

Design & Technology (Textiles Technology)

General Certificate of Secondary Education **GCSE 1958**

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

Report on the Components

June 2007

1958/1058/MS/R/07

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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 870 6622
Facsimile: 0870 870 6621
E-mail: publications@ocr.org.uk

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REPORT FOR PUBLICATION TO CENTRES

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 fifth 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.

Candidates on the whole have performed well in Paper 3 in particular, scoring marks throughout the paper. However, many candidates found Paper 4 more challenging this year. Candidates also found papers 1 and 2 challenging, and overall the quality of candidates' responses this year was slightly lower than last year.

On the whole candidates have been entered for the correct tier and centres are to be congratulated on this. Many centres have used past papers to prepare candidates for the examination. This is to be commended and encouraged.

The written language used on some papers this year proved hard to decipher and where ever possible examiners marked positively. However candidates need to be reminded that 'text' language is not suitable for written detailed answers and candidates should be discouraged from doing this. Care must be taken here.

Candidates continue to respond 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.

Technical process questions are still an area of concern and centres must refer to the processes listed in the specification 5.1.7. Centres need to ensure that candidates are taught fully the range of practical activities listed here to avoid candidates being penalised through a lack of knowledge.

There was an improvement in the knowledge and understanding of industrial practice this year, including the use of ICT within Textiles Technology.

There is still some confusion between 'tools and equipment' and 'pre-manufactured standard components', which needs to be addressed. Candidates should also be encouraged to use the knowledge gained during their coursework task when answering questions. Many are unable to explain how to work specific techniques or carry out testing which should have been included in Assessment Objective 4 in the coursework.

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

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 supporting mock exams the following year.

Report on the Components taken in June 2007

Candidates must also be reminded of the importance of completing the sections on the front of the paper; papers need to be named and legible! Candidates should also be reminded to complete the written examination using blue or black ink.

It is pleasing to note that there has been an improvement in the number of candidates achieving both the 'C' and 'A' Grade 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!

INTERNAL ASSESSMENT – 1958 and 1058

Most centres have been prompt in the dispatch of MS1, CCS160 and Coursework Summary Forms (CSF) to moderators and have provided candidates with some challenging and imaginative starting points.

A point for centres to be aware of this year is the use of coloured background paper and coloured/glittery gel pens. Where these may enhance the page they often make written information virtually impossible to read. Care must be taken here.

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 were based on those given in the specification and therefore allowed candidates to develop their own ideas and demonstrate flair and originality. Where this was not evident, candidates found it difficult to obtain the full 4 marks in Objective 1 because the task set had either the intended user or market in the starting point. Care must be taken here.

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 was noted this year that more centres are reverting to prescribed teacher led work, with candidates producing portfolios based on similar information and layout. Whilst frameworks have value in guiding individual candidates, this practice restricts personal response and development, particularly for the more able candidate.

It was evident through 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)

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 more 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 for the 2008 session.

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.

The report to centres is an important document where issues raised from moderation are highlighted and suggestions for improvement given. It is recommended that all staff responsible for the delivery of this specification read this document thoroughly. Mistakes seen this year in some centres are the same mistakes highlighted on last years report for the same centres.

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 and this in turn has led to a decrease in arithmetical errors seen on the MS1 and CSF forms.

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.

Centres are to be commended on their helpfulness and patience when it has been necessary to acquire duplicate copies of paperwork or Amend Forms. This is most appreciated.

It is helpful to centres and moderators if candidates are recorded on the coursework summary form (CSF) in the same rank order they are shown on the MS1 form.

It is also important that centres clearly initial each different teaching group/teacher on the CSF in the column provided. In some centres it has not always been clear from the CSF how many teachers were involved in the teaching of the sample.

There still continues to be some instances 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.

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. Where these have not been evident the moderation process has been less time efficient and reports compromised in rigour, due to a lack of evidence to illustrate where actual marks have been awarded by the centre. Where annotation is available, it is helpful to both the moderator and the centre in providing a detailed and relevant report on the moderation of their centre.

It has been noticeable this year that some centres are not recording the candidate's name and examination number on the portfolio. This makes the moderation process more difficult and time consuming, often requiring the moderator to cross reference the work with the CSF form or the subject teacher.

