

# **Design and Technology: Textiles Technology**

General Certificate of Secondary Education **J307**

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

## **Examiners' Reports**

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**June 2011**

**J307/J047/R/11**

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

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# Chief Examiner's Report

This report provides an overview of the work seen in the written examination Units 2 and 4 and the Controlled Assessment Units 1 and 3, for candidates who took the examination during this series. It precedes a more detailed report to centres from each subject area within the Innovator Suite and highlights general issues that have occurred across the suite of specifications.

This report has been prepared by the Chief Examiner, Assistant Chief Examiners, Principal Examiners and Principal Moderators and covers all specifications within the Innovator Suite. It should be read in conjunction with the examination papers, the mark schemes, and the marking criteria for assessment given in the specification booklets.

This is the second examination series in the second year for the new Innovator Suite.

A reminder: An important point for teachers to note about the Terminal Rule in relation to this suite of specifications and re-sits: The terminal rule is an Ofqual requirement. Candidates must be entered for at least two units out of the four (full course) at the time that they certificate. i.e. the end of the course.

**Please be aware that the Ofqual rule states that marks scored for terminal units will be the marks used in the calculation of candidate grades. Therefore, if one of the candidate's terminal units is a re-sit and the mark is poorer than the original mark, the poorer mark will be used to calculate the final grade for that candidate.**

Obviously, the terminal unit marks are then added to the highest marks scored in the other units making up the certificate.

Centres are reminded that it is also a requirement of Ofqual that candidates are now credited for their accurate use of spelling, punctuation and grammar across all four units.

It is pleasing to see that centres and candidates have continued to respond well to the new style of examination approach. Centres are to be commended for this.

It is obvious that Centres have benefitted from previous reports and training sessions available for the qualifications.

## Written Examination – Units 2 and 4

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

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

The overall performance and range of results for Unit 2 was similar to the last examination session – January 2011. It was pleasing to see that many candidates had been well prepared for the examination by Centres and clearly had a sufficient knowledge base to answer the questions. It has been encouraging to see that candidates have been able to access the higher marks. Performance however, across the subject specialisms is still varied.

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

In **Unit 2 – Section A** of the papers most candidates across the suite attempted to answer all questions, with few candidates giving no response (NR) answers. It was noticeable that, at times, candidates had not read the instructions correctly and centres would benefit from explaining the correct examination requirements to the candidates. Candidates need to be encouraged to give an answer for the multiple choice style questions even if they are uncertain that they are correct. Centres are reminded that questions 1-15 cover the grade range from A\* to G.

There was less duplication of circling answers seen during this examination session.

**Important:** Centres need to be aware that where a candidate has provided multiple answers to a single response question, no marks will be awarded.

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

Candidates need to be made aware of the importance of the wording of each question and they need to understand the difference between terms like 'name', 'discuss' and 'explain'. Many candidates did not score full marks on the 6 mark extended response or discuss questions, because they gave a list of unrelated points instead of developing one of these.

**Important:** Candidates need to be careful that they do not repeat the question in their answer or write the same answer for several questions. Similarly candidates must not use certain terms as 'stock' answers. Such answers included:

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

The questions marked with an asterisk \* provided candidates with an opportunity to give a detailed written answer combining good subject knowledge with an ability to produce a structured response. Few candidates were able to do this really well, but most candidates did score two or more marks from the six available for this question.

Centres are reminded that candidates are assessed on spelling, punctuation and grammar on the banded mark scheme question.

It is also important to note that candidates need to ensure that they write legibly and within the areas set out on the papers.

**Unit 4** – For this examination series of the Innovator suite entries were seen from the following subject specialisms:

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

Candidates responded well to the Unit 4 examination papers across the Innovator Suite. The papers were accessible to the majority of candidates, although there was still a small minority of candidates who did not attempt any of the questions at all.

The overall performance of candidates varied considerably across the suite. It was encouraging to see however, that most candidates demonstrated a good understanding of the technical aspects of designing and making across the specifications.

