OCR
RECOGNISING ACHIEVEMENT

GCSE

Textiles Technology

General Certificate of Secondary Education **GCSE 1958**

General Certificate of Secondary Education (Short Course) **GCSE 1058**

Combined Mark Schemes And Report on the Components

June 2005

1958/1058/MS/R/05

Oxford Cambridge and RSA Examinations

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CONTENTS

General Certificate of Secondary Education Textiles Technology (1958)

General Certificate of Secondary Education (Short Course) Textiles Technology (1058)

MARK SCHEMES FOR THE COMPONENTS

REPORTS ON THE COMPONENTS

Mark Scheme 1958/01, 1058/01
June 2005

1 (a) (i) Any one:

- Polyester
- Polyamide (nylon)
- Acrylic

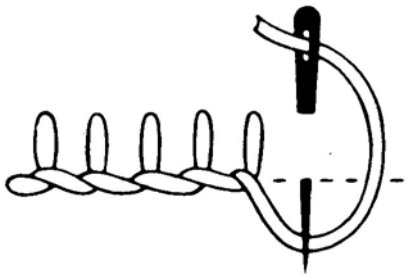
NOT lycra
man-made
viscose
acetate (1)

(ii) Knitting (1)

(b) (i) Blanket stitch

NOT buttonhole (1)

(ii) One mark for the correct position of the needle. (1+1)
One mark for the correct position of the thread.



(2)

(c) (i) Any one:

- Attach ribbon round edge
- Attach bias binding
- Overlock
- Machine stitched hem using any type of stitch.
- Machine stitch/sewing machine/machine
- Hem
- Zig-zag

NOT pinking shears
straight stitch
cross stitch
double stitch (1)

(ii) **Allow any valid reason even if method wrong or left blank**

Any one:

- decorative
- strong/strengthens
- quicker/fast
- easier
- secures/holds edges
- trims off loose edges
- prevents fraying
- adds weight

All are less likely to come undone.

NOT makes edges neat
neat finish
looks neat
looks better (1)

(d) Any three, one mark each: (1+1+1)

- scissors/shears/pinking shears
- tape measure/ruler
- pins
- needle
- tailor's chalk/marker pen
- sewing machine/overlocker/machine
- unpicker
- knitting needles/knitting machine
- iron/ironing board
- thimble
- embroidery ring [3]

Total marks [10]

2 **(a)** Any three, one mark each: (1+1+1)

- Hardwearing / durable / strong/ tough
- Washable/colourfast/easy to care for/quick drying
- Good texture / feels nice / warm / realistic / soft / warm to touch/cuddly
- No fluff to come off / stable fabric
- Stain resistant
- Non-toxic/chemical free/non-allergenic
- Fire resistant/flame retardant
- Lightweight

NOT waterproof
attractive
flexible
secure
absorbent
just 'light'
comfortable
colour (3)
safe
mothproof

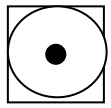
(b) Any two, one mark each: (1+1)

- Eyes / nose secure
- No sharp items in it – e.g. pins
- No splits in seams to allow stuffing out / no holes/ strong stitching/tight or secure seams/correct stitching
- Each section securely attached/nothing falling off/all stitched on properly
- No loose threads
- Limbs in proportion
- Uniformity-all toys in batch the same
- Correct positioning of features e.g nose, eyes,ears,limbs
- Safety tag/care label attached
- Check for stains caused during manufacture
- Check for even filling/no lumpy stuffing
- Check against specification

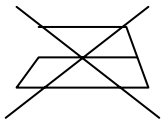
NOT neat seams
check for damage
not packaging

Do not allow fabric testing. References must be to manufacturing (2)

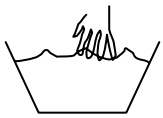
(c) One mark for each symbol correctly explained: (1+1+1)



Can be tumble dried (low heat) (1)
Use dryer



Do not iron. (1)



Hand wash only/can be washed/do not machine wash/machine wash on hand wash cycle

Do not allow reference to temperature (1)

(d) Any two, one mark each: (1+1)

- Add a ribbon round neck/bow tie/bow
- Add a bell / squeaker / grow / tune / song / make it talk/sound box/noise
- Add clothing
- Use different fabric for inside ears / pads of paws/add more textures
- Change to brighter colours / different colours for different parts.
- Add 'googly' eyes/make features more pronounced
- Heat up for comfort
- Joints on arms/legs/head
- Add logo/motif/design/badge
- Make educational e.g. letters and numbers added
- Add a name to bear or clothing
- Add paw pattern/use stitching to define fingers and toes
- Add zip to turn into a bag
- Add pocket
- Add a smaller toy for bear to hold

NOT size
add hair
no unspecified accessories **[2]**

Total marks [10]

3 **(a)** Any five points in correct order, information can be in diagram or notes and two correct points can be credited in same box :

- Place fabric right sides together/mention of turning right way out later
- Edges even/matched/together (1+)
- Pin / tack. (1+)
- Mark stitching line / mention of seam allowance. (1+)
- Stitch using straight machine stitch (1+)
- Fasten off at ends/reverse machine (1)
- Remove tacking/pins
- Press open
- Mention of need to neaten the seam or suggestion of method to use

[5]

Maximum of 4 marks if no notes
Maximum of 4 marks if no sketches
Must have a mark for preparation of fabric/seam to gain mark for 'stitching it'

(b) (i) Any two advantages: (1+1)

- Easy to attach/apply/stitch on
- Easy to fasten/quick to fasten
- Adjustable
- Washable
- Durable/long lasting/strong/never wears away
- Soft-not hard to sit on
- Secure
- Cushion can be removed from chair/for washing/storage
- Cheap / inexpensive
- Neat/invisible/cannot see it

Do not allow reference to safety or children **(2)**

(ii) Any one disadvantage:
Do not credit opposites to b(i)

- Can catch on clothing / other fabrics
- Collects fluff and 'bits'/cloggs up
- Not decorative/fashion feature

NOT opens easily
weakens over time (1)

(c) One mark for a brief answer, two marks if extra detail added: (1+1)

- Ties – stitched onto cushion and long enough to tie round chair back
- Button and buttonhole – on taps, which wrap round the back of the chair and fasten.
- Ribbon – stitched onto back of cushion and tie round back of chair
- Elastic loop – large enough to stretch round back of chair
- Press studs / ginger snaps – either on half attached to seat of chair, or both attached to flaps which fit round chair.

NOT staples
button unless qualified
zip
string **(2)**

Total marks [10]

4 (a) Any 6 in logical order: (1+1+1+1+1+1)

- Programme machine / input data/choose stitch/transfer design onto computer/scan/size design/connect machine to computer
- Thread / set up machine/choose thread/choose colour
- Mark position of motif on fabric/fabric right side up/position correctly on machine
- Reinforce fabric / use interfacing / strengthening material/stitch and tear
- Put sweatshirt into frame / ring / support
- Start machine stitching/stitch design
- Change colour of threads
- Monitor progress
- Remove from machine / cut threads/remove reinforcement
- Press
- Quality check/final inspection

[6]

(b) (i) Any one:

- Thread
- Cuffing/elastic
- Labels (1)

(ii) Any one:

- Reduces cost as can buy in bulk/cheaper
- Saves time/quick
- Improves quality / consistency of product
- Convenient/less effort

NOT easy or easier (1)

(c) Any two: (1+1)

- Reduce amount of packaging used/simplify/more in each box or package
- Use recycled materials
- Use biodegradable materials/environmentally friendly materials
- Use non-toxic printing inks on the packaging
- Reuse carrier bags and other packaging
- Use materials which can be recycled/recycle packaging
- Use paper/card from sustainable forests/renewable resources

Total marks [10]

5 (a) Any two, one mark each: (1+1)

