate the portfolio and final realisation against the specification. This is not a requirement for Unit 1.

Candidates should only evaluate 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 in this section. Marks will be compromised if photographs are not evident in the portfolio for this section.

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 writing frames and pre-printed sheets have been used to guide candidate response. Care must be taken here.

It is important that high achieving candidates are given the opportunity to show flair and creativity in approaching the assessment criteria.

### **A573 – COMMENTS ON INDIVIDUAL CRITERIA AREAS:**

#### **Designing**

Candidates are asked to demonstrate an appropriate response to a design brief initiated from their theme and produce a specification. Responses therefore need to be relevant, clear and thorough to achieve the high mark. Portfolios that contained superficial references to construction techniques/processes and copious background notes often compromised the higher mark

Candidates do not need to include product analysis in this Unit. It is sufficient to add a detailed and informed personal analysis of aspects of the theme that has inspired the candidate. This information can then help the candidate to formulate a detailed specification.

Successful candidates were able to illustrate how the use of past and present trends has helped to inform design ideas, with many candidates capitalising upon the wealth of inspiration available from designers, fashion eras etc.

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.

A very varied response and approach was seen this series to the designing aspect of this portfolio.

Candidates that did well have:

- Presented a range of creative and innovative design ideas with care and thought using appropriate strategies from CAD, use of swatches, 2D and 3D modeling through to mixed media illustration work.
- Included detailed annotation of their design ideas in relation to the specification and clearly identified their final design idea.

## **Making**

Points considered for Unit A571 in this report also apply to this section.

Centres need to be mindful that Unit 3 requires the candidate to produce a quality product. Candidates that did well included references to quality control points within their planning and clearly demonstrated how to solve any technical problems they encountered.

## **Critical Evaluation**

This criteria section has been completed with more confidence this series with candidates successfully evaluating the product against the specification and including relevant and detailed testing strategies.

Some excellent photography seen by moderators which is to be commended, but there is still evidence of some centres failing to produce two photographs of their final product.

On the whole candidates have produced very logical and well organised portfolios for both Units A571 and A573 that have been a pleasure to moderate.

## A572 Sustainable Design

The overall performance and range of results was generally improved on from the last examination session. 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. There were a fewer number of 'no response' answers – this occurred mostly on questions 17(d) and 18(a)(ii).

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. Some 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. Most candidates attempted all of the questions in section A of the paper although a few did ring more than one answer and therefore did not score any marks.

Section B of the paper requires candidates to give some answers in more depth. Some candidates wasted time and space by re writing the question before they began their answer. Many candidates also presented answers to 'explain' and 'discuss' style questions as a haphazard collection of facts, not necessarily relating to the question. 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.

The question 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. 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 'polyester' being the correct answer.

##### Question 2

A mixed response, many candidates answered this correctly with 'lay plan' being the correct answer.

##### Question 3

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

##### Question 4

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

**Question 5**

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

**Question 6**

The majority of candidates knew this symbol and most referred to 'British Standards' or 'Kite Mark'

**Question 7**

The majority of candidates answered this correctly with the most typical answers referring to wool, silk and cotton as being a natural fibre.

**Question 8**

Many candidates answered this correctly – the most typical answers referring to primary and secondary recycling.

**Question 9**

Most candidates answered this correctly with the most typical answers referring to denim, linen and wool as recyclable textile materials.

**Question 10**

The majority of candidates answered this question correctly.

**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 generally well answered. The most typical answers referred to 'sustainable', 'biodegradable' and 'natural'. A few weaker candidates did give the repetitive answer 'good for the environment' and therefore did not achieve marks.

- (b) The majority of candidates answered this question poorly. Few candidates managed to gain more than three marks, often repeating answers already given. Disadvantages of wool were often wrongly referred to the environment or animal cruelty. Where candidates were able to give correct answers the most typical referred to being 'itchy and irritating to the skin' and 'shrinks in a hot wash'.
- (c) It was not clear in this question whether candidates had been taught about smart materials or not. Many candidates made vague comments but did not refer to technical terms and few gained more than one mark.
- (d)\* 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 and use of specialist terms. Many candidates gave a list of points or one point expanded eg attitudes to fashion. There was also an element of repetition in their answers. 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.