Candidates need to:

- **Read through the complete question before attempting to answer.** The examination includes sufficient reading time for candidates to focus on the key points to address in their answers. It was pleasing to see that some candidates produced a 'plan of action' before giving their answer to the questions with a high mark allocation.
- **Look carefully at the mark allocation and available space for their answers.** Candidates need to be aware that there is a relationship between the space available and the length and quality of the expected answer, and thus the mark allocated.
- **Have a better understanding of the different command words used throughout the exam paper in order to respond appropriately to the questions.** Across the suite there were many answers that lacked detail and clarity. Terms such as 'cheaper', 'quicker' and 'easier' were often used and meant very little without qualification or justification. Practice of previous questions is extremely valuable to help candidates become more confident.
- **Become familiar with the quality of written communication questions marked with an asterisk\*.** These questions provide candidates with the opportunity to give detailed written answers combining good subject knowledge with an ability to produce structured, **coherent** responses and accurate spelling. Simply repeating the same point several times will not lead to the award of marks. A list of bullet points does not represent an adequate answer and will compromise the higher marks. Practice of this type of question which carries [6] marks is strongly recommended.
- **Respond to specification and/or bullet points accurately.** In design-type questions this is important if the candidate is to achieve the maximum marks available.
- **Make their answers clear and technically accurate.** In questions that require candidates to produce sketches and notes, it is essential that answers are made as clear and technically accurate as possible. Marks may be compromised through illegible handwriting and poor quality sketches.

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

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

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

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

A513 Electronics and Control Systems  
A523 Food Technology  
A533 Graphics  
A543 Industrial Technology  
A563 Resistant Materials  
A573 Textiles Technology

This examination series has seen portfolios for all subject specialisms being submitted both through postal and repository pathways. Most centres have been prompt in the dispatch of documentation to OCR and moderators, which is to be commended. It is important that centres forward form CCS160 in particular to moderators.

**Important Note:** Candidates producing paper portfolios should be entered for postal (02) moderation. Candidates producing their portfolio on a CD or memory stick should be entered for postal (02) moderation.

Centres must ensure that if candidates are entered through the repository (01), the portfolios must be uploaded via Interchange and **NOT** sent through to the moderator on a disc.

In general, centres have been successful in applying the marking criteria for both Units 1 and 3. However, it is still noticeable that some candidates were being awarded full marks for work that lacked rigour and depth of analysis. Words highlighted on the marking criteria grids such as 'appropriate', 'fully evaluated', 'detailed' and 'critical', which appear in the top mark band, were not always adhered to.

Centres are reminded to apply the mark scheme on a 'best fit' basis which may mean allocating marks across the assessment grid. For each of the marking strands, one of the descriptors provided in the assessment grid that most closely describes the quality of the work being marked, should be selected. Marks should be positive, rewarding achievement rather than penalising failure or omissions.

It was still evident that a significant number of portfolios, particularly for Unit 1, resembled the legacy format, especially in terms of the excessive research and inappropriate critical evaluation.

It is important that centres encourage candidates to organise the portfolio according to the different marking criteria strands as it enables the candidates to produce work that clearly shows an understanding of the controlled assessment requirements. Portfolios should be clearly labelled with the Candidate and Centre name and number, with the unit code and title also evident. (*Specification – 5.3.5 Presentation of work*) This is particularly important when the Centre submits work via the OCR Repository, where individual files are used to store portfolio work. Centres need to ensure that candidates clearly label each file using the marking criteria section headings; this facilitates a more effective completion of the moderation process.

**Important:** Centres are also reminded to ensure that the OCR cover sheet is included with each portfolio of work, **outlining the theme and the starting point chosen by the candidate.**

Many candidates included a bibliography or referenced their research sources, which was pleasing to see. **It is good practice to ensure that candidates acknowledge sources of information used for the development of their portfolio work.** 5.3.2 *Definitions of the Controls* section in the specification states: "The teacher must be able to authenticate the work and insist on acknowledgement and referencing of any sources used".

There was still some evidence this series of strong teacher guidance influencing candidate portfolios. Where this was evident it greatly hampered the candidate's ability to show individuality, flair and creativity, and therefore achieve the higher marks. Centres should avoid over-reliance on writing frames for candidate's work which, while assisting struggling candidates, clearly will affect the ability of able candidates to show their skills and thus gain high marks.

Centres are to be reminded that the '*controlled assessment task must NOT be used as practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen controlled assessment task as guidance.*' Specification – Section 5.2.2 Using Controlled Assessment Tasks.

It was noticeable that where candidates had scored the high marks, they had used specialist terms appropriately and correctly and had presented their portfolio using a structured format.

Centres need to ensure that all research work undertaken for units 1 and 3 is related to the chosen theme / starting point.

Centres need to be more vigilant when awarding marks for SPAG in the Critical Evaluation and allocate the available 8 marks accordingly.

Centres are to be commended on the amount of work produced for the portfolios in Units 1 and 3, which has been realistic in terms of the amount produced and the time allocated to each unit – 20 hours.

It is a requirement in the Making criteria that candidates "*demonstrate an understanding and ability in solving technical problems*". Centres must therefore ensure that problems encountered are written into the record of making, for the higher marks.

4.1 'Schemes of Assessment' clearly states that "*A Minimum of two digital images/photographs of the final product showing front and back views*" should be evident in the candidate portfolio. It is the centre's responsibility to ensure that photographs are evident, are of a good quality and are of the candidate's own work.

### **Unit 1 – specific areas of importance**

It is considered good practice for teachers to encourage candidates to consider Eco-design and sustainability when making decisions and combining skills with knowledge and understanding, in order to design and make a prototype product. This knowledge base also acts as a 'spring board' to active learning for Unit 2.

It was evident through the portfolio that candidates struggled with the critical evaluation section of the marking criteria. Unit 1 requires that the candidate evaluates the processes and subsequent modifications involved, in the designing and making of the final prototype ONLY. Too many references were made to the performance of the prototype against the specification, which meant that candidates' marks were compromised. (Not applicable to Food Technology)

### **Unit 3 – specific areas of importance**

It was evident this session that candidates are producing either too little research or too much research as an appropriate response to a brief. Care needs to be taken here.

Centres are to be commended on the quality of the work seen in this unit and the balance candidates have been able to achieve between the designing and making criteria.



Centres need to ensure that candidates complete a quality product for Unit 3. The weighting of marks available for the Making section therefore, must be reflected in the time available for the candidates to complete a quality product.

## **CONTROLLED ASSESSMENT**

### **Units 1 and 3 A571 & A573**

This report provides an overview of the work seen in the Controlled Assessment Units A571 - Introduction to designing and making and A573 – Making Quality Products, for candidates who took the examination during this session.

This report has been prepared by the Principal Moderator and Team Leaders and covers both specifications J307 and J047 (short course). It should be read in conjunction with the marking criteria for assessment given in the specification booklet.

This is the second examination year for the Innovator Suite Specification in Textiles Technology J307 and J047. Entries have been seen for both Units A571 and A573 this session.

Controlled Assessment for this specification can be submitted by post or as an electronic version via the OCR Repository. Where Centres submitted portfolios for electronic assessment, moderation was efficient and effective.

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

Centres submitting portfolios by post for the June series have, on the whole, been prompt in the dispatch of documentation; MS1, CCS160 and Controlled Assessment Summary Forms (CSF) to OCR and moderators. **It is important for centres to note that form CCS160 needs to be sent with the MS1 and Coursework Summary Form to the moderator.**

The majority of centres have approached the new specification with real confidence and included detailed, relevant and concisely presented work in the portfolios.

Most centres have made clear links to the sustainability aspect of the specification for Unit 1, which is to be commended.

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

The majority of Centres included a Coursework Summary Form (CSF) or cover sheet illustrating the breakdown of individual marks for each candidate. This is a useful document which helps the moderator to understand where a centre has allocated the marking criteria. This allows for more accurate feedback to Centres.

Centres are reminded that it is not necessary to make reference to, or include notes, about specific industrial methods of production within Units A571 or A573.

It is a requirement for the Controlled Assessment Unit A571 component to consist of one portfolio where candidates are expected to design and make a **prototype textile product**. The Specification clearly states in the Making criteria that materials selected must be 'appropriate to realise the **textile** product'. Centres must ensure therefore, that candidates produce a prototype that is textile based.

The portfolio work **only** needs to be seen during moderation. Centres are requested not to send any practical work with the portfolio. Similarly, the Centre only needs to forward the portfolios of the selected sample.

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

**Important:** Centres are to ensure that they make reference to the present Specification available on the OCR website (revised January 2010 version) when assessing candidate's work. The OCR Textiles Technology text book (Hodder Education) has an error in the marking criteria for A571, which has been addressed by Hodder Education.

Marks should read:	Cultural Understanding	= 5 marks max
	Creativity	= 5 marks max
	Designing	= 14 marks max
	Making	= 28 marks max (20, 4, 4)
	Evaluation	= 8 marks max

## **THEMES SET**

Candidates must select **one** of the eleven published themes from the specification. Starting points linked to the theme may be modified to suit candidate and/or centre circumstances. However, the theme itself must **not** be altered.

The themes most popular this series for Unit A571 were 'Flash from Trash' – design and make a textile accessory or garment for a catwalk collection; 'Recycled Denim', 'Cotton on to it!' and 'Textiles and Fibre Artists'. These themes/starting points allowed the candidates to identify a range of textile examples to show how ideas reflect different cultures and lifestyles, enabling candidates to develop their own ideas and demonstrate flair, creativity and originality. They also allowed access to research into associated sustainability issues, a wide range of skills and suitable final products that could also support the teaching of Unit A572.

Themes popular for Unit 3 were; '20th Century Inspiration', 'Historic Influences', 'Celebrations', 'Contemporary Design' and 'Educational Toys'.

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

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

It was noticeable that centres / candidates are utilising more varied ICT applications in their portfolio's this session. Higher attaining candidates successfully utilised ICT to enhance presentation and design ideas.

## **APPLICATION OF THE ASSESSMENT CRITERIA**

On the whole centres have interpreted the marking criteria well, applying the marks appropriately and fairly across all criteria areas. However, it has been necessary, in some instances this series, to make adjustments to bring candidate's marks in line with the agreed National Standard. Where any adjustments have been made, this is as a result of misinterpretation of the marking criteria or a lack of evidence to justify the marks awarded in the portfolio.

Point to note: The Report to Centres is an important document where issues raised from moderation are highlighted and suggestions for improvement given. It is recommended that all staff responsible for the delivery of this specification read this document thoroughly.

## **ANNOTATION OF THE CONTROLLED ASSESSMENT PORTFOLIO AND RECORDING OF MARKS**

It is pleasing to see that centres are using the Controlled Assessment Cover Sheet; CCS, issued by OCR showing where and how the marks have been awarded for each assessment area. This has greatly helped in making the moderation process quicker, fairer and more accurate and is particularly helpful in the moderation of the 'Making' section where there are larger mark ranges.

**Important** – The understanding and solving of technical problems (4 marks for Unit 1 and 6 marks for Unit 3) is a marking strand that needs to be evident in the writing of the key stages of making or clearly justified through teacher annotations, in order for the higher mark to be awarded.

On the whole, centres have recorded and totalled marks accurately on the controlled assessment summary form (CSF). This has greatly improved this session and Centres are to be commended for this.

It is helpful to centres and moderators if candidates are recorded on the controlled assessment summary form (CSF) in the same rank order as they appear on the MS1 form. It is also important that centres clearly initial each different teaching group/teacher on the CSF in the column provided.

It is helpful to encourage candidates to organise the portfolios according to the criteria areas. This reduces the need to annotate the work itself and makes identifying marks during moderation easier and quicker. It was noticeable this series that candidates had presented their portfolio's with care and thought. Centres are to be commended for this practice.

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

## **EXAMPLES OF GOOD PRACTICE**

The best examples of good practice occur when:

- Centres encourage candidates to organise their work into the different criteria areas. This enables the candidates to produce work that clearly shows an understanding of the requirements of the marking criteria.
- The presentation of work is of an excellent standard, which is indicative of the pride that centres and their candidates take in their work.

- The portfolio includes relevant, concise work with creative and innovative designs illustrating an effective use of a range of media especially ICT, alongside cohesive evaluation.

**Important:** It is essential that the candidate includes photographic evidence of their prototype/product in the portfolio. 'A minimum of two digital images/photographs of the final product' is required in the evaluation section. (4.1 of the specification). Photographic evidence of the key stages of production is also required in the 'Making' section of the marking criteria for controlled assessments (Appendix B of the specification). Marks may be compromised if candidates do not provide sufficient evidence of making.

# A571 Introduction to Designing and Prototyping

## COMMENTS ON INDIVIDUAL CRITERIA AREAS

### Cultural Understanding

In most cases candidates work towards a design brief by analysing examples of how designing and making reflects and influences culture and society. If a questionnaire was used, successful candidates analysed the results in relation to user lifestyle, personal choice and the design need. However, it was noticeable this series that more candidates relied upon quantity rather than quality, with a lot of time being directed into producing a questionnaire and analysing every question whether relevant or not. This can be completed through a written summary only; the actual questionnaire does not need to be evident in the portfolio.

It has been noticeable that candidates are still not providing enough detailed evidence in relation to the identification and comparison of appropriate textile examples to show how lifestyle and choice can be improved for the consumer. Centres need to be careful that they do not streamline/over-simplify this section too much and compromise the high mark.

Mood boards when used were, on the whole, appropriate and annotated to show design direction. Successful candidates were able to illustrate how different cultures, fashion periods, designers etc influenced consumer choice and lifestyle.

### Creativity

On the whole centres have tackled this criteria area with confidence. Research was relevant and appropriate to the theme. It was encouraging to see centres suggesting appropriate research into sustainable design and the 6 R's in relation to designer and high street products relevant to the candidate starting point. Centres need to be mindful that copious notes based around the 6R's, recycling and sustainability are not a requirement of this unit.

Good use of the internet has been seen, with centres ensuring that internet research is only one aspect of candidate's research and does not exclude other, relevant avenues. However, it is evident that candidates are not acknowledging sources when used and this is an area that needs addressing by Centres.

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

They were able to:

- illustrate how the use of past and present trends have helped to inform design ideas and high street trends, with many candidates capitalising upon the wealth of ideas available from designers, fashion era's, high street stores etc.
- choose existing products related to the theme and starting point. These were investigated and evaluated in depth, with relevant conclusions drawn.

## **Designing**

Most candidates have a clear understanding of the difference between the theme, starting point and the design brief. However, care must be taken here to ensure that the design brief has been developed as a considered response through appropriate research into the starting point. Candidates cannot be credited marks for identifying the starting point as the design brief.

Design briefs need to be kept 'brief', to the point, and not become too lengthy and lacking in focus.

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

Candidates often forgot to reference 'sustainability' or environmental issues in the specification. The referencing of the production of a working prototype was often missing from the specification, with candidates choosing to include a 'quality product' instead. Greater care needs to be taken here.

Designing is still enjoyed by most candidates and some exceptional work has been seen, which is to be commended. Centres have been able to reduce the quantity of this section to a more manageable size for candidates without compromising on the quality.

Moderators have seen some outstanding and creative fashion illustration and ideas from candidates and this is to be commended. However, there is increased evidence of candidates still fully evaluating their design ideas against the specification for this unit. Care must also be taken to ensure that the ideas presented by the candidate are different in style and shape, not just colour and pattern.

Candidates who achieve high marks will have:

- presented a range of freestyle illustrated and annotated design proposals/sketches and identified the final idea.
- Included creative and original ideas that are fully developed into a final idea with some modelling.

Good modelling of a whole product or important features / details of an item helps the candidate to access the higher marks and to realise the textile prototype product. However, where candidates struggled, modelling often lacked relevance, rigour and justification.

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

## **Making**

It is noticeable this series that candidates are moving towards producing less complex, prototype products which can be completed within the recommended time limit of 12 hours for this criteria area. This is to be commended. However, centres need to be careful that products requiring less skill, do not compromise the high mark.

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

The range of prototype products seen this session has been encouraging and has covered mainly garments and fashion items.

Teacher annotation in this section showing how marks have been awarded continues to be most helpful to assist accurate moderation.

Candidates that did well have:

- Made detailed references to an appropriate production system / step by step plan which is relevant to the actual textile prototype made.
- Highlighted all technical problems encountered through the making process. This helps to structure in-depth and rigorous analysis of the making and design process
- Included the use of ICT to produce effective work-flow charts.
- Used good quality photographic evidence and comprehensive notes, to show the key stages of making the prototype textile product / item. This helps to reinforce decisions made about alterations / modifications, choice of components etc and is to be encouraged in helping the candidate to highlight good working practice.

Care and attention to the details in this criteria area was varied and often this area was over-marked, with too much weight given to recording the key stages of production. Centres need to remember that comprehensive notes **AND** photographic evidence of the key stages of production, need to be evident for the higher marks. It was noticeable this session that candidates had not included enough photographic evidence of the making process for the marks awarded.

### **Critical Evaluation**

It is still noticeable this series that the majority of candidates have tended to evaluate the portfolio and final realisation against the specification. This is not a requirement for Unit 1. Candidates should **only** evaluate the processes involved in making and designing the prototype product.

Further developments by better candidates identified modifications to their own production system rather than the actual prototype product. Weaker candidates were restricted in this section when they had not thought through their ideas, and produced a thorough and complete plan of action.

Candidates have benefited from the use of digital photography and **must** present at least **two** photographs of their prototype in this section. Marks will be compromised if photographs are not evident in the portfolio for this section.

It is important to remember that candidates' work should show clear progression and demonstrate an accurate use of spelling, punctuation and grammar for marks to be awarded in this criteria area. It is difficult to allocate marks within this area, when much of the candidates' work is reliant on teacher direction or when writing frames and pre-printed sheets have been used to guide candidate response. Care must be taken here.

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

Few Centres this session had any evidence of referencing/bibliography in this unit.

# A572 Sustainable Design

## Sustainable Design

The overall performance and range of results was similar to the last examination session- January 2011. Many candidates had been well prepared for the examination and clearly had sufficient knowledge to answer the questions. Some candidates were able to access the higher marks.

With reference to section A of the paper it was noticeable that candidates generally attempted all of the multiple choice questions and the true or false questions, with the majority also attempting the remaining five questions that vary in style and required response. Candidates should be encouraged to have a guess at these types of questions if unsure, rather than giving no response at all. Centres are reