

# **Textiles Technology**

General Certificate of Secondary Education **GCSE 1958**

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

## **Report on the Components**

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**June 2006**

**1958/1058/MS/R/06**

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## **1958 Textiles Technology**

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

This report 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 fourth 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 again this year of continued 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.

There were fewer 'repeated' answers, and most candidates attempted every question. It was also evident that the majority of candidates had used their time effectively and there was little evidence of 'doodling' on the papers.

Candidates responded particularly well to the design questions. There was greater use of colour and more detailed annotation, particularly on the higher tier papers. Most candidates included technical details such as embellishment techniques and seams, this is to be encouraged.

Some candidates demonstrated a good understanding of industrial methods and processes, particularly for papers 1 and 2. However, Industrial Practice remains a weaker area of knowledge and centres must continue to strive to address this.

Similarly some candidates still struggle to read some questions accurately in regards to 'explain' or 'describe' and have a tendency to list their responses rather than giving justified reasons. Candidates also need to have a clear understanding of what is meant by the following terms in particular; equipment, components, fabrics, fibres, design features and performance characteristics.

The majority of questions had been answered well with candidates clearly responding to a more visual approach to questioning.

This year has seen the introduction of a new format exam paper. Problems arose where candidates had written outside the allocated answer area and centres are asked to ensure that candidates are reminded not to write down the sides of the scripts. Extra answer sheets can be inserted if needed. Candidates must also be reminded to complete the relevant sections, on the front of the exam paper.

Centres also need to ensure that foundation and higher scripts are not packaged together when completed and that the colour 'product analysis' inserts are removed from the candidate papers before posting. These are good resources to keep to support mock exams the following year.

It is pleasing to note that there has been an improvement in the number of candidates achieving a Grade 'C' in this Specification this year. 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!

## **1958 Written Paper 01/02**

### **General Comments on Papers 1 & 2**

Candidates responded well to the written examination this year, with most being entered for the appropriate tier. There was evidence that candidates were well prepared for the examination and there was an improvement in examination technique. There were fewer repetitive answers, and most candidates attempted every question. They had sufficient time to complete the paper, and there was little evidence of 'doodling' on the paper.

Candidates responded particularly well to the design questions. There was greater use of coloured crayons and more detailed annotation, particularly on the Higher Tier paper. More candidates included technical details such as embellishment techniques and seams.

Industrial practice remains a weaker area of knowledge, and centres must continue to strive to address this. More resources are available to help deliver this aspect of the specification, and it will always feature on the written paper. Some candidates still struggle to sequence methods when describing how to work a technique, another area for centres to work on.

### **Foundation Tier**

#### **Question 1**

- a) Most candidates scored two marks here, with the straight grain line being the least well recognised.
- b) Most candidates scored three or four marks here.
- c) A well answered question with most candidates scoring two marks.
- d) Few candidates were able to identify this symbol. Some were able to state it was 'environmentally friendly', with the most common wrong answers relating to fibre content or place of manufacture.

#### **Question 2**

- a) Most candidates scored one or two marks here. There was less confusion with tools and equipment than has been evident in previous years, although some did not understand the term 'components'.
- b) Many candidates were able to name a seam suitable to make the coat, and some were able to justify the use of that seam. The plain or open seam were the most popular correct answers, with strength and good finish being acceptable reasons.
- c) Most candidates scored two or three marks here. A significant number scored full marks. This technique seems to be well taught in schools. Most understood the need to create the design on paper and use the heat from an iron to transfer it.
- d) Most candidates scored at least one mark here. Many did not give sufficient detail, for example they wrote 'check seams' without indicating what should be checked.

### **Question 3**

- a) There were some excellent answers here. A significant number of candidates coloured their designs, although those who labelled the colours also gained marks. Construction details such as seams were often shown, and some candidates included decorative motifs and indicates which technique would be used to work it. A large number of candidates suggested a fibre for the fabric used, but few named a specific fabric.
- b) Most candidates scored three marks here. They were able to give three different reasons for the design features they had included in the hat and there was little evidence of repetition.
- c) This question was not well answered. Few candidates were able to name a suitable fabric finish, or give a reason for it's use. The most common answers were 'stain resistant' and 'waterproof', with suitable reasons. Some candidates referred to colouring or decorating the fabric.