- Polyester makes it durable / hardwearing/long lasting/ does not damage easily/strong
- Cotton makes it comfortable as absorbs moisture
- Washable
- Crease resistant
- Mildew resistant
- Not attacked by moths when stored
- No static build up when in use
- Non-irritating/does not make you itch
- Lightweight

Comfortable needs to be qualified

NOT reference to insulation
warmth
keeping cool
soft
cheaper
waterproof
windproof
thicker
breathable **(2)**

(b) Any three features with benefit explained: (1+1x3)

- **Double layer construction** – warmer, more durable / hardwearing/thicker more padded,more comfortable
- **Shoulder baffle/head space** – improves warmth, prevents insects entering, holds pillow in place, protects head and pillow from damp, prevents draughts, can zip up to top and face not covered, acts as a pillow, prevents bag sliding down
- **Zip baffle** – improves warmth, prevents teeth contacting with body
- **Tapered body/shape** – improves comfort, warmth, takes up less room
- **Compression sack/storage sack**– squashes bag for easy storage, carrying, protects sleeping bag/prevents damage, keeps clean, used to store other items
- **Hollow fibre filling** – lightweight, easy to wash, warm, hypo-allergenic, more absorbent, fluffier so more comfortable to sleep on
- **Larger overall size**-better for tall people as longer, wider too
- **More filling** –warmer and more comfortable to lie on

NOT breathable
NO reference to -15°C
NO reference to zip

[6]

(c) (i) Any one:

- Reduce size / make smaller
- Add decorative design / improve fabric design
- Add a feature such as pocket for soft toy or torch
- Change to interesting shape e.g. cartoon character (1)

(ii) Any one:

- Reduce size / make smaller – prevents child slipping down bag/becoming tangled/cosy
- Add decorative design / improve fabric design / cartoon character – more appealing to child / like to use it / encourage use
- Add a feature such as pocket for soft toy or torch – comfort / feeling of safety or security / novelty value / interest / encourage use of bag
- Attach pillow-more comfortable-complete sleep over kit
- Bright colours-more appealing
- Change to interesting shape-fun, encourage child to use it, encourage sleep

Do not credit points taken from data provided

NOT flame retardant
improving filling
waterproof
windproof (1)

Total marks [10]
Paper Total [50]

Mark Scheme 1958/02, 1058/02
June 2005

1 (a) Any 6 in logical order: (1+1+1+1+1+1)

- Programme machine/input data/choose stitch/transfer design onto computer/scan/size design/connect machine to computer
- Thread / set up machine/ choose thread/choose colour
- Mark position of motif on fabric/fabric right side up/position correctly on machine

- Reinforce fabric / use interfacing / strengthening material/stitch and tear
- Put sweatshirt into frame / ring / support
- Start machine stitching/stitch design
- Change colour of threads
- Monitor progress
- Remove from machine / cut threads/remove reinforcement
- Press
- Quality check/final inspection

(6)

(b) (i) Any one:

- Thread
- Cuffing/elastic
- Labels (1)

(ii) Any one:

- Reduces cost as can buy in bulk/cheaper
- Saves time/quick
- Improves quality / consistency of product
- Convenient/less effort

NOT easy or easier (1)

(c) Any two: (1+1)

- Reduce amount of packaging used/simplify/more in each box or package
- Use recycled materials
- Use biodegradable materials/environmentally friendly materials
- Use non-toxic printing inks on the packaging
- Reuse carrier bags and other packaging
- Use materials which can be recycled/recycle packaging
- Use paper/card from sustainable forests/renewable resources

[2]

Total marks [10]

2 **(a)** Any two, one mark each: (1+1)

- Polyester makes it durable / hardwearing/long lasting/does not damage easily/strong
- Cotton makes it comfortable as absorbs moisture
- Washable
- Crease resistant
- Mildew resistant
- Not attacked by moths when stored
- No static build up when in use
- Non-irritating/does not make you itch
- Lightweight

Comfortable must be qualified

NOT reference to insulation
warmth
keeping cool
soft
cheaper
waterproof
windproof
thicker
breathable

(2)

(b) Any three features with benefit explained: (1+1x3)

- **Double layer construction** – warmer, more durable/ hardwearing, thicker more padded, more comfortable
- **Shoulder baffle/head space** – improves warmth, prevents insects entering, holds pillow in place, protects head and pillow from damp, prevents draughts, can zip up to top and not cover face, acts as a pillow, prevents bag sliding down
- **Zip baffle** – improves warmth, prevents teeth contacting with body
- **Tapered body/shape**– improves comfort, warmth, takes up less room
- **Compression sack/storage sack**– squashes bag for easy storage, carrying, protects sleeping bag/prevents damage, keeps clean, used to store other items
- **Hollow fibre filling** – lightweight, easy to wash, warm, hypo-allergenic, more absorbent, fluffier so more comfortable to sleep on
- **Larger overall size**- better for tall people as longer, wider too
- **More filling** –warmer, more comfortable to lie on

NOT breathable

NO reference to minus -15°C
NO reference to zip **(6)**

(c) (i) Any one:

- Reduce size / make smaller
- Add decorative design / improve fabric design
- Add a feature such as pocket for soft toy or torch
- Change to interesting shape e.g. cartoon character (1)

(ii) Any one:

- Reduce size / make smaller – prevents child slipping down bag/becoming tangled/cosy
- Add decorative design / improve fabric design / cartoon character – more appealing to child / like to use it / encourage use
- Add a feature such as pocket for soft toy or torch – comfort / feeling of safety or security / novelty value / interest / encourage use of bag
- Attach pillow-more comfortable- complete sleep over kit
- Bright colours-more appealing
- Change to interesting shape –fun, encourage child to use it, encourage sleep

Do not credit points taken from data provided

NOT flame retardant
improving filling
waterproof
windproof (1)

Total marks [10]

3 **(a)** Design to include the following features / points, one mark each:

- **S =** Size – suitable to hold the items shown, at least 15cm long
- **C =** Colour – labelled or coloured in.
- **F =** Fastening – suitable.
- **D =** Some form of decoration / motif to appeal to children/text
- **P =** Pockets / compartments / divisions.
- **H =** Loop / handle to carry.
- **N =** Name tag / space to write name / clear plastic section.
- **A =** Fabric, lining

- **T =** Techniques suggested e.g. type of seams, piping, decorative method, beads, sequins, stud/rivet, top-stitching (3 marks)

NB Techniques of embroidery and printing must be qualified

(6marks max.)

(b) Pattern pieces should show the following, one mark for each:

- **Sh =** Suitable shapes to make the design drawn in 3a. (1+)
- **Sa =** Seam allowance indicated. (1+)
- **Sg =** Straight grain arrow. (1+)
- **N =** Notches / balance marks. (1)
- **P =** Number of pieces to cut using each pattern piece/pieces identified
- **FL =** Fold lines.
- **M =** Measurements of pieces.
- **F =** Position of fastenings indicated.

(4)

Total marks [10]

4. Any two, one mark each:

- Collar (1+)
- Cuff (1)
- Pocket/logo
- Front facing – where buttons and buttonholes are. **[2]**

NOT bottom of sleeve opening

(b) Any two, one mark each: (1+1)

- Strengthen / reinforce/make hardwearing
- Hold shape / stiffen/ thicker/ extra support
- Improves overall 'finish' – quality/looks neater/prevents creasing
- Prevents fraying (if iron-on)

NOT to stick things together
comfortable
extra padding

[2]

(c) Any four stages in the correct order, one mark each. (1+1+1+1)
Information can be in diagram or notes.

- Turn hem to inside correct amount / measure / check pattern piece.
- Pin / tack / press in place.
- Trim excess fabric / trim to suitable even depth of hem.
- Neaten raw edge / fold under again and press / use of bias or tape
- May mention use of narrow hemming foot on machine / blind hemming foot.
- Stitch in place – straight stitch / blind hem.
- Finish – trim loose edges / remove tacking/press

.
Max. 3 marks if no diagrams
Max. 3 marks if no notes **(4)**

(d) Any two points, one mark each:

- Brand names imply quality/liked brand before
- Will expect to pay a higher price for the product/may reject
- Brand names are a 'badge' - like to be seen in fashionable make/like logo design
- Consumers subjected to peer pressure – must have 'trendy' make.
- Consumers like others to know they wear a 'trendy' brand.
- Status symbol/may choose or reject because of brand
- Negative points also acceptable – refusal to buy a brand – third world exploitation.
- Adds detail-makes appealing **(2)**

Total marks (10)

5 (a) Any four points, one mark each:
Mark is for the importance of the check not the check itself

- Saves the company money in the long term - producing substandard product costs the company money. Goods need to meet specification
- Quality systems reduce number of reworks, saving time and money.
- Reduces the number of items which need to be sold at lower price as 'seconds', saves money. Improves the image of the company. Ensures product is good enough to be sold.
- Materials and other resources saved by reducing 'rejects'.
- Image and reputation of the company improved by producing high quality goods. A long lasting product is made.
- Ensures customer loyalty and reduces number of dissatisfied customers. Identical items are produced
- Can gain accreditation from British standards etc. to demonstrate they manufacture high quality and safe goods.
- Can sell goods at a higher price, increasing profits. **[4]**

(b) One mark for naming the smart material
One mark for describing what it does
One mark for describing how it is used or the advantages of the material

Smart materials- Sense and react to environmental conditions.

- Thermochromic dyes – change colour in with a change in temperature. Could be used on 'T' shirts as a fun feature, or to indicate when the wearer has been in the sun too long, or is over-heating.

- Photochromic threads / fabrics / beads – change colour in ultra-violet light. Threads could be used to stitch decoration onto products worn outdoors, eg. Baseball cap.

- Smart Skins – absorb sound and vibration. Used for transport applications such as seating in planes.

- Heat generating and strong fibres or fibres which change colour to match the environment. Used for outdoor clothing and combat uniforms.

- Intelligent polymer systems – change properties in response to movement. Used for the 'smart' bra to give better support.

Micro-encapsulation

- Anti-stress / calm inducing properties. Induce a sense of well-being by releasing moisturisers, vitamins or fragrant oils. Used in tights.

- Allergy control fabrics – encapsulated with antiseptics. Used in dressings to promote healing. Other substances needed by the body may be used.

- Sanitised fabrics contain microbial and anti-bacterial substances to combat sweat. Used for sportswear and socks. Insect repellent in outdoor clothing.

- Actively regulated micro-climate clothing- to maintain temperature in extreme conditions.

- Wrinkle free fabrics and garments.

- Fibres and Garments designed to suit different conditions and hazard levels e.g. Dupant developed Personal Protective equipment to reduce serious burns by switching from standard flammable polycetta to a high performance garment system based on Nomex fibres. Provides high levels of heat and flame protection at low weights. Used for underwear, shirts, coveralls, jackets, trousers, foul weather wear, fleeces, gloves etc.

- Fungal fabrics- to combat build up of fungi e.g. mould and mildew. Used on clothing, linens, towels, carpet.

- Synthetic fabrics within moisture management systems to regulate and absorb sweat.

- Interactive textiles- a conducting network and a micro-chip are incorporated into the fabric making them capable of computational operations, conducting electricity as well as collecting and storing energy. Movement can generate the power. Gloves, caps and socks can generate heat to keep the wearer warm. Also tents which become rigid in response to weather conditions and change shape to reduce wind loading.

- Conductive and fibre optic threads can be woven into a garment. Sensors and radio transmitters are being developed. Touch and pressure sensitive fabrics will soon be with us. Police clothing with light-emitting fabric for warning displays.

- Ceramic based textiles to protect from the sun's rays.

- Sunfit fabric- shields wearer from the heat and absorbs and neutralises ultra-violet rays.

- Unitika developed an aqualine flament yarn based on a ceramic core which converts solar energy into heat. Prevents swimmers cooling too rapidly when they get out of the water.

- Stomatex system- works by maintaining temperature above which sweat condensation would occur. The vapour is removed by tiny pumps within the material. It has a small 'exit-pore'. Only activated with movement. Already used in sportswear- with neoprene and polyethylene.

- Nanotechnology- very theoretical. Works at molecular level. May lead to self cleaning carpets or active rugs where the fibres ripple like cilia moving dust off the carpet. Could make pumps to move heat/cool round within fabrics. Also increase and decrease flexibility and rigidity of fabrics.

- Surface Kinetic Integral Membrane (skin) consists of three layers. The first is a flexible textile containing piezoelectric sensors. The second is the most complex containing electrorheological (ER) fluids which are non-conducting and contain polarised particles which stiffen when exposed to an electric field. The third layer acts as a feedback control. The system mirrors its surroundings and adapts to them to provide a smart or responsive environment.

- Artificial muscles- a synthetic silk fabric that has been baked to strengthen it and then boiled in a chemical solution to give it elasticity. An electrical charge used to produce the material that expands and contracts like living tissue and muscles.

- Smart Anorak-created by Sony/Phillips. Includes MP3 player and Xenium phone. Has wires incorporated into the lining to form a complete body network to attach various pieces of electronic equipment. Microphones and headphones in collar.

- UPF 40+- lycra swimwear to protect from harmful rays. Keeps shape and is crease resistant.

- Thermoplastic yarn with chlorofibre- shrinks and sets but remains soft and sculptured. Used for hats. Helps retain its shape.

- Body sensor tights- respond to changes in temperature to keep wearer comfortable.

- Harley Designer pillow- developed originally for NASA.

- Reed Chill Cheater Limited- produced a stretch lightweight fabric used for wetsuits. Less restrictive, gives 100% UV protection, windproof, water shedding, thermal, super flexible so easy to put on and take off. Fast drying and machine washable

(6)

Total marks [10]
Paper Total [50]

Mark Scheme 1958/03
June 2005

1 (a) Any **four**, one mark each:

- Tension dial
- Bobbin winder/thread holder/spool/shuttle
- Stitch selector/stitch width control/pattern selector
- Hand wheel/balance wheel/manual wheel/needle height adjuster/wheel
- Feed dog/presser foot/needle/ foot
- Bobbin compartment/bobbin holder/needle/bobbin/spool/shuttle
- Thread holder 1+1+1+1 **[4]**

Do not credit 'cotton' in place of thread

(b) One mark each:

- Bobbin/shuttle/spool
- Pedal/foot control
- Sewing foot/presser foot/foot

1+1+1 **[3]**

(c) Checks for:

- Flex straight
- Cuts in flex
- Bare wires
- Cracked plug
- Stitching check
- Correct tension
- Stitch width/length
- Correct threading
- Enough thread on bobbin
- Hair tied back
- Needle is secure/broken
- Area clear of hazard if example given i.e. water around
- Correct presser foot 1+1+1 **[3]**

Only accept one hazard

Total(10)

2 (a) Any **three** one mark each:

- Position of logo
- Size and scale of logo
- Image
- Lettering
- Cost
- Message of logo
- 3D effect
- Texture
- Pattern

1+1+1 **[3]**

(b) Any **two** one mark each:

- Screen printing
- Transfer
- Stencilling,
- Block printing
- Roller printing
- Discharge printing
- Flock printing
- Resist printing
- Potato printing

1+1 **[2]**

(c) Any **two** of the following:

- Comfort
- Able to take frequent washing/easy wash/easy care/washable
- Cool/absorbent
- Durable
- Dyes well

1+1 **[2]**

(d) Any **three.**
Credit sketches or wording.

- Manufacturers name
- Company name/logo/web address
- Batch number
- Country of origin
- Safety considerations/ keep away from fire
- Sizing
- Bar coding
- Eco friendly mark
- Cotton logo
- Care considerations-turn inside out
- Wash dark colours separately
- Colour name
- Pull into shape whilst damp

1+1+1 **[3]**

Total(10)

3 (a) Suitability for winter wear
Do not credit any reference to Smart or Modern textiles

W= Winter wear
- Water proof
- Quilted
- Lining/external gillet
- Hood
- Cuffs
- Drawstring
- Reflective patches
- Colour
- Design style

1+1

Storage of personal items:

S= Storage
- Pockets
- Belt
- Security of belongings
- Accessibility,
- Suitable fastenings 1+1

Fastenings:

F= Fastenings
- Zip
- Toggle
- Button
- Velcro
- Elastic
- Popper 1+1 **[6]**

Maximum of 2 marks per section

(b) (i) Any **two** of the following:
- Thermo chromic dyes used which react to temperature change.
- Antibacterial Microencapsulation. Moisture, smell-hygiene.
- Electronic textiles.
- Wearable electronics. e.g. CD player, mobile phone, digital camera.
- Soft switch technology. Keypad, electronics in garment.
- Biomimetics. Stomatex, fabric which responds to change in the
- environment.
- Antibacterial protection. Minimises irritation, aids comfort.
- Phosphorescence dyes. Glow in the dark safety, fashion.
- Photo chromic threads 1+1 **[2]**

(ii) **Do not credit repeats:** Any correct **one** point:
- Leader in fashion
- Latest developments
- Safety, glow in the dark
- Appealing/trendy/ cool **[1]**

(iii) Any correct **one** point.
- Cost
- Care
- Reliability **[1]**

Total(10)

4 (a) Any **two** of the following:

- Light weight
- Durable /strong/ tough/ hardwearing
- Low stretch
- Resistance to tear/does not rip easily
- Brightly coloured
- Inexpensive
- Easy to decorate
- Finishing coatings can be applied
- Strong when wet
- Easy care
- Dries quickly,
- Limited creasing 1+1 **[2]**

Do not accept 'light' without referring to weight

(b) **Four** marks, any **two** explained well. List maximum **two** marks.
List 2=1 mark List 3 or more for 2 marks

- To check for faults
- To check for quality
- To check against safety standards
- To ensure costs work out
- Suitability of design (that it works)/does what it is designed for
- To see how materials behave
- To try out construction process
- To reduce wastage
- To reduce costs
- Safety issues
- Check against customer feedback 1+1+1+1 **[4]**

(c) Any **two** of the following:

- Teams - one member performs one or more assembly processes
- Repeats process
- Large number of identical products made
- Low cost
- Can be labour intensive or completely automated 1+1 **[2]**

(d) Any **two** of the following:

- Buying green products/packaging
- Ensure product has eco labelling
- Check no harmful substances are used/natural/organic dyes
- BSI approved
- Check for fewer chemicals
- Cultural influences
- Check labelling to identify fibres
- Re-cycling logo evident
- Research/identify manufacturer or outlet that produce /sell environmental products
- Only shop in environmentally friendly stores that you know sell only eco-friendly products/biodegradable/sustainable

1+1 **[2]**

Total(10)

5 (a) Any **two** of the following:

- Buttons
- Sequins
- Beads
- Braid
- Fringing
- Tassels
- Ribbon
- Appliquéd motifs
- Iron-on sparkles/diamonté 1+1 **[2]**

(b) (i) Any **one** of the following:

- Individual/unique/creative
- Job to third world countries
- Keeping traditional methods alive **[1]**

(ii) Any **one** of the following:

- Expensive
- Labour intensive
- Time consuming/fiddly
- Specialist technique
- Not easily done,
- Hand produced
- Mirrors tarnish/come loose/sharp edges on mirror **[1]**

(c) Any **two** of the following:

- Mirrored discs used/not using mirrors in mola
- Hand stitched for shisha/ mola can be machine produced
- Layers of fabric
- Reverse applique 1+1 **[2]**

(d) Any **two** of the following:

- Comfort
- Easy to dye
- Soft
- Easy care/durability
- Dries quickly
- Cheap to produce
- Environmental considerations
- Regeneration
- Appearance is similar to silk/texture 1+1 **[2]**

(e) Do not credit repeats. **Two** marks

- Easy care – Easier to wash, iron, prevents shrinkage.
- Flame proofing – Slow down/prevent burning, in public spaces/fire resistant/flame retardant
- Stain resistance – Prevents absorbing of stains/dirt etc.
- Water repellent – Last longer, stops spillage.
- Crease resistant – easy care. 1+1 **[2]**

Total(10)

Mark Scheme 1958/04
June 2005

1 (a) Any **two** of the following:

- Light weight
- Durable/strong/tough/hardwearing
- Low stretch
- Resistance to tear/does not rip easily
- Brightly coloured
- Inexpensive
- Easy to decorate
- Finishing coatings can be applied
- Strong when wet
- Easy care
- Dries quickly
- Limited creasing 1+1 **[2]**

Do not accept 'light' without referring to weight

(b) **Four** marks, any **two** explained well. List maximum **two** marks.
List 2 = 1 mark List 3 or more for 2 marks

- To check for faults
- To check for quality
- To check against safety standards
- To ensure costs work out
- Suitability of design (that it works)/does what it is designed for
- To see how materials behave
- To try out construction process
- To reduce wastage
- To reduce costs
- Safety issues
- Check against customer feedback 1+1+1+1 **[4]**

(c) Any **two** of the following:

- Teams - one member performs one or more assembly processes
- Repeats process
- Large number of identical products made
- Low cost
- Can be labour intensive or completely automated 1+1 **[2]**

(d) Any **two** of the following:

- Buying green products/packaging
- Ensure product has eco labelling
- Check no harmful substances are used/natural/organic dyes
- BSI approved
- Check for fewer chemicals
- Cultural influences
- Check labelling to identify fibres
- Re-cycling
- Logo evident
- Research/identify manufacturer or outlet that produce/sell environmental products
- Only shop in environmentally friendly stores that you know sell only eco- friendly products/biodegradable/sustainable

1+1 **[2]**

Total(10)

2 (a) Any **two** of the following:

- Buttons
- Sequins
- Beads
- Braid
- Fringing
- Tassels
- Ribbon,
- Appliquéd motifs.
- Iron-on sparkles/diamonté 1+1 **[2]**

(b) (i) Any **one** of the following:

- Individual/unique/creative
- Job to third world countries
- Keeping traditional methods alive **[1]**

(ii) Any **one** of the following:

- Expensive
- Labour intensive
- Time consuming/fiddly
- Specialist technique
- Not easily done
- Hand produced
- Mirrors tarnish/come loose/sharp edges on mirror **[1]**

(c) Any **two** of the following:

- Mirrored discs used/not using mirrors in mola
- Hand stitched for shisha/ mola can be machine produced
- Layers of fabric
- Reverse applique 1+1 **[2]**

(d) Any **two** of the following:

- Comfort
- Easy to dye
- Soft
- Easy care/durability
- Dries quickly
- Cheap to produce
- Environmental considerations
- Regeneration
- Appearance is similar to silk/texture 1+1 **[2]**

(e) Do not credit repeats. **Two** marks

- Easy care – Easier to wash, iron, prevents shrinkage.
- Flame proofing – Slow down/prevent burning, in public spaces/fire resistant/flame retardant
- Stain resistance – Prevents absorbing of stains/dirt etc.
- Water repellent – Last longer, stops spillage.
- Crease resistant – easy care 1+1 **[2]**

Total(10)

3 (a) **Mark scheme to be added to in light of candidate responses**.
Six marks in total.
Maximum of 2 for each

Multifunctional = MF
- Unisex
- Flaps
- Pockets – Mesh, clips etc.
- Size + use
- Skirt/jacket to incorporate a bag/carrier - wearability
- Smart materials
- Hood 1+1 **[2]**

Security = S
- Fastenings, zips/buckle/Velcro/elastic
- Concealed pockets
- Protective
- Wadding
- Quilting
- Waterproof
- Fire resistant
- Fluorescent/reflective fabrics 1+1 **[2]**

Ease of use = E
- Adjustable straps
- Access for items
- Detachable straps
- Design suitability 1+1 **[2]**

No annotation but clear drawing max. 3 marks

(b) **Four** marks available
Credit **limited explanation** if only one or two points made
Good explanation of four points = four marks
- To try colour ways/change
- Can reverse/mirror ideas
- View from different angles or 3D- mapping/range of ideas
- Reposition/change size/modify/edit
- Simulate textured fabric/finishes
- E-mail to another country
- Web pages
- Download ideas directly to cam machines
- Can Scan, use clip art, import images etc

1+1+1+1 **[4]**

Total (10)

4 (a) **Four** marks available

Prototype	**Batch production**
• Separate pieces	• using CAD to do lay/download
• Single/double layer fabric	• Multiple layers of fabric
• One size garment/pattern pieces	• Different sizes pattern lay
• Cutting 1/2 layers of fabric	• Cuttings 100's layers at once
• Placing on fold • Pattern pieces laid out • One person cuts out pattern	• Fabric laid flat • Less wastage • Laser/blade cut precisely/quicker/ machine cuts out

1+1+1+1 **[4]**

(b) Any correct **six** stages

- Setting up machine with long stitch/gathering stitch/correct foot
- Loosen top tension
- Stitch on R/S of fabric
- One row of stitching on seam line
- One row of stitching in seam allowance
- Pull up lower thread
- Wrap around pin
- Spread out gathers/make evenly spaced
- Stitch/attach /sew gathering in place
- Check final product

1+1+1+1+1+1 **[6]**

Credit good drawings/diagrams
Maximum 2 marks if no annotation

Total (10)

5 (a) Any **four** of the following:

- Suitable for large-scale production
- 3 colours identified so not too expensive
- Maximum design repeat is suitable for circumference of roller.
- Accurate and fast for large amounts of fabric/intricate/complex designs
- Suitable as large amount of fabric is needed so cost is justified

Do not accept cheaper, permanent, easier 1+1+1+1 **[4]**

(b) Any **two** of the following:

- Cost cheaper when produced in bulk
- Consistency colour is evenly spread.
- Can use Jigger system, Winch system or Jet-dying
- Quality checked easily as all one colour 1+1 **[2]**

(c) Risk + explanation = 2+2. List only = max **two** marks

- Safety issues e.g. non-toxic materials/disposal of waste
- Waste – reduce – reuse – recycle
- Pollution – air, soil, water
- Noise
- Energy consumption
- Recycling
- Biotechnology – enzymes used together, bio stoning when dyeing
- Growing coloured cotton to reduce pollution caused by dyes
- Legal requirements
- Chemicals
- Legislation/fines for high emissions 1+1+1+1 **[4]**

Total(10)

Report on the Components
June 2005

DESIGN AND TECHNOLOGY

General Certificate of Secondary Education

Textiles Technology 1958 & 1058 (Short Course) 2005

General Comments

This report provides an overview of the work seen in both the written papers and the Internal Assessment component of candidates who took the examination during this session.

It has been prepared by the Principal Examiners and Principal Moderator and covers both specifications 1958 and 1058. It should be read in conjunction with the examination papers, the mark schemes and the criteria for assessment given in the specification booklet.

This is the third examination year for the specification 1958 and 1058. It has been pleasing to see that candidates have continued to respond well to the question papers and the Internal Assessment component. There was evidence of good examination preparation by some centres and overall, the high standard of work achieved last year has continued, particularly in the performance of the higher tier candidates.

Candidates demonstrated a good understanding of industrial methods and processes, particularly for papers 3 and 4 and it was evident that some candidates had been to visit textile manufacturers. In papers 1 and 2 however, it was evident that candidates were slightly confused between the meaning of CAD and CAM and were not specific and detailed enough in their answers.

Similarly candidates struggled to read some questions accurately in regards to ‘explain’ or ‘describe’ and tended to list their responses rather than giving justified reasons.

In all papers the majority of candidates had a good understanding of the question requirements with few misinterpreting questions.

The majority of questions had been answered well with candidates clearly responding to a more visual approach to questioning. Some excellent answers were seen where the candidates could use diagrams and designs in their responses.

However, there was a disappointing response to the questions requiring detailed specialist knowledge i.e. gathering, roller printing and seam construction. Where candidates had practised these techniques they were able to give clear explanations of how to work them.

Candidates’ responses to questions were varied in style and approach with candidates continuing to use annotated diagrams to explain answers this year.

Examination technique remains an issue for some candidates. In the main, centres had followed good practice and used past papers to prepare candidates for the examination. However, some candidates did not read the questions carefully enough and wrote answers relating to similar questions found on the 2004 examination paper.

Where candidates were asked to describe a technique, some still struggle to order the method into a sequence, even with the boxes provided to help them.

From an administration point of view, some centres still put Foundation and Higher tier scripts in the same ‘packet’, which is to be discouraged. There was more evidence this year of candidates failing to complete the sections on the front of the paper – some scripts did not show the

candidate's name, some were missing the candidate's number or centre number. These issues could result in a delayed publication of results for that candidate. There was also evidence of errors on the attendance registers.

Centres are to be congratulated on the level of commitment both in guiding candidates in achieving their potential and in the marking of the Internal Assessment portfolio in particular. Well done!

General comments on Papers 1&2

Candidates generally performed well on the papers, giving a good indication of their ability. Few candidates failed to complete the papers and almost all questions were attempted. They seemed to make good use of the time available, with little doodling on the scripts or irrelevant writing. Candidates were, on the whole, entered for the correct tier and there was no evidence of mis-interpretation of the rubric. The whole range of marks was evident, with a few candidates scoring below ten and some achieving marks in the forties. This was true of both tiers of entry.

Examination technique remains an issue for some candidates. Although it was obvious in some cases that centres had followed good practice and used past papers to prepare candidates for the examination, some candidates did not read questions carefully enough and wrote answers relating to questions on last years paper. Where candidates are asked to describe a technique, some still struggle to order the method into a sequence, even with the boxes to help them. In a very few cases, candidates wrote the method for using a Computer Controlled Sewing Machine into the block diagram working from the bottom of the chart up.

There is still some confusion between 'Smart' and 'Modern' fabrics. This is a difficult area for centres to research, but there are examples contained within the specification and the text book which supports the course. These topics have also been covered in the training offered to centres. The mark scheme published for this examination allows for a whole range of these 'Smart' materials, and centres can use this as a teaching aid.

The knowledge of computer controlled machinery varies across centres. Computer aided design and manufacture, along with industrial practice, will always feature on the examination paper, and candidates need to be prepared for it. It is clear when candidates have used the technical language and terminology of the specification in the classroom situation. They understand terms such as 'pre-manufactured standard components' and the difference between these and 'tools and equipment'. This allows them to answer questions relating to these topics in the examination much more effectively.

Candidates excelled in the design based questions. More are using coloured pencils to enhance their designs, although candidates who labelled colours were also credited. Annotation of designs is improving, although technical information is often omitted. Candidates also used diagrams effectively when describing methods and techniques, and this is to be encouraged.

From an administration point of view, some centres still put Foundation and Higher tier scripts in the same packet, which is to be discouraged. There was more evidence this year of candidates failing to complete the sections on the front of the paper. Some scripts did not show the candidate's name, some were missing the candidate's number or centre number. These issues could result in a delay publication of results for that candidate. There was also some evidence of errors on the attendance registers.

1958 / 01 (1058 / 01) Foundation Tier

Comments on Individual Questions

1 (a)(i) Few candidates were able to name a suitable synthetic fibre, with many suggesting wool.

(a)(ii) Few candidates were able to identify knitting as the construction method. Many wrote 'looped'.

(b)(i) A small number of candidates identified blanket stitch.

(b)(ii) Many candidates simply copied the diagram provided to continue the row of stitching. Very few included a needle in the diagram, although some did show how the thread was looped around and gained one mark.

(c)(i) Most candidates scored a make for this question, with overlocking being the most frequent answer.

(c)(ii) Most commonly given reason for the choice of technique was 'quicker' or 'easier'. More able candidates referred to the method preventing fraying.

(d) A surprising number of candidates were unable to name three tools needed to make the blanket, although most gained one or two marks here. The most common mistake was to list materials and components such as fabric and thread.

2 (a) A large number of candidates scored two or three marks here. The most frequent wrong answers referred to the toy rather than the fabric used to make it.

(b) Most candidates scored one or two marks for this section, answers often relating to safety aspects such as securing eyes, choking hazards and split seams.
Some candidates wrote about fabric testing rather than quality control checks on the toy.

(c) This question was generally well answered. The most common wrong answer was to confuse the tumble drying symbol with the wash tub or dry cleaning.

(d) There were some very creative answers for this question, including adding clothes, making the toy talk and adding educational features to teach letters, numbers and colours. Some candidates mentioned using 'Smart' materials which would change colour as the child held the toy, or released a soothing smell. Some answers were too vague to be credited.

3 (a) There was a mixed response to this question. Some candidates had obviously worked the seam and were able to describe the method in detail. There were some excellent diagrams. There were also some candidates who had little idea of how to make the seam.
Some candidates described making the whole cushion rather than just the seam and were credited accordingly.

(b)(i) This question was generally well answered. Candidates have experience of using velcro.

(b)(ii) The most common answer here was the fact that velcro collects bits and fluff, impairing it's ability to stick.

(c) There were some good answers here, with many being sufficiently detailed to score two marks. The most frequent answers were ties and poppers. Some suggested using a button, but failed to mention a button hole or indicate how it would be used.

4 (a) Candidates who had first hand experience of using this type of machine scored well on this question. They were able to write the stages in a logical order. The mark scheme allowed for the various types of domestic computer controlled sewing machines as well as the industrial versions.
Some candidates had little understanding of the process. Some described the making of the whole sweatshirt rather than just working the motif, while others described adding an appliquéd motif.

(b)(i) The most common correct answer here was thread, followed by cuffing or elastic. A few candidates gave items not used on the sweatshirt. Some gave the motif applied to the sweatshirt as an answer. It was clear some candidates did not recognise the term 'pre-manufactured standard component'.

(b)(ii) Most candidates were able to give a reason for the use of 'pre-manufactured standard components', even if they were unable to name a suitable one in bi.

(c) Most candidates scored well on this question, giving some very good ways of reducing the impact of packaging on the environment. Reduce, re-use, recycle were common answers with biodegradable frequently mentioned.

5 (a) This question was not answered well on the whole. Many candidates referred to insulation or waterproof properties rather than considering the lining could be next to the skin. The term 'breathable' was not appropriate for this question. Durable and washable were the most popular answers. Comfort needed qualification to be awarded a mark.

(b) Most candidates scored at least half marks on this section. The more able candidates gave detailed explanations of the benefits of the features they identified.

(c)(i) Most candidates were able to suggest a suitable modification, although some were vague. Reducing the size and adding decoration were the most frequent answers.

(c)(ii) Most candidates were able to explain the reason for the modification suggested.

1958 / 02 (1058 / 02) Higher Tier

Comments on Individual Questions

1 (a) Candidates who had first hand experience of using this type of machine scored well on this question. They were able to write the stages in detail in a logical order. The mark scheme allowed for the various types of domestic computer controlled sewing machines as well as the industrial versions.
Some candidates had little understanding of the process. Some described the making of the whole sweatshirt rather than just working the motif, while others described adding an appliquéd motif.

(b)(i) The most common correct answer here was thread. A few candidates gave items not used on the sweatshirt. Some gave the motif applied to the sweatshirt as an answer. It was clear some candidates did not recognise the term 'pre-manufactured standard component'.

(b)(ii) Most candidates were able to give a reason for the use of 'pre-manufactured standard components', even if they were unable to name a suitable one in bi.

(c) Most candidates scored well on this question, giving some very good ways of reducing the impact of packaging on the environment. There were some very sophisticated answers from some candidates.

2 (a) This question was not answered well on the whole. Many candidates referred to insulation properties rather than considering the lining could be next to the skin. The term 'breathable' was not appropriate for this question.

(b) Most candidates scored at least half marks on this section. The more able candidates gave detailed explanations of the benefits of the features they identified and gained full marks.

(c)(i) Most candidates were able to suggest a suitable modification, many giving detailed descriptions.

(c)(ii) Most candidates were able to explain the reason for the modification suggested.

3 (a) Candidates enjoyed answering this question and produced some excellent design ideas. Many used coloured crayons effectively and linked decorative motifs to the intended use by primary school children. The information provided in the question was used effectively.
Designs were generally well annotated, indicating size, functional features, some techniques and fabrics to use. Some candidates included more than one view of the product.
Candidates still tend to name fibres rather than fabrics. They should be encouraged to include construction details such as types of seam and decorative techniques when producing design ideas.
Most candidates scored at least half marks on this question, with full marks frequently achieved.

(b) This question was generally well answered. It was pleasing to see candidates could produce the pattern pieces for their design. Good responses indicated seam allowance, straight grain arrow, notches, fold lines and identified the pattern pieces, e.g. base, front section etc. Some indicated the number to cut of each piece.
Some candidates showed the pattern pieces laid out on the fabric.

4 (a) Most candidates scored two marks for this question, collars and cuffs being the most popular answers.

(b) Most candidates scored two marks here.

(c) This question was generally well answered, with most candidates scoring three or four marks. There were some excellent diagrams to support the explanations. The mark scheme allowed for the various methods that could be used to work the hem, and credited information supplied in diagram or note form.

(d) Most candidates were able to give at least one reason or a superficial answer her to gain one mark. More detailed, well-reasoned responses gained two marks. The most popular answers were fashionable and an indication of quality.

5 (a) Most candidates scored at least one mark here. Many wrote about the testing which should be carried out on fabrics or products during manufacturing rather than quality assurance systems. Others described quality control checks rather than the importance of quality assurance systems. Some candidates referred to health and safety issues.
This question is aimed at the most able candidates and therefore should be taxing. Good answers included reference to the reputation of the company, repeat orders and customer loyalty as well as the cost implications of re-works and rejects.

(b) There was a mixed response to this question. Some candidates scored full marks while others scored zero. It is evident that some centres have taught this section of the specification in great detail, researching the topic on the Internet. The mark scheme covered a wide variety of acceptable answers, and it is not expected that all centres will cover all aspects. However, candidates deserve to be credited for valid answers.
Some candidates had little or no knowledge of ‘Smart’ materials, even the examples given in the specification. Some confused ‘Smart’ with ‘modern’ materials. Some candidates wrote about silk and nylon fibres. The most frequently seen correct answers related to photochromic threads and thermochromic pigments. These products are commercially available and are being used by some centres.

D&T: Textiles Technology 1958/03

Candidates on the whole appeared to be well prepared for the examination papers and generally have performed well, scoring marks throughout the papers. It was also evident that students had used their time effectively.
There was some evidence of candidates being entered for the inappropriate tier paper and this was in particular for the higher paper 4.

Design questions remain popular and were well answered on both tiers. Some extremely individual and creative work was seen with supporting annotation. However some candidates still appear to approach a design based question with no coloured pencils or pens. It is beneficial to them to show design answers in colour.

Care and attention with the preparation for the exam must include making candidates aware of the need read the question carefully. Reading the question inaccurately in regards to 'explain' or 'describe' when asked, rather than listing facts without attempting to give reasons or explanations, lost some candidates marks.