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

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 complete this objective well, with relevant use of graphics and ICT. 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. If a questionnaire was used successful candidates analysed the results in relation to the user and the design need. 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.

It has been more noticeable this year that candidates are not providing enough detailed evidence in relation to the design need or the intended user to warrant the full mark. Centres need to be careful that they do not streamline/over-simplify this section too much, and compromise the high mark. Overall, candidates are keeping this section precise, clear and relevant

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.

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

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.

Few candidates this year have referred to a system required for batch production in their specification and have not reflected upon 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 industrial production. Too many candidates this year still included 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 again 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 and is a good base to further develop a critical evaluation.

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 have been more attempts by candidates 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 and should be encouraged.

Candidates who 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.
- Been able to use existing information about fibre properties to allow them to make reasoned judgements about a fabric choice and spend more time developing other investigations into techniques and construction methods.
- 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. There were some excellent examples seen this year and centres are to be commended here.
- 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 once again.

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. It is a delight to see products influenced by a richness of cultural skills and ethnic backgrounds.

Care has to be taken to ensure that the textile item can be completed in the required 12 hours allocated to this objective.

Teacher annotation in this section showing how marks have been awarded is most helpful to assist accurate moderation. The allocation and distribution of marks in this objective has been accurate and fair and centres should be commended for this.

Report on the Components taken in June 2007

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.

This year there were very few incomplete products seen with the overall standard of work being good to excellent.

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; especially through the use of digital photography which was excellent this year.

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 is to be encouraged by centres.

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 and it was unusual this year if presentation marks needed changing.

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.

**Report on Textiles Technology 1958 / 1058
Papers 1 and 2**

General Comments on Papers 1 & 2

Candidates found these papers challenging, and overall the quality of candidates' responses this year was slightly lower than last year. There was little evidence of candidates being entered for the wrong tier of paper. The majority of candidates attempted all questions, and they appeared to have sufficient time to complete the papers. There was an improvement in the knowledge and understanding of industrial practice, including the use of ICT within Textiles Technology.

Centres have obviously used past papers to prepare candidates for the examination, which is good practice. However, candidates sometimes did not read the question carefully enough and wrote at a tangent to what was required. Candidates need to be encouraged to identify key words in the questions to help focus their answers.

Design questions continued to be answered well. Candidates used colour effectively, and on the higher tier showed two views of the product without being prompted. As in previous years, annotation lacked technical detail, and few candidates were able to suggest fabrics to make the product.

There is some confusion between 'tools and equipment' and 'pre-manufactured standard components', which needs to be addressed. Candidates should also be encouraged to use the knowledge gained during their coursework task when answering questions. Many are unable to explain how to work specific techniques or carry out testing which should have been included in assessment objective four in the coursework.

Paper 1 – Foundation Tier

Question 1

- a) Most candidates gained a mark here, with cotton the most frequent correct answer. The second most popular answer was linen.
- b) The majority of candidates understood the symbol meant the item could be washed and some stated in a washing machine. Most knew the 50 referred to the temperature of the wash, but few understood the bar beneath the tub indicated a reduced wash action.

Most candidates recognised the 'do not tumble dry symbol'. There were few incorrect answers, the most frequent being 'do not dry clean'.

Most candidates knew this symbol indicated the item could be ironed. Many candidates stated 'hot' or 'maximum heat' if a temperature was indicated.

- c) Most candidates scored two marks here.
- d) The majority of candidates gave two correct answers here.

Question 2

- a) There was some confusion between 'tools and equipment' and 'components' here. Most candidates scored at least one mark here, with some giving a tool as one answer and a component for the other.
- bi) This question was not well answered. Few candidates were able to explain that the diagram showed a stitch formed with incorrect tension. A few candidates could give a reason such as the machine being incorrectly threaded. A significant number of candidates explained why the machine stitch would not hold an item together.
- bii) Candidates frequently missed the word 'safety' in the question and gave a general check which should be carried out before using a sewing machine. Acceptable answers included checking the flex or wires for damage, or looking for the electrical safety sticker.
- c) Most candidates were able to explain how to stitch round a corner using a sewing machine and scored three or four marks here. Some gained full marks.