### **Question 4**

- a) Most candidates scored at least one mark here, but few scored six. Few candidates were able to explain the differences in fabric preparation for the two production methods. Most stated that for batch production involved cutting many or several layers. Most were able to state that for job production the fabric would be cut by hand, or using scissors whereas for batch production a machine would be used. Few were able to give any details of the type of cutter. Most candidates stated for job production the fabric was marked using chalk or tailor tacks, but few were able to describe the batch production method. In general, candidates had a better understanding of job production than of batch production.
- b) Most candidates scored one mark here. Popular answers included 'unique' designs such as a wedding dress, or a higher quality end product.
- c) Most candidates scored at least one mark here, with many scoring two. Many recognised the moral issues to do with child labour or poorly paid workers in poor conditions. A few were able to state the impact on the manufacturing industry in this country. There was also mention of the additional pollution caused by extra transport and the waste of resources.

### **Question 5**

- a) Most candidates scored two marks here, with durability and water resistance being the most common answers.
- b) Most candidates scored one or two marks here. Some indicated on the diagrams the area which needed reinforcing, while others described it. The most common methods were use of extra fabric such as interfacing or leather, or additional stitching.
- c) Candidates scored well here. A variety of design developments were suggested, with a small number repeating reinforcing methods. Most popular answers were adding a logo to improve appeal, adding a shoulder strap to make it easier to carry, a strap to hold the laptop securely and pockets for additional equipment.

## **Higher Tier**

### **Question 1**

- a) Most candidates scored at least one mark here, but few scored six. Some candidates were able to explain the differences in fabric preparation for the two production methods. Most stated that for batch production involved cutting many or several layers. Most were able to state that for job production the fabric would be cut by hand, or using scissors whereas for batch production a machine would be used. Some were able to give any details of the type of cutter, such as die cutter or a laser. Most candidates stated for job production the fabric was marked using chalk or tailor tacks, but few were able to name a hot notcher or drill.
- b) Most candidates scored one mark here. Popular answers included 'unique' designs such as a wedding dress, or a higher quality end product. Some stated the production may be small and only have one or two workers, so this was the most suitable production method.
- c) Most candidates scored at least one mark here, with many scoring two. Many recognised the moral issues to do with child labour or poorly paid workers in poor conditions. Some were able to state the impact on the manufacturing industry in this country. There was also mention of the additional pollution caused by extra transport and the waste of resources. A few candidates were aware of the difficulties of controlling the manufacturing process and meeting any standards set by the industry.

### **Question 2**

- a) Most candidates scored two marks here, with durability and water resistance being the most common answers.
- b) Most candidates scored one or two marks here. Some indicated on the diagrams the area which needed reinforcing, while others described it. The most common methods were use of extra fabric such as interfacing or leather, or additional stitching.
- c) Candidates scored well here. A variety of design developments were suggested, with a small number repeating reinforcing methods. Most popular answers were adding a logo to improve appeal, adding a shoulder strap to make it easier to carry, a strap to hold the laptop securely and pockets for additional equipment. A few mentioned the addition of wheels and a handle so that it could be pulled along.

### **Question 3**

- a) The majority of candidates scored at least one or two marks here. There were some excellent answers that gained full marks. Examination technique played a part here, those who understood the term 'explain' included more detail and gained full marks.
- b) Most candidates scored five or six marks here. Good answers included construction and embellishment details, fabrics to be used, the size of the product as well as colour schemes. A few candidates drew inappropriate products, but marks were awarded for relevant information given.



**Question 4**

- a) There were some excellent answers here. More able candidates enjoy the freedom to draw diagrams and make notes without the constraints of a series of boxes. A significant number of candidates scored five or six marks here. The majority scored three or four, but few failed to score any. Some candidates described adding a binding rather than a facing.
- b) This question was quite well answered, with most candidates scoring at least one or two marks, and many scoring three. Some candidates gave a number of alternative methods. Most popular answers involved the use of a series of poppers, hooks and eyes or buttons with a range of button holes. Many suggested lacing to fit in with the style of the dress. Some candidates talked about pulling up the waist, which was not what the question asked.  
Most were able to give a reason for the adjustable fastening they suggested.

**Question 5**

- a) Many candidates were able to explain the need for testing fabrics and processes before going in to production, but a large number failed to relate this back to the implications for the manufacturer if this was omitted. Some went off at a tangent, explaining why certain tests should be carried out on particular products and therefore did not gain marks.
- b) A significant number of candidates were able to describe the impact of fibre production on the environment and the steps that can be taken to reduce it. Many mentioned reducing the use of chemicals and pesticides when growing cotton and flax fibres, and recycling heat and water during the production process. Again some candidates went off at a tangent and talked about disposal of fibres and products, which was not what the question asked about.

## 1958 Written Paper 03/04

### General Comments

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 the majority of students had used their time effectively. The vast majority of candidates appeared to be entered for the correct tier and centres are to be congratulated on this. Many Centres had obviously followed good practice and used past papers to prepare candidates for the examination

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.

Exam technique remains an issue for some candidates. Care and attention with the preparation for the examination 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. Candidates also need to be clear on what is meant by the following terms 'equipment', 'components', 'fabrics', 'fibres', 'design features' and 'performance characteristics'. Confusion about these lost some candidates marks.

From an administration point of view, some Centres still put foundation and higher tier scripts in the same packet, which is to be discouraged. Candidates must also be reminded of the importance of completing the sections on the front of the paper. Candidates should also be informed clearly of the importance of not writing out of the allowed answer area and discouraged from writing down the sides of the scripts. Extra answer sheets can be inserted if needed. Efficiency of these issues is appreciated and recorded.

It would be also be beneficial to Centres to remove the colour inserts from candidate's papers before posting as these will be needed if the paper is to be used as a 'mock' examination in Centres the following year.

### Paper 3 – Foundation Tier

#### Question 1

- a) Generally well answered with a number of candidates able to recognise iron, do not tumble dry and wash. However a number of candidates lost one or two marks here by not specifying an individual item or repeating the same item.
- b) Most candidates were able to identify the over locker and give a correct reason for using this piece of equipment. In some cases candidates incorrectly referred to the over locker as a sewing machine but were still able to achieve marks by talking about 'neatening the edges' or 'sewing seams'.
- c) A surprising amount of candidates were unable to name this as a knitting machine, although in ii) was well answered with students able to name an item made on the machine.

#### Question 2

- a) A well answered question with a high proportion of candidates achieving maximum marks. However a number of candidates failed to list three pieces of equipment that would be used to make the bag, giving instead a list of components.

- b) Well answered with many candidates able to name two embroidery stitches if not three.
- c) This question was well answered.
- d) Some confusion in the responses with some candidates giving a 'fibre' name rather than a 'fabric' name.
- e) Most candidates were able to give at least one reason why it was a suitable construction method for the bag. The most typical answer being 'strong'. Some candidates obtained full marks.

### **Question 3**

- a) There were some excellent responses to this question emphasising the candidate's creative flair and enjoyment of this sort of question. 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. However there were also some weak, badly planned designs. Candidates benefit greatly from being advised how to respond to this type of question in order to gain maximum marks.
- b) There was a mixed response to this question with candidates who read the question carefully responding well, many candidates are clearly well informed about environmental issues. Weaker candidates wrote about the impact the wall hanging would have as a decorative feature in the Environmental Centre.

### **Question 4**

- a) Generally candidates were able to distinguish the difference between CAD and CAM. For CAD candidates were able to identify the design process, exploring different colour ways and 3D images. Many candidates were able to gain two or three marks.
- b) CAM was understood by many to involve the production of the item and some form of embellishment. A lot of repeat answer's were seen from a) and many candidates failed to gain three marks from this section.
- c) This question was not well answered. The majority of candidates could not explain two points of a continual flow process. Candidates referred to 'continual' without qualification.
- d) Popular answers of 'warmth' and 'strength' were given with varying degrees of qualification, with the majority of candidate's gaining one or full marks.

### **Question 5**

- a) Well answered with the majority of candidates obtaining full marks. The most popular answers being 'sequins', 'beads', 'buttons' and 'buckle on shoe'.
- bi) the Majority of candidates were able to gain a mark here although a number were stating incorrectly 'bow tie'.
- bii) Well answered.
- ci) 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.

- cii) A mixed response to this question with some outstanding inspiring answer's shown. A high proportion of candidates scored full marks with the most popular answer's being boning, changing the shape of the neckline, a form of fastening and changing the shape of the bottom of the bodice.

**1958 Textile Technology  
Paper 4 – Higher Tier  
June 2006**

**Comments on individual questions**

**Question 1**

- a) Generally candidates were able to distinguish the difference between CAD and CAM. For CAD candidates were able to identify the design process, exploring different colour ways and 3D images. Many candidates were able to gain two or three marks.
- b) CAM was understood by many to involve the production of the item and some form of embellishment. A lot of repeat answer's were seen from a) and many candidates failed to gain three marks from this section.
- c) This question was not well answered. The majority of candidates could not explain two points of a continual flow process. Candidates referred to 'continual' without qualification.
- d) Popular answers of 'warmth' and 'strength' were given with varying degrees of qualification, with the majority of candidate's gaining one or full marks.