It was evident were centres had made an effort to cover smart and modern materials as candidates from these centres achieved high marks. However it was also evident that some candidates did not have any knowledge of these and were not able to answer the questions. Centres are advised to refer to the specification.

The level of increasing difficulty in paper 4 is required to maintain the standard set by the specification. Question 4 on paper 4, requires a working knowledge of a practical technique and this format is likely to continue. Where candidates had practised these techniques excellent answers were seen.

Paper 3 – Foundation Tier

Question 1

a) A high proportion of candidates scored full marks. There was evidence of some confusion with where the arrows on the diagram were pointing, but the mark scheme allowed for this.

b) Generally well answered although some candidates did incorrectly refer to the 'bobbin as 'thread 'or 'cotton reel'.

c) Most candidates were able to identify two checks here with some obtaining full marks.

Question 2

a) Most candidates were able to correctly identify design points the most typical answers relating to 'font', 'size' or position of logo.

b) Many candidates did not read the question correctly and did not give 'printing' methods. However many candidates did and the most popular answers were, transfer, block and screen printing.

c) The majority of candidates scored well here.

d) Some excellent answers were seen here with many candidates obtaining full marks. Weaker candidates copied the symbols shown.

Question 3

a) This part of the question was very well answered with obvious enthusiasm. Many excellent coloured designs were seen with clear annotation. The use of coloured pencils can greatly enhance a candidate's work and centres should encourage this. Annotation with reference to the bullet points was also very strong. Many candidates scored full marks.

bi) Candidates who had covered smart materials gave excellent answers. However those who had not, answered poorly. Amongst weaker candidates 'smart' was taken to refer to 'appearance ' which gave unsuitable answers.

bii) This question was generally answered well.

biii) Most candidates gained a mark here recognising 'expensive' as a disadvantage.

Question 4

a) This question was well answered with most candidates able to identify two performance characteristics of the fabric.

b) Some evidence of excellent and equally 'woolly' answers. Candidates who listed points rather than explained lost marks.

c) This question was not well answered. The majority of candidates could not explain two points of flow line production. Candidates referred to 'cheap' or 'faster' without qualification.

d) Well answered with the majority of candidate's gaining full marks.

Question 5

a) Well answered with the majority of candidates obtaining full marks. The most popular answers being 'sequins' and 'beads'.

bi) Poorly answered with unsuitable answers such as 'sparkly' or 'decorative'.

bii) Well answered.

c) There was a mixed response to this question with some candidates scoring the full marks and others none. Some candidates did not attempt this question.

d) Most candidates scored some marks here although many failed to give a reason.

e) The majority of candidates gave the correct answers of 'stain resistance' and 'flame' resistance.

1958 Textile Technology
Paper 4 – Higher Tier

Comments on individual questions

Question 1

a) This question was well answered with most candidates able to identify two performance characteristics of the fabric.

b) Some evidence of excellent and equally 'woolly' answers. Candidates who listed points rather than explained lost marks.

c) This question was not well answered. The majority of candidates could not explain two points of flow line production. Candidates referred to 'cheap' or 'faster' without qualification.

d) Well answered with the majority of candidate's gaining full marks.

Question 2

a) Well answered with the majority of candidates obtaining full marks. The most popular answers being 'sequins' and 'beads'.

bi) Poorly answered with unsuitable answers such as 'sparkly' or 'decorative'.

bii) Well answered.

c) There was a mixed response to this question with some candidates scoring the full marks and others none. Some candidates did not attempt this question.

d) Most candidates scored some marks here although many failed to give a reason.

e) The majority of candidates gave the correct answers of 'stain resistance' and 'flame' resistance.

Question 3

a) Many candidates scored full marks for this question. Some excellent coloured design ideas with clear and concise annotation were seen.

b) Many candidates gained good marks , but some gave 'lists' rather than an explanation .At this level question candidates need to be aware of the importance of answering the question fully.

Question 4

a) This question proved to be challenging for most candidates. Some candidates showed misreading of the question and did not refer to the lay plan.

b) A surprising number of candidates scored few or no marks here. Some centres had clearly not covered the processes of gathering. Many candidates referred to 'pleating', taken from last years question at this level. Some candidates gave excellent answers with clear annotated sketches and obtained full marks.

Question 5

a) This question was poorly answered, with only a few candidates gaining half marks for correctly explaining accurately printed, fast and economical for large amounts as correct answers. Knowledge of roller printing was weak.

b) Candidates generally scored one mark here for being able to correctly identify that the cost of the material would be less when produced in bulk. Other correct answers included consistency of colour.

c) Candidates showed excellent knowledge and understanding of environmental risks and many scored full marks. However some candidates did repeat points and need to be aware that at this level of question two separate points were required to be explained.

Internal Assessment – 1958 and 1058

Most centres have been prompt in the dispatch of MS1 and Coursework Summary Forms to moderators and have provided candidates with some challenging and imaginative starting points.

Tasks Set
On the whole the tasks set were clear and precise allowing candidates to identify a user and market and to develop their own design brief. Most tasks set are based on those given in the specification or through training sessions and therefore allow candidates to develop their own ideas and demonstrate flair and originality.
It was evident in the work presented that centres and teaching staff had taken direction from training sessions, exemplar materials and resources and the individual reports to centres (CW/MOD/REP)
Most centres have been realistic in the setting of tasks and in the time that has been allocated to the Internal Assessment component. (40 hours for the full course and 20 hours for the short course)
There is evidence that fewer centres are allowing candidates to spend considerably more than the recommended time in the specification on their portfolio and this is to be commended.

It is still a requirement for the Internal Assessment component to consist of 'one project where candidates will be expected to design and make a quality textile product' paragraph 4.6 of the specification. Both the portfolio and the practical outcome will need to be seen during moderation. It is also useful to have photographic evidence of the final product available. This has been erratic this year and not as prominent. More photographs have been seen of students working on their products out of the textile department, with student comments supporting external help with their final pieces. Care must be taken here to ensure that work can be verified as being completed by the candidate.

The application of the full mark range has been seen and it continues to be a pleasure to note the candidates who, with the guidance of their teachers, have achieved almost full or full marks.

Application of the Assessment Criteria

For the majority of centres no adjustments to marks have been made, illustrating that centres are confident in applying the different ranges of response within each Assessment Objective accurately and fairly.
It has however, in some instances, been necessary to make adjustments to bring candidates marks in line with the agreed national standard, but these have been minor and not always across the whole mark range. Where any adjustments have been made this is as a result of:

- A misinterpretation of the assessment criteria,
- A lack of evidence to justify the marks awarded in the portfolio.

In the majority of centres where more than one marker has been involved, internal moderation has been completed accurately with a valid rank order established – where this has not been evident amendments to marks will be necessary to ensure this.

ANNOTATION OF THE INTERNAL ASSESSMENT PORTFOLIO AND RECORDING OF MARKS

It is pleasing to see this year that most centres are using the assessment format recommended in the OCR specification document section 7.3.3 showing where and how the marks have been awarded for each assessment objective. This has greatly helped in making the moderation process quicker, fairer and more accurate and is particularly helpful in the moderation of assessment objective 5 where there are larger mark ranges. Each statement area within Objective 5 has been awarded its own mark range, which has allowed for a more detailed and justified assessment to be

made. This continues to be popular and helps teachers to clearly annotate objective 5 for moderation.
Where teachers have not used the up-to-date version of Form CSF showing the breakdown of objective 5 it is difficult to assess how marks have been awarded.

Some centres are still using their own individual cover sheets for annotation of each candidates' portfolio, these have also been successful in showing where marks have been awarded.
The majority of centres do encourage candidates to organise the portfolios according to the six assessment objectives, which reduces the need to annotate the work itself and helps to make the moderation process more efficient.

Most centres have recorded and totalled marks accurately on the coursework summary form (CSF) In centres where this is not the case, amendments have had to be made through the use of Amend Forms.

It is helpful to centres and moderators if candidates are recorded on the coursework summary form in the same rank order they are shown on the MS1 form.
More clerical errors were found this year in the transference of the marks from the MS1 to the CSF Form. It is important that centres check that marks placed on the MS1 are clear and easy to read on all three copies.

EXAMPLES OF GOOD PRACTICE

The best examples of good practice occur when:

- Centres encourage candidates to organise their work into the different assessment objectives. This enables the candidates to produce work that clearly shows an understanding of the requirements of each assessment objective. It also allows the centre to allocate an appropriate mark for the 'presentation' section of the portfolio.

- 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 involves relevant, concise work with excellent designs and effective use of ICT

COMMENTS ON INDIVIDUAL ASSESSMENT OBJECTIVES.

Assessment Objective 1

Most candidates have a good understanding of the difference between the design task and the design brief.
In most cases candidates work towards a design brief by analysing possible users and investigating possible products and markets, that would solve the task. Design briefs need to be kept 'brief', to the point and not become too lengthy. Overall, there is more evidence of candidates keeping this section precise, clear and relevant. It is important to note that centres do not streamline/over-simplify this section too much and compromise the high mark.

Assessment Objective 2

On the whole centres have tackled this objective with confidence and direction. Research was relevant to the design brief in most cases and supported design development for assessment objective 3. Some excellent survey work has been seen. It was encouraging to see a limited number of centres suggesting research into the suitability and use of smart materials.
There is considerably less evidence of unanalysed information from the Internet.
In fact, candidates are making good use of Internet research to find relevant pictures of existing products for analysis and evaluation. It is important to ensure that candidates are allowed to question target groups to help to identify a need before spending time analysing existing products.

Some excellent use of ICT has been seen in this section in the writing of questionnaires, surveys, results charts and graphs.
Most candidates are now presenting specifications of a very high standard - the best of these being detailed and providing the basis for design; development and evaluation work in later objectives. It is noticeable that this objective in particular has continued to improve each year. Most candidates refer to some system required for batch production and reflect moral and environmental issues. It is important to note that the Internal Assessment portfolio should be based on the batch production of a textile product, therefore, it is not relevant to add information about other methods of production.
It is critical to the ultimate success of the portfolio that enough thought is given at this stage to clarify ideas and evaluate how existing products fulfil the needs of their intended user alongside devising a thorough and complete specification.

Assessment Objective 3

This objective is still enjoyed by most candidates and some exceptional work has been seen in this section. Most centres have been able to reduce the quantity of this section to a more manageable size for candidates without compromising on the quality. Less use of thumbnail sketches!
Candidates who achieve high marks will have chosen a range of design proposals and identified the final idea using varied techniques, including superb use of colour washes, sketches, shading, fabric swatches and the use of CAD to enhance both the visual and evaluative aspect of this objective. Candidates are getting better at using more imaginative ways of checking/evaluating their design proposals against the design specification. Candidates need to ensure that the final design idea is fully evaluated for the high marks.
The use of radar diagrams, as a means of evaluating is becoming a popular method in this section.

Assessment Objective 4

This assessment objective still causes problems, with many candidates including samples that bear little relevance to their chosen task. There is evidence of an improvement on previous years, with more appropriate and meaningful fabric and construction testing using the actual fabrics selected for the final textile piece. However, tests often lack technical detail and justification. Random testing is less apparent.
There appears to be an increased number of attempts at modelling this year, with evidence of well thought out toiles.
References to an appropriate production system have improved and are relevant to the actual textile product made. Candidates who have been on industrial visits or appropriate works experience clearly benefit from first hand knowledge here.
Some excellent pattern cutting has been seen and the effective use of commercial patterns with adaptations. There is evidence of some good industrial style product specifications being attempted to give details about the final product and good use of ICT has been seen in this section to show the comparison of results and findings and to produce effective work flow charts. Overall, a better understood section this year.

Assessment Objective 5

Some excellent work has been seen in this section with a good range of skills and techniques and an increasing amount of work with smart and modern materials. The range of textile products this year has been exciting to see and has covered a range of fashion garments, toys and home furnishings.
Teacher annotation in this section showing how marks have been awarded is most helpful to assist accurate moderation. It is evident that centres have taken the trouble to find their candidates interesting and varied subjects for their design tasks, allowing scope for flair and originality – more

use of dyes, printing and resist techniques and more links to multicultural influences and surface decoration has been seen.
Weaker work is sometimes indicative of candidates being allowed to attempt work that over stretches their skills and expertise or that has been too 'teacher led'.
In some instances where teachers had given candidates a more limited range of topics to investigate and work on, candidates were able to develop and show their individual ability whilst producing products of a reasonable size, cost and quality.
The breakdown of the assessment criteria for this assessment objective further into manageable parts has eased the marking process and helped to give more accurate responses from centres about the way the candidates have performed, especially within planning and quality of the final product. Planning has improved this year, with candidates demonstrating a true understanding of an effective work sequence in relation to their own product.

Assessment Objective 6

Evaluation has continued it improve this year and would seem to reflect the time being given to this objective in many centres. It still remains an area however, where candidates struggle to achieve full marks. When candidates performed well they -

- Referred back to their original specification and there was evidence of valid testing in use.
- Further developments identified modifications to their own production system.

Weaker candidates are restricted in this section when they have not thought through their ideas and produced a thorough and complete specification.
Candidates have benefited from the use of digital photography in this section and some have approached experts for comments as well as opinions from potential users. Where questionnaires have been used candidates have analysed them well and have accessed better marks.

Presentation Marks

The majority of centres have marked this section accurately although it is still not thoroughly understood.
Candidates' work should show clear progression and understanding of the process for marks to be awarded in this section. It is difficult to allocate marks within this section when much of the candidates' work is reliant on teacher direction. Students who are able to work independently and develop their own design and presentational styles received full marks.

General Certificate of Secondary Education (D&T Textiles Technology) (1058)
June 2005 Assessment Session

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
Paper 1	50			32	27	23	19	15
Paper 2	50	35	31	27	22			
Coursework	105	87	76	65	52	39	26	13

Syllabus Options

Foundation Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	175				102	84	67	50	33
Percentage in Grade					20.8	29.6	32.7	5.1	8.16
Cumulative Percentage in Grade					20.8	51.0	84.4	89.6	97.9

The total entry for the examination was 101

Higher Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	175	150	134	118	103	83	73		
Percentage in Grade		18.3	27.5	27.5	19.8	6.87	0.00		
Cumulative Percentage in Grade		18.3	45.8	73.3	93.1	100	100		

The total entry for the examination was 133

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	10.6	15.7	15.7	20.1	16.6	13.9	2.18	3.5
Cumulative Percentage in Grade	10.6	26.4	42.3	62.6	79.3	93.4	95.6	99.1

The total entry for the examination was 234

General Certificate of Secondary Education (D&T Textiles Technology) (1958)
June 2005 Assessment Session

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
Paper 1	50			31	26	21	17	13
Paper 2	50	35	31	27	22			
Paper 3	50			29	25	21	17	13
Paper 4	50	30	26	22	18			
Coursework	105	87	76	65	52	39	26	13

Syllabus Options

Foundation Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	175				106	87	68	50	32
Percentage in Grade					28.8	29.7	22.1	11.6	6.02
Cumulative Percentage in Grade					28.8	59.8	82.5	93.7	98.8

The total entry for the examination was 4879

Higher Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	175	145	130	115	100	80	70		
Percentage in Grade		10.5	27.3	30.6	19.9	8.6	1.4		
Cumulative Percentage in Grade		10.5	38.0	68.8	89.1	97.7	98.8		

The total entry for the examination was 5651

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	5.7	14.7	16.5	23.4	18.3	10.9	5.3	2.8
Cumulative Percentage in Grade	5.7	20.5	37.1	61.3	80.2	91.3	96.5	98.8

The total entry for the examination was 10530

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