Question 3

- a) This question was well answered, with most candidates scoring four or five marks. Annotation was generally good, with educational features being well explained. Decorative and construction details were less evident. It was pleasing to see some candidates suggesting fibres and / or fabrics to be used.
- b) Most candidates scored well here with the most popular answers being 'hardwearing' and 'washable'.
- c) The majority of candidates scored at least one mark here and many scored two. Popular answers included thread and a type of fastening.

Question 4

- a) Most candidates scored two marks here, with 'cheaper' and 'quicker' being the most popular answers. To gain maximum marks here candidates needed to explain why the system was cheaper and quicker.
- b) This question was generally well answered, with accuracy and ease of adaptation of size/ style being the most popular answers.
- c) This question was not well answered, with few candidates understanding that COSHH, The Control of Substances Hazardous to Health, gave information and is not a regulatory body.
- d) Many candidates copied the information on the label without explaining what it meant. Few indicated that samples were tested during the manufacture of the item, or gave examples of harmful substances. Some candidates recognised that the testing would reduce the risk of irritation or an allergic reaction to the product.

Question 5

- a) This question was generally well answered with candidates showing an understanding of the benefit of including elastane fibres in fabric.
- b) Most candidates scored at least one mark here, and many scored two. They were able to explain the flexibility in relation to movement and additional layers of clothing or slight weight gain.
- c) Candidates generally scored three or four marks here. They were able to identify features and give a benefit for the wearer.

Paper 2 - Higher Tier

Question 1

- a) Most candidates scored two marks here, with 'cheaper' and 'quicker' being the most popular answers. Some candidates were able to explain how the system achieved these benefits and gained full marks.
- b) This question was generally well answered, with accuracy and ease of adaptation of size / style being the most popular answers. Some mentioned lay planning could be done easily, and others that the information could be downloaded directly to the cutter.
- c) Some candidates explained that COSHH, The Control of Substances Hazardous to Health, provided information on labelling, storing and handling hazardous substances, but overall this question was not well answered.
- d) Many candidates copied the information on the label without explaining what it meant. Few indicated that samples were tested during the manufacture of the item, or gave examples of harmful substances. Some candidates recognised that the testing would reduce the risk of irritation or an allergic reaction to the product.

Question 2

- a) This question was generally well answered, with most candidates scoring two marks.
- b) Most candidates scored one or two marks here.
- c) Most candidates scored four or five marks here. They were able to identify a feature of the product and give a detailed explanation of why it was of benefit to the user.

Question 3

- a) Candidates produced some excellent design ideas for this question. A significant number used coloured crayons, and of those who didn't, many labelled the colours and therefore were credited with the marks. Some were able to suggest decorative and construction techniques to be used. Some also indicated the type of fabric, or the performance characteristics the fabric used would need. Good answers also indicated measurements and showed alternative views of the product. Few candidates indicated why the design was suitable for batch production or why it would appeal to the teenage market.

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- b) The responses to this question were varied. Some candidates had obviously covered this test as part of their coursework and were able to give a detailed answer to gain full marks. Some candidates understood how to conduct a fair test and therefore gained some marks here. Others confused the test with how quickly fabric absorbed dye, or fading in the sun and therefore did not score marks.

Question 4

- a) This question was not well answered overall. Few candidates were able to give a detailed explanation of how to work the seam, picking up only one or two marks. Some candidates explained why the seam was suitable for the playhouse. However, there were some excellent answers, which gained full marks.
- b) The majority of candidates scored well here. Most were able to identify a modification which could be made to reduce the manufacturing cost of the playhouse, and those who could explain how the reduction in cost was achieved gained full marks.

Question 5

- a) Most candidates scored one or two marks here. A few were able to describe the check in detail and gained full marks.
- b) This question tested the most able candidates. Candidates were able to identify one or two issues to be considered, but few were able to give a sufficiently detailed explanation to gain full marks. This is to be expected at this stage in the paper.

General comments on Papers 3 & 4

Candidates on the whole appeared to be well prepared for the examination papers and generally have performed well in paper 3, scoring marks throughout the paper. However, many candidates found paper 4 more challenging. 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 followed good practice and had used past papers to prepare candidates for the examination.