**Question 2**

- a) Well answered with the majority of candidates obtaining full marks. The most popular answers being 'sequins', 'beads', 'buttons' and 'buckle on shoe'.
- bi) the Majority of candidates were able to gain a mark here although a number were stating incorrectly 'bow tie'.
- bii) Well answered.
- ci) 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.
- cii) A mixed response to this question with some outstanding inspiring answer's shown. A high proportion of candidates scored full marks with the most popular answer's being boning, changing the shape of the neckline, a form of fastening and changing the shape of the bottom of the bodice

**Question 3**

- a) Many candidates scored full marks for this question. Some excellent coloured design ideas with clear and concise annotation were seen. However some candidates labelled 'recycled fabric' but did not say exactly what had been recycled and thus obtained no marks for that aspect of their design.

- 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) Well answered.
- b) A surprising number of candidates scored low marks here. Most candidates were able to identify the need for three layers and sewing the design but generally it was a poor response to what should have been a straightforward question. Candidates would benefit from practicing writing about sequences involved in processes and techniques. Some candidates gave excellent answers with clear annotated sketches and obtained full marks.
- c) A mixed response with some good to excellent answers seen where candidates showed a thorough and well informed understanding of microencapsulation. Lower marks were obtained for those candidates who acknowledged some sort of scent impregnation into socks or tights. Some candidates misunderstood the term completely and wrote about 'micro fibres'.

**Question 5**

- a) This question was well answered with candidates generally scoring two marks.
- b) Candidates generally scored one mark here for being able to correctly recognise the grading of patterns or the use of pattern lays and markings. Few candidates could explain in detail.
- c) This question was poorly answered. Candidates need to be aware that at this level of question a description and not a list is required. Too many candidates incorrectly referred to cost, type of production method and target group.

## **INTERNAL ASSESSMENT – 1958 and 1058**

Most centres have been prompt in the dispatch of MS1, CCS160 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 and therefore allow candidates to develop their own ideas and demonstrate flair and originality.

However, it was evident that some centres are still being 'overly' prescriptive with coursework guidelines' resulting in almost identical portfolios being produced.

Whilst frameworks have value in guiding individual candidates, this practice restricts personal response and development, particularly for the more able candidate.

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 continued 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 available.

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.

However, this year it has been noticeable that centres are marking just within the tolerance level accepted by OCR and care must be taken to ensure that the supporting statements on the CWMODREP are heeded.

It has been necessary, in some instances, to make adjustments to bring candidates marks in line with the agreed national standard. These adjustments on the whole have been minor and not always across the whole mark range. Where any adjustments have been made, this is as a result of misinterpretation of the assessment criteria or 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 have been necessary to ensure consistency.

## 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. The statement areas within Objective 5 continue to allow for a more detailed and justified assessment to be made.

All centres this year used the up-to-date version of Form CSF showing the breakdown of objective 5. An increased number of centres made use of the electronic CSF downloaded from the OCR website..

Some centres are still using their own individual cover sheets for annotation of each candidate's coursework portfolio. These continue to be particularly helpful in showing where marks have been awarded, particularly in objective 5.

The majority of centres encourage candidates to organise the portfolios according to the six assessment objectives, which reduces the need to annotate the work itself.

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. There have been some instances this year of poor quality MS1 forms. These were either difficult to read or had no marks evident. This may have occurred due to the layers of the MS1 being separated before completion.

It is important that centres check that marks placed on the MS1 are clear and easy to read on all three copies. Greater care must be taken here.

## 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

Centres are continuing to this objective well, with use of graphics and ITC.

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. Candidates need to be encouraged to refer to their design brief throughout the assessment objectives. This promotes in depth understanding and analysis of ideas that can be credited in the final presentation mark.

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, targeting the three areas from the mark scheme appropriately.

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.

Good use of the internet has been seen, with most 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 objective.

Some excellent use of ICT has been seen in this section in the writing of questionnaires, surveys, results charts and graphs. Although centres must take care to ensure that questionnaires used, are relevant to the design brief and are analysed in detail for the high marks.

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

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. Too many candidates this year included only copied notes about batch production, and had not related or understood the importance of this information in their work.

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.

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 (limited evidence seen this year) 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. However, it is important to remember that annotation which is largely descriptive has limited marks.



Candidates need to ensure that the final design idea is fully evaluated for the high marks. The use of a 'tick box' type evaluation is difficult to justify as evidence for the higher 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. However, tests often lack rigour, technical detail and justification. Random testing is less apparent.

This year objective 4 has either been completed well, where the work is excellent or poorly, where evidence is weak or limited.

There appears to be fewer attempts at modelling/toile production this year, whether completed in paper or fabric. Good modelling of a whole product or an important feature/detail of an item helps the candidate to access the higher marks.

Candidates that did well have:

- Made references to an appropriate production system which is 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.
- Included relevant and reasoned testing of fabrics, techniques and processes using the chosen fabric.
- Illustrated good pattern cutting skills and shown the effective use of commercial patterns with adaptations.
- Produced a good 'industrial style' product specification to give details about the final product.
- Included the use of ICT to show the comparison of results and findings and to produce effective work flow charts.

Care and attention to the details in this objective this year was varied, and often over-marked.

#### 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 fashion garments such as ball gowns to toddlers' toys and cushions. Care has to be taken to ensure that the textile item can be completed in the required 12 hours allocated to this objective.

There was little evidence of CAM being used in the production of textile items this year and in particular the use of machine embroidery. This is something that should be capitalised upon to give candidate's insight into the use of ICT and industrial processes.

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. 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 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.

#### Assessment Objective 6

Evaluation has continued to improve this year and would seem to reflect the time being given to this objective in many centres.

Many candidates did refer back to their original specification and there was evidence of valid testing in use.

Further developments by better candidates 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.

This objective has highlighted how much the candidates are enjoying the coursework and their understanding of the task and the information required is increasing.

#### 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.

On the whole however, centres do understand the criteria required for these marks and candidates are producing very logical and well organised work that has been a pleasure to moderate.

**General Certificate of Secondary Education (D&T Textiles Technology Short Course  
(1058)  
June 2006 Assessment Series**

**Component Threshold Marks**

<b>Component</b>	<b>Max Mark</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Paper 1	50			35	30	26	22	18
Paper 2	50	34	30	27	23			
Coursework	105	87	76	65	52	39	26	13

**Syllabus Options**

**Foundation Tier**

	<b>Max Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	175				108	91	74	57	40
Percentage in Grade					17.5	22.5	35.0	25.0	0.0
Cumulative Percentage in Grade					17.5	40.0	75.0	100	100

The total entry for the examination was 56

**Higher Tier**

	<b>Max Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	175	151	135	119	103	84	74		
Percentage in Grade		11.1	29.3	27.2	22.2	8.08	2.02		
Cumulative Percentage in Grade		11.1	40.4	67.6	89.9	97.9	100		

The total entry for the examination was 114

**Overall**

	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Percentage in Grade	7.91	28.78	48.2	69.0	81.3	92.8	100	100
Cumulative Percentage in Grade	7.91	20.8	19.4	20.8	12.23	11.5	7.19	0.00

The total entry for the examination was 170

**General Certificate of Secondary Education (D&T Textiles Technology Full Course) (1958)  
June 2006 Assessment Series**

**Component Threshold Marks**

<b>Component</b>	<b>Max Mark</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Paper 1	50			35	30	26	22	18
Paper 2	50	34	30	27	23			
Paper 3	50			30	26	22	18	14
Paper 4	50	33	28	24	19			
Coursework	105	87	76	65	52	39	26	13

**Syllabus Options**

**Foundation Tier**

	<b>Max Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	175				108	90	72	54	36
Percentage in Grade					32.04	29.4	18.6	11.1	5.22
Cumulative Percentage in Grade					32.04	61.4	80.0	91.1	96.3

The total entry for the examination was 4651

**Higher Tier**

	<b>Max Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	175	145	130	115	101	81	71		
Percentage in Grade		11.98	27.5	31.3	18.2	8.67	1.18		
Cumulative Percentage in Grade		11.98	39.5	70.7	88.9	97.6	98.8		

The total entry for the examination was 5173

**Overall**

	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Percentage in Grade	6.33	14.5	16.5	24.7	18.4	9.41	5.24	2.46
Cumulative Percentage in Grade	6.33	20.8	37.3	62.1	80.5	89.9	95.2	97.6

The total entry for the examination was 9824



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