### **Question 17**

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

- (a) Some candidates did not read this question correctly and thus did not refer to reasons why a designer chooses to use recycled materials but instead gave general environmental reasons. However many candidates obtained several marks and did give correct answers referring to 'individuality', 'cost' and 'rethink'.
- (b) There were some very creative designs which scored full marks. However some candidates did not read the question correctly and therefore did not design a Textile piece of jewellery. Attention is drawn here to the importance of reading the question and relating it to the subject specialism.
- (c) A good response was seen to this question. Candidates clearly understood the problems of using recycled materials and components and gave confident answers, referring to the problems of 'old' and 'worn' materials, and irregular and limited supplies.
- (d) This was generally well answered by candidates with the majority of candidates able to name 'obsolescence' often teamed with 'design' and 'planned'.
- (e) Generally well answered with candidates referring to wastage, pollution and landfill issues.

### **Question 18**

- (a)
  - (i) The majority of candidates answered this question correctly. The most common response being 'tie dye'.
  - (ii) This was not well answered.
- (b) This was well answered with many candidate's referring to plant and animal dyes.
- (c) A mixture of responses was seen to this question with some candidates correctly referring to 'colour fading' and 'lack of vibrant' colours. However many candidates gave vague and unspecific comments regarding 'bad for the environment' and 'harmful to environment'. Candidates need to be discouraged from giving these types of answers unless qualified.

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- (d) Well answered by the majority of candidates.
- (e) Few candidates obtained more than two marks due to the repetition of their answers. Most typical answers were related to protective clothing (many lost marks by giving four separate pieces of clothing) and ventilation issues. Attention is drawn here to reading the question and that candidates needed to be able to identify four separate health and safety points when working with dyes.
- (f) Candidates generally answered this well, with the majority of answers seen referring to the carbon footprint and the fuels used. Lower attaining candidates tended to repeat the question and talked generally about transportation without referring to any actual issues.

# A574 Technical Aspects of Designing and Making

## General Comments

This is the first cohort of candidates to take this unit of the Textiles Technology Specification. Overall candidates responded well to the style of the question paper, although some candidates were not fully prepared for the banded \* questions. Candidates need to be taught to address all elements of the question and present their answers in a clear manner using correct punctuation and technical terms. Candidates demonstrated a sound knowledge of basic Textiles skills, and were able to describe techniques using notes and diagrams. Design questions remain popular, but candidates need to be able to give reasons for features included in their designs to justify their ideas.

## Question 1

- (a) Most candidates scored three or four marks for this question demonstrating a good understanding of the basic equipment used in Textiles.
- (b) Candidates answers to this question often reflected their experience of using scissors in the classroom situation. Popular answers included how sharp they were, whether they were right or left handed and if they were suitable for the job. There were some vague answers such as 'cut fabric' or 'big handles' which did not gain marks. Reference to size sometimes was not qualified and therefore did not gain a mark.
- (c) Most candidates scored a mark here. Few mentioned using the iron to remove wax from batik or to fix colours into fabric. Popular answers included pressing in pleats, attaching interfacing or Bondaweb, and some mentioned pressing open seams. Some candidates muddled the technique of appliqué with attaching an appliqué motif.
- (d)
  - (i) Most candidates were aware this was a European symbol representing safety and quality, but few gave a sufficiently detailed answer to be worth full marks.
  - (ii) The most popular answer here was a child's toy. Few candidates referred to work or leisure clothing. Candidates need to name specific textile products to be sure of gaining marks for this type of question.

## Question 2

- (a) Straight stitch and running stitch were the most popular answers here. Cross stitch, and blanket stitch were also mentioned by some. Few candidates demonstrated knowledge of hand embroidery stitches such as blanket stitch, chain stitch or herringbone.
- (b) Most candidates scored at least one mark for this question with beads, buttons, and sequins being the most popular answers. There is evidence candidates are unclear of what a component is. Some candidates mentioned fastenings which were not decorative and therefore did not gain a mark.
- (c) The most popular answer here was sheep. Some gave 'jumper' or an alternative woollen garment as the source.

- (d) Many candidates demonstrated a good understanding of how felt is made. Good answers included reference to heat and pressure used to bond the fibres together, although there was no mention of the scales on the surface of the fibres. Some included diagrams in their explanation.
- (e)\* This question was not particularly well answered. Candidates need to plan their answers before they start to write. Many became entrenched in one train of thought and did not cover sufficient elements to access the higher levels. Most concentrated on the manufacturing element of the question and few covered the second strand about using non-woven fabrics to make products. Some wrote about the performance characteristics of non-woven fabrics which was not part of the question and therefore did not gain marks. Candidates gained marks for mentioning not having to spin yarn or a reduction in the number of processes needed to make the fabric. There were some well written answers which did not address any of the points in the question and therefore did not gain any marks.

### Question 3

- (a) Few candidates scored three marks for this question. Most gained one or two. Strong/durable/hardwearing were the most popular correct answers, along with washable and will not stretch. Few candidates demonstrated a sound knowledge of the performance characteristics of a close weave polyester fabric.
- (b)
  - (i) Most candidates were able to suggest a functional improvement to the design of the bag. Adding pockets, adding a zip and changes to the handles were the most popular answers. Vague answers such as 'change the size' did not gain a mark, nor did references to making the bag more attractive.
  - (ii) A few candidates scored two marks for a detailed explanation of how the improvement benefitted the user, but most only gained one, as the answer was shallow. Answers were generally well linked to the change identified in the first part of the question. Some candidates described how to make the change rather than the benefit of it.
- (c) There were some very detailed answers to this question which gained full marks. Candidates used notes and well drawn diagrams to explain the technique and it was evident they had experience of using the method in the classroom. They made good use of the allocated space to set out their answers. There were also some disorganised, poorly set out answers that were difficult to follow. A few candidates described the industrial method of screen printing and did this well. Some candidates muddled screen printing with sublimation printing done using a computer.

### Question 4

- (a) This question was not particularly well answered and few candidates scored the full two marks. Unisex, suitable for all ages and eye catching were the most popular answers. Some candidates gave general points or posed questions such as 'what colour it should be' rather than stating the answer.
- (b) Most candidates performed well on this question and produced some creative, well drawn designs. There was evidence of the use of colour, and most annotated their designs well. Candidates need to include information on the construction methods and decorative techniques they would use to make their design within the annotation. This is stated in the question, but a significant number of candidates did not include the information in their

answer. Naming suitable fabrics for the product should also be included in this type of question. Candidates need to be aware of the difference between fibres and fabrics.

- (c) Most candidates gained a mark here. Some wrote about why the store would use promotional gifts rather than why the one they designed was suitable. Some candidates wrote a good explanation and gained full marks. Popular answers included reference to colours of the store, something useful and contact details of the store. A few candidates related the item they designed to the products sold in the store.

#### **Question 5**

- (a) This question was not well answered. Most candidates had a good understanding of how CAD could be used when developing design ideas and wrote at length about this rather than answering the question. There was some confusion between CAD and CAM. Some candidates gave shallow answers and scored one or two marks. Few gained full marks. Good answers referred to reduced wastage of paper and fabric and accurate layplans, manipulating designs quickly and accurately and the ability to send designs directly to the customer. 'Quick and easy' are frequently given by candidates as answers to this type of question but will only gain a mark where they are qualified and explained.
- (b) As with the previous banded question, candidates failed to plan their answers carefully and therefore did not cover all of the necessary points in their answer to achieve the higher levels within the banding. Some wrote about how products can be sold cheaply as there were so many of them, or consumers would not pay much for items when they were mass produced. Many candidates, however, did gain three or four marks for this question. Most popular answers referred to the reduced cost when buying resources in bulk, the speed of making and the use of semi skilled workers reducing wage bills.

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