OCR
RECOGNISING ACHIEVEMENT

GCSE

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 2008

1958/1058/MS/R/08

OCR (Oxford, Cambridge and RSA Examinations) is a unitary awarding body, established by the University of Cambridge Local Examinations Syndicate and the RSA Examinations Board in January 1998. OCR provides a full range of GCSE, A level, GNVQ, Key Skills and other qualifications for schools and colleges in the United Kingdom, including those previously provided by MEG and OCEAC. It is also responsible for developing new syllabuses to meet national requirements and the needs of students and teachers.

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

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

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REPORTS ON THE COMPONENTS

Chief Examiner's Report

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 sixth 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.

Candidates responded well to the examination papers this year, with some candidates achieving very high marks. The majority of candidates attempted to answer all of the questions. 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. The vast majority of candidates appeared to be entered for the correct tier and centres are to be congratulated on this.

Most scripts were clearly written, but candidates do need to realise that poor handwriting which cannot be easily deciphered by an examiner, will not gain marks. It is also recommended that candidates write in pen rather than pencil, in order to make their answers easier to read. This will become increasingly more important as papers are electronically marked.

It is a concern this year to notice that cases of malpractice, particularly in the written papers, have increased. Where candidates require individualised support, the relevant documentation should be completed and sent to the Examination board. It is important that centres stress to their candidates that use of inappropriate language/text/drawings on answer papers, may lead to disqualification for this specification.

Design questions remain popular and continue to be well answered, with evidence of an increasing use of colour. 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. However, it is to be noted here that annotation is a key aspect of this question. Candidates need to guard against repetitive labelling, keeping key points clear and concise. There was some evidence this year of candidates not reading the questions carefully, and therefore not gaining all the marks available.

Technical process questions are an area of concern and centres must refer to the processes listed in the specification section 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. Past papers are an excellent reference for this area of the specification.

Centres need to pay careful attention to the written content within the specification section 5.1.9 Industrial Applications and specifically, the areas highlighted in italics, which require examination papers 3 and 4 to ask questions related to this content.

The majority of questions have been answered well, with candidates clearly responding to a more visual approach to questioning. However, care and attention to examination preparation must include making candidates aware of the need to read each question carefully. 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. This was particularly evident in some low scoring ‘Higher Tier’ candidates, where questions were answered generally, with a lack of subject knowledge and understanding of specialist terminology.

Candidates have responded well to the ‘new look’ paper format. However, 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, supporting mock exams the following year.

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

1058/03 & 1058/05 Coursework

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. It is important for centres to note that the CCS160 form needs to be posted with the MS1 and Coursework Summary Form or made available for the moderator to collect during moderation.

It has been noticeable this year that centres have refrained from letting candidates work on coloured background papers and the use of glittery gel pens has been significantly reduced. Centres are to be commended for this action which helps to make the moderation process more efficient.

There have been more instances this year of candidates being entered for the wrong examination, e.g. entered for 1058 instead of 1958. Greater care must be taken here.

Notification of lost coursework has also seen an increase this year, with most centres remembering to complete a 'Lost Coursework' form and provide a substitute portfolio where part or all of a candidate's work had been lost or destroyed. This form should be available for the moderator or sent directly to OCR.

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.
It was especially noticeable this year that a lot of centres used travel/souvenirs as a starting point. This allowed access to a wide range of skills and final products, where some excellent work was seen.

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, unique design styles 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

There has been a noticeable increase in the number of adjustments to marks being required this year. In many cases, this is due to the application of Assessment Criteria being interpreted too leniently. However, 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 is also important for centres to note that there has been an increase in centres 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 2009 session.

It has been necessary, in some instances this year, 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 as they appear on the MS1 form.
It is also important that centres clearly initial each different teaching group/teacher on the CSF in the column provided. 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 continues to be noticeable that some centres are still 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, alongside cohesive evaluation.

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. 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.

Where candidates achieved the higher mark range, they chose products related to their Design Brief. These were investigated and evaluated in depth, with relevant conclusions drawn.

Mood boards when used were, 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.

Most candidates refer to some system required for batch production and reflect moral, ethical and environmental issues; although this was limited this year. 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 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 a variety of techniques, including good 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 without further detailed justification.
The use of radar diagrams, as a means of evaluating is becoming a popular method in this section.

Assessment Objective 4

This assessment objective has shown evidence of improvement this year, with increased use of prototypes and more appropriate and meaningful fabric and construction testing. Good modelling of a whole product or an important feature/detail of an item helps the candidate to access the higher marks.
However, where candidates struggled, tests often lacked rigour, technical detail and justification. Random testing is less apparent this year.

It has been noticeable this year that there has been an increase in candidates using appropriate and relevant notes on fibre properties, to explain fabric choice and spending more time investigating more enjoyable and relevant avenues of testing. For example, different techniques used to create a design, aesthetic appeal linked to different shaped collars or cuffs.

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 product specification to give full 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.

- Used photographic evidence to show the modelling of the prototype or part of the textile product. This helps to reinforce decisions made about alterations/modifications made, choice of components etc.

Care and attention to the details in this objective this year was varied and often this objective was over-marked, with too much weight given to inappropriate testing and trialling of materials, components and construction methods.

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 and trendy outfits influenced by past eras to tents and wall hangings!
It is noticeable this year that candidates are moving towards producing less complex, marketable products which can be completed within the recommended time limit of 12 hours for this objective, rather than very complex and often poorly finished work.

There was improved 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.

There has been very little unfinished practical work seen this year.

Good use of photographic evidence to support marks awarded in this objective by centres has increased, and is to be encouraged in helping the candidate to highlight good working practice.

The allocation and breakdown of marks for this objective by centres has, on the whole, been accurate and fair.

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 and have tended to evaluate the project not the product.

Candidates have benefited from the use of digital photography 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. Their understanding of the task and the information required to answer this objective successfully 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. Some very professional portfolios have been seen this year.

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.

1058/01, 1958/01 Paper 1 (Foundation)

Candidates responded well to both papers this year, some achieving high marks. The majority of candidates attempted to answer all of the questions. They seemed well prepared for the examination, and there was an improvement in examination technique. Most scripts were clearly written, but candidates do need to realise that poor handwriting that can not be deciphered by an examiner will not gain marks. They also need to write in pen rather than pencil to make their answers easier to read. This will become increasingly important as more papers are electronically marked.

Design questions continue to be well answered and there is evidence of an increasing use of colour and improved annotation. The diagrams included in answers were generally of a good standard. There was some evidence of candidates not reading the questions carefully and therefore not gaining all the marks available.

Paper 1 – Foundation Tier

Question 1

(a) This question was well answered with most candidates scoring 5 or 6 marks. The most common errors were referring to poppers as buttons, and the term 'hook and eye' was not well known. Most candidates were able to give three different products on which the fastenings could be used, but there was some repetition of products, which should be discouraged. Vague answers such as 'clothes' or 'bedding' did not gain marks.

(b) Most candidates scored 2 marks here, and there were few candidates who failed to score any marks. 'Cross stitch' was the most common incorrect answer for zig-zag, 'normal' for straight stitch.

(c) Some candidates answered this question as if they were choosing a machine to use in the classroom. Where the answers were relevant, they were credited with marks. Most candidates scored 1or 2 marks here.

Question 2

(a) It was clear in this question which candidates were writing from experience of having done tie dye, and those who had never done it. There were some excellent answers with clear diagrams, which gained full marks. Candidates could describe folding and twisting the fabric, using stones and buttons and tying with string or elastic bands. The most common omissions from answers were tying the string tightly and failing to give a specific amount of time for the fabric to be left in the dye.

(b) Most candidates scored at least 1 mark here, with the most popular answer relating to protective clothing and storing in an appropriate place. There was some repetition of answers relating to protective clothing and candidates should be encouraged to address both aspects of a question where two are given rather than focussing on just one.

(c) There is still evidence of confusion between 'tools and equipment' and 'pre-manufactured standard components' in this question. However, most candidates scored at least 1 mark here, and a significant number scored 2. The most popular answers were pins, scissors and needle.

Question 3

(a) There was a mixed response to this question. Some candidates were able to give three pieces of information needed by the designer, while others gave ways of collecting the information. Current fashion trends and colours were the most popular answers. It was pleasing to see candidates drawing on knowledge gained from their coursework and referring to product analysis and the study of existing products.

(b) Candidates responded well to this question, with most scoring good marks. Some candidates would have gained more marks by using recognised textiles techniques to make and decorate the belt rather than resorting to glueing diamontes, gems and sequins in place. Some candidates did mention techniques such as appliqué, screen printing and free machine embroidery. Candidates should be encouraged to consider construction techniques too. Where their drawing skills are weak, annotation can clarify their ideas and ensure they gain the marks. Few candidates gave measurements or showed two views of the belt.

(c) Candidates scored well here with most gaining 2 marks. Shop window displays, catwalk shows and TV adverts were the most popular answers.

Question 4

(a) Most candidates scored 2 or 3 marks here. The ability to save, edit and test colour ways were the most popular answers, along with increased accuracy. More detailed answers mentioned the ability to 'map' designs onto products, send directly to manufacturing machines and e-mail ideas to clients. Candidates who simply said 'quick' or 'easy' without qualification did not score marks. These answers appeared less frequently than in previous years. Some candidates thought the computer could be left to work without an operator, or made reference to 24/7 production, confusing CAD with CAM.

(b) Most candidates scored at least 1one mark here, with many scoring 2. Most popular answers related to not eating or drinking near the computer, the need to sit appropriately and take regular beaks to avoid eyestrain.

(c) There was a mixed response to this question. There was evidence that some centres had covered this section of the specification well. Candidates gave detailed answers which included reference to the engraved copper rollers, one per colour, maximum repeat and fixing needed and gained 4 marks. There was also evidence that some candidates confused roller printing with rotary screen printing. Some candidates explained why roller printing was a suitable industrial technique rather than how to do it. Candidates generally do not have first hand knowledge of this type of industrial technique, but there are books and video clips which cover the topic well.

Question 5

(a) Most candidates scored 1 or 2 marks here, with insulation and stretch being the most common answers.

(b) Most candidates scored 1 mark here, with a significant number scoring 2. Preventing the seam from fraying and the ability of the seam to stretch, both increasing the durability of the seam were the most common answers. A few candidates mentioned the advantages of overlocking a seam in terms of speed of production in an industrial context.

(c) The most popular answers for this question related to the cost and durability of acrylic fibres compared to wool. Ease of care and reduced risk of allergies were also popular answers. Most candidates scored at least one mark here.

(d) This question was well answered by most candidates. Most popular adaptations included the use of bright colours, addition of a cartoon character motif and a method of fastening the hat to the child's head. Some candidates miss-read the question and linked the development to a school or nursery.

1058/02, 1958/02 Paper 2 (Higher)

Paper 2 – Higher Tier

Question 1

(a) Most candidates scores 3 or 4 marks here. The ability to save, edit and test colour ways were the most popular answers as well as the improved quality of designs compared to drawing by hand. More detailed answers mentioned the ability to 'map' designs onto products, e-mail ideas to clients, and the ability to download designs directly to CAM machines.

(b) Most candidates scored 2 marks here. Most popular answers related to not eating or drinking near the computer, the need to sit appropriately and take regular beaks to avoid eyestrain. Some mentioned the use of coloured or mesh screens and the need for electrical safety checks.

(c) There was a mixed response to this question. There was evidence that some centres had covered this section of the specification well. Candidates gave detailed answers which included reference to the engraved copper rollers, one per colour, maximum repeat and fixing needed and gained four marks. There was also evidence that some candidates confused roller printing with rotary screen printing. Some candidates explained why roller printing was a suitable industrial technique rather than how to do it.

Question 2

(a) Most candidates scored 2 or 3 marks here, with insulation, comfort and stretch being the most common answers. Some made reference to comfort, wool's ability to repel fine water droplets, it's resilience and ability to take up dye.

(b) Most candidates scored 2 marks here. Preventing the seam from fraying and the ability of the seam to stretch, both increasing the durability of the seam were the most common answers. A few candidates mentioned the advantages of overlocking a seam in terms of speed of production in an industrial context.

(c) The most popular answers for this question related to the cost and durability of acrylic fibres compared to wool. Ease of care and reduced risk of allergies were also popular answers. Most candidates scored at least one mark here.

(d) This question was well answered by most candidates. Most popular adaptations included the use of bright colours, addition of a cartoon character motif and a method of fastening the hat to the child's head. Some mentioned the use of reflective strips for safety, lining the hat, adding pom-poms or ear flaps.

Question 3

(a) This question was generally well answered with most candidates scoring 5 or 6marks. Most made reference to colour, logos, aprons, pockets and indicated a fastening. Some suggested suitable fibres and gave reasons for a unisex design. To gain a mark for the design being economical to manufacture, candidates had to make reference to this in their annotation. As with the design question on the Foundation tier, construction methods such as seams, shaping and hems were often not identified.

(b) There was a mixed response to this question. Some candidates gave two detailed explanations of the benefits of making a prototype and gained the full 4 marks. Some gave two shallow reasons and therefore only gained 2 marks. Testing the design to make modifications was the most popular answer, along with saving time and money by checking the suitability of the design before commencing mass production. Some candidates made reference to planning and costing the product.

Question 4

(a) This question tested candidates knowledge of pattern symbols and lay planning, not garment production. Most candidates understood the 'straight grain arrow' and 'place on fold' and therefore gained 2 marks. Many knew to reposition the pockets, although the collar was rarely repositioned on the fold. Candidates who explained the need to position the pieces close together for economical production, or that the 'nap' of the fabric needed to be considered were awarded marks for this knowledge.

(b) This question was answered well by candidates who had inserted a zip as part of their practical work. There were some detailed explanations supported by clear diagrams. Many found it difficult to explain how to position the zip correctly on the centre front line, but marks were awarded where a workable method was explained. Many knew that a zipper foot needed to be used, but few mentioned lengthening the straight stitch. The mark range was from 0 to 6.

Question 5

(a) There was a mixed response to this question with the marks ranging from 0 zero to 6. Able candidates were able to identify relevant point and give good reasoning for their answers. The most popular answers referred to environmental issues, protecting the product and attracting the customer. Less able candidates simply talked about the images in the question. Candidates need to be prepared for the in depth knowledge and detailed explanations needed in this A* question if they are to achieve the marks available.

(b) This question was poorly answered on the whole. Many candidates went off at a tangent and wrote about what needed to be on the label rather than the method of applying the label or the technological elements. Good answers included reference to RFID tags, bar codes, EPOS and security labels and scored maximum marks. Less detailed answers mentioned scanning of labels and methods of attaching them to products.

1958/03 Paper 3 (Foundation)

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 have 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 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. However it is to be noted here that annotation and labelling is a key aspect of this question. Repetitive labelling of the feature is not required, but clear and concise key points.

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 read the question carefully. Reading the question inaccurately in regards to 'explain' or 'describe' when asked, rather than listing one word answers without attempting to give reasons or explanations, lost some candidates marks. This was particularly evident in some low scoring higher tier candidates where questions were answered generally with a lack of subject knowledge and understanding of specialist terminology.

It would 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. 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 of these issues is appreciated and recorded.

Paper 3 – Foundation Tier

Question 1

(a) Generally well answered with the majority of candidates able to recognise seam & buttonhole and give suitable products for them. However a number of candidates lost one or two marks here by not attempting to give any suitable product.

(b) A well answered question with most candidates identifying two decorative techniques.

(c) A high percentage of candidates gained full marks, with the most popular answers were 'check it is threaded properly'; 'no broken needle' and 'long hair tied back'.

Question 2

(a) It was surprising how many candidates did not read the question carefully to realise the response required refers to equipment. Too many named fabric and thread. This was an easy question to pick up marks yet careless errors prevented this. Correct responses included scissors; sewing machine; pins; needle and iron.

(b) It was apparent that some centres teach reverse appliqué and some do not. However many candidates were able to access marks by picking up on the word 'appliqué' and giving typical answers such as 'cut fabric to size'; 'pin and tack in place'; followed by ironing at the end of the process.

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/ labelling. The use of coloured pencils can greatly enhance a candidate's work and centres should encourage this. Many candidates scored full marks. However there were also some weak, badly planned designs, with no labelling at all. 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 four different modifications and reasons why they had been made. Some candidates did just repeat what they had drawn and lost marks because of this.

Question 4

(a) (i) This question was poorly answered by the majority of candidates.
Very few candidates gave anything other than one word answers and several candidates did not attempt the question at all.
Attention is drawn to section 5.1.9 Industrial Applications and the use of italics within this section, requiring the examination papers 3 and 4 to address those areas in italics on this section.

(a) (ii) A number of candidates were able to correctly identify one disadvantage with the most typical answers mentioning 'expensive' and the need for 'less workers'.

(b) A mixture of answers was seen here. Some candidates gave excellent answers relating to fire resistant garments, micro encapsulation, Kevlar and bullet proof vests. Other popular answers related to wearable electronics and use of reflective fabrics.

However a number of candidates were not able to understand the term 'technical textiles' and listed points referring to CAD CAM and general printing requirements which bore no relevance to the question.

(c) Most candidates scored full marks here, with cotton and silk being listed as the two most common answers for renewable resources.

Question 5

(a) Well answered with the majority of candidates obtaining full marks. The most popular answers being ‘sequins’, ‘buttons’. and ‘zips’.

(b) The majority of candidates gained full marks. Candidates generally seemed to have a good knowledge of Gore-tex with breathable; durable and waterproof being the most popular responses.

(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.

(d) Some excellent and innovative responses were seen her with again many candidates scoring full marks. Coloured pencils were again an advantage here and typical answers involved ‘steel toe caps’ for protection, a ‘zip’ for ease of access and some highly original patterns, logos and use of colour.

1958/04 Paper 4 (Higher)

Question 1

(a) (i) This question was poorly answered by the majority of candidates.
Very few candidates gave anything other than one word answers and several candidates did not attempt the question at all.
Attention is drawn to section 5.1.9 Industrial Applications and the use of italics within this section, requiring the examination papers 3 and 4 to address those areas in italics on this section.

(ii) A number of candidates were able to correctly identify one disadvantage with the most typical answers mentioning 'expensive' and the need for 'less workers'.

(b) A mixture of answers was seen here. Some candidates gave excellent answers relating to fire resistant garments, micro encapsulation, Kevlar and bullet proof vests. Other popular answers related to wearable electronics and use of reflective fabrics.

However a number of candidates were not able to understand the term 'technical textiles' and listed points referring to CAD CAM and general printing requirements which bore no relevance to the question.

(c) Most candidates scored full marks here, with cotton and silk being listed as the two most common answers for renewable resources.

Question 2

There was no evidence that the students had been confused by the mistake on the front of the paper relating to this question.

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

(b) The majority of candidates gained full marks. Candidates generally seemed to have a good knowledge of Gore-tex with breathable; durable and waterproof being the most popular responses.

(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.

(d) Some excellent and innovative responses were seen her with again many candidates scoring full marks. Coloured pencils were again an advantage here and typical answers involved 'steel toe caps' for protection, a 'zip' for ease of access and some highly original patterns, logos and use of colour.

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 three bullet points and teachers need to make candidates aware of the need to show two responses for each section.

(b) Many candidates just repeated points they had labelled on their drawings and so failed to pick up marks. Many failed to explain any safety features at all and clearly had not fully read the question.
Good responses included labelling and specific safety requirements. At this level question candidates need to be aware of the importance of answering the question fully.

(c) A mixed response with some good to excellent answers seen where candidates showed a thorough and well informed understanding of microfibres. Some candidates tended to give one word answers such as 'warm'; 'breathable'; and durable being the most typical and needed to explain more fully to access full marks.

Question 4

(a) A good response from the majority of candidates. It is apparent that this is a popular technique in schools and that the majority of candidates were able to score four or more marks. The candidate's knowledge of the process was well supported by annotated sketches.

(b) A well answered question with good to excellent answers seen. It is clear that many candidates have a thorough and well informed understanding of smart materials now and the most popular answers were those that referred to micro encapsulated textiles and thermo chromic textiles. In a few scripts candidates also used examples of Geo textiles, interactive and electronic textiles. Many candidates achieved full marks.

Question 5

(a) This question was poorly answered with candidates generally lacking detailed knowledge of the functional properties of polyester satin. At this level question it is expected that candidates explain in detail. Some candidates obtained marks by correctly identifying the advantages of crease resistance and that the fabric drapes well but still lacked sufficient detail to score highly.

(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 difficulties involved in cutting and sewing with pile fabrics, cost implications and care.

Grade Thresholds

General Certificate of Secondary Education
D&T Textiles Technology Short Course (Specification Code 1058)
June 2008 Examination Series

Component Threshold Marks

Component	Max Mark	A*	A	B	C	D	E	F	G
Paper 1	50				36	32	28	24	20
Paper 2	50		34	30	27	22			
Coursework	105		88	77	66	53	40	27	14

Specification Options

Foundation Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	175				114	96	78	61	44
Percentage in Grade					6.0	39.4	9.1	18.9	15.1
Cumulative Percentage in Grade					6.0	45.4	54.5	72.7	87.8

The total entry for the examination was 38

Higher Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	175	140	128	116	104	84	74		
Percentage in Grade		5.7	20.0	54.3	14.3	2.8	0.0		
Cumulative Percentage in Grade		5.7	25.7	80.0	94.3	97.1	97.1		

The total entry for the examination was 62

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	2.9	10.3	27.9	10.3	20.6	4.4	8.8	7.3
Cumulative Percentage in Grade	2.9	13.2	41.1	51.4	72.0	76.4	85.3	92.6

The total entry for the examination was 100

Statistics are correct at the time of publication.

General Certificate of Secondary Education
D&T Textiles Technology (Specification Code 1958)
June 2008 Examination Series

Component Threshold Marks

Component	Max Mark	A*	A	B	C	D	E	F	G
Paper 1	50				36	32	28	24	20
Paper 2	50		34	30	27	22			
Paper 3	50				28	24	20	16	12
Paper 4	50		30	26	23	18			
Coursework	105		88	77	66	53	40	27	14

Specification Options

Foundation Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	175				111	92	74	56	38
Percentage in Grade					30.6	31.2	20.0	10.0	4.9
Cumulative Percentage in Grade					30.6	61.9	81.9	91.9	96.8

The total entry for the examination was 3406

Higher Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	175	144	130	116	102	81	70		
Percentage in Grade		12.7	26.7	28.5	20.1	9.7	1.06		
Cumulative Percentage in Grade		12.7	39.4	67.9	88.1	97.8	98.92		

The total entry for the examination was 5081

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	7.6	16.0	17.1	24.3	18.3	8.6	4.0	1.9
Cumulative Percentage in Grade	7.6	23.6	40.7	65.1	83.4	92.1	96.1	98.1

The total entry for the examination was 8487

Statistics are correct at the time of publication.

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