The written language used on some papers proved hard to decipher and where ever possible examiners marked positively, however candidates need to be reminded that 'text' language is not suitable for written detailed answers and candidates should be discouraged from doing this.

Design questions remain popular and were well answered on both tiers. Some stunning, original and practical ideas were seen with supporting annotation. The majority of candidates used coloured pencils to illustrate their answers and centres are to be reminded that this is advantageous for candidates, with reference to the mark scheme

Technical process questions are an area of concern and centres must refer to the processes listed in the specification 5.1.7. Centres need to ensure that candidates are taught fully the range of practical activities listed here to avoid candidates being penalised by lack of knowledge. Past papers are an excellent reference for this area of the specification.

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 to read the question carefully. Reading the question inaccurately in regards to 'explain' or 'describe' rather than 'listing one word' answers without attempting to give reasons or explanations, 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; papers need to be named and legible!

Efficiency in these issues is appreciated and recorded.

It would 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 the majority of candidates able to recognise silk and wool and give suitable products for them. However a number of candidates lost one or two marks here by not identifying silk and not attempting to give any suitable product.
- bi) A well answered question with most candidates identifying two advantages.
- bii) A high percentage of candidates gained full marks, with the most popular answers being: 'printing' or 'dyeing'.

Question 2

- ai) This question was well answered.
- aii) Well answered with many candidates able to identify one advantage.
- b) A well answered question with most candidates scoring full marks.
- c) A range of answers with most candidates obtaining two or more answers but few scoring full marks. A few candidates had not read the question and described how to make the gillet.

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) Many candidates scored full marks here. They were able to give two reasons why their modifications would help sales and there was little evidence of repetition.
- c) Although many candidates scored well here, answering with a wide range of suitable performance characteristics, there are still some candidates who did not understand the meaning of performance characteristics. A few candidates referred incorrectly to the design features of the baseball cap.

Question 4

- a) This question was well answered by candidates.
- b) Generally well answered with candidates referring to quickness; accuracy, saving pattern and modification.
- c) This question was very poorly answered. Few candidates knew what a steam dolly was and thus could not give an advantage. A few candidates referred to 'creases' but did not qualify this in any way. With an 'explain' question candidates need to give more than a one word answer.

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- d) This question was not well answered. The majority of candidates could not give three advantages for using 'off the peg' manufacture. Many candidates confused 'off the peg' with 'one off' production.
- e) Most candidates scored full marks here, with 'donating to a charity shop' and 'reusing the fabric' being the most common answers.

Question 5

- a) Well answered with the majority of candidates obtaining full marks. The most popular answers being 'sequins', 'beads' and 'buttons'.
- b) The majority of candidates were able to gain a mark. Candidates generally seemed to have a good knowledge of faux fur fabric and gave a correct advantage.
- bii) The majority of candidates were able to gain a mark. Candidates generally seemed to have a good knowledge of faux fur fabric and gave a correct disadvantage.
- c) There was a mixed response to this question with some candidates scoring the full marks and others none. Often candidates gave one word answers and thus did not explain sufficiently to gain marks. For those candidates who had looked at screen printing some exemplary answers were seen.
- d) Most candidates scored one mark here by correctly recognising colour change as being an effect of thermo-chromic dyes. Some candidates also obtained full marks with the most popular second point being linked to temperature changes.

Paper 4 – Higher Tier

Question 1

- a) This question was well answered by candidates.
- b) Generally well answered with candidates referring to quickness; accuracy, saving pattern and modification.
- c) This question was very poorly answered. Few candidates knew what a steam dolly was and thus could not give an advantage. A few candidates referred to 'creases' but did not qualify it in any way. With an 'explain' question candidates need to give more than a one word answer.
- d) This question was not well answered. The majority of candidates could not give three advantages of using 'off the peg' manufacture. Many candidates confused 'off the peg' with 'one off' production.
- e) Most candidates scored full marks here, with donating to a charity shop and re using the fabric being the most common answers.

Question 2

- a) Well answered with the majority of candidates obtaining full marks. The most popular answers being 'sequins', 'beads' and 'buttons'.
- b) The majority of candidates were able to gain a mark. Candidates generally seemed to have a good knowledge of faux fur fabric and give a correct advantage.
- bii) The majority of candidates were able to gain a mark. Candidates generally seemed to have a good knowledge of faux fur fabric and give a correct disadvantage.
- c) There was a mixed response to this question with some candidates scoring the full marks and others none. Often candidates gave one word answers and thus did not explain sufficiently to gain marks. For those candidates who had looked at screen printing some exemplary answers were seen.
- d) Most candidates scored one mark here by correctly recognising colour change as being an effect of thermo-chromic dyes. Some candidates also obtained full marks with the most popular second point being linked to temperature changes.

Question 3

- a) Many candidates scored full marks for this question. Some unique and excellent coloured design ideas with clear and concise annotation were seen. However some candidates did not fully address the required 'storage facilities' and thus lost marks on this aspect.
- b) Many candidates gained good marks and clearly knew the benefits of testing a proto-type 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) A surprising number of candidates scored low marks here. Some 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 straight forward process question. Candidates would benefit from practicing writing about sequences involved in processes and techniques, and attention is drawn again to the specification 5.1.7. and the range of processes listed. Some candidates wrote about appliqué but were still able to correctly obtain some marks. A few candidates gave excellent answers with clear annotated sketches and obtained full marks.
- b) A mixed response with some good to excellent answers seen where candidates showed a thorough and well informed understanding of hand items being manufactured abroad. Excellent answers included points about moral and ethical dilemmas, cheap labour and the lack of health and safety laws for the worker.

Question 5

- a) This question was poorly answered with candidates generally repeating points and thus not scoring more than one or two marks. The most popular response was to write about testing and the need to use the most suitable materials.
- b) A significant number of candidates were able to score half marks or more here with some strong well written answers seen. Most candidates were able to write about the advantages of buying in bulk, less workers and continuous flow.

General Certificate of Secondary Education
D&T Textiles Technology Short Course (1058)
June 2007 Assessment Series

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
1	50			32	27	22	18	14
2	50	29	26	23	19			
3	105	87	76	65	52	39	26	13

Specification Options

Foundation Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	175				110	90	70	51	32
Percentage in Grade	175				1.8	33.3	23.3	10.0	10.0
Cumulative Percentage in Grade	175				16.8	51.0	74.0	84.0	93.5

The total entry for the examination was 30

Higher Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	175	144	128	112	97	79	70		
Percentage in Grade	175	20.7	36.8	21.8	16.1	4.6	0.00		
Cumulative Percentage in Grade	175	20.7	57.5	79.3	95.4	100.0	100.0		

The total entry for the examination was 87

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	15.4	27.5	16.2	16.2	12.0	6.0	2.6	2.6
Cumulative Percentage in Grade	15.4	43.0	59.0	75.2	87.2	92.0	94.0	98.3

The total entry for the examination was 117

Statistics are correct at the time of publication.

General Certificate of Secondary Education

D&T Textiles Technology Full Course(1958)

June 2007 Assessment Series

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
1	50			32	27	22	18	14
2	50	29	26	23	19			
3	50			30	26	22	18	14
4	50	28	25	22	18			
5	105	87	76	65	52	39	26	13

Specification Options

Foundation Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	175				108	90	72	54	36
Percentage in Grade	175				31.0	28.7	19.7	11.5	5.4
3.7Cumulative Percentage in Grade	175				31.0	60.0	8.0	91.1	96.2

The total entry for the examination was 4104

Higher Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	175	139	125	111	98	80	71		
Percentage in Grade	175	12.1	28.1	31.0	18.3	8.5	1.15		
Cumulative Percentage in Grade	175	12.1	40.5	71.0	89.2	97.8	99.0		

The total entry for the examination was 5320

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	6.8	15.9	17.4	23.7	17.2	9.2	5.0	2.4
Cumulative Percentage in Grade	6.8	23.0	40.2	64.9	82.0	92.1	95.4	98.9

The total entry for the examination was 9424

Statistics are correct at the time of publication.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

(General Qualifications)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Telephone: 01223 552552
Facsimile: 01223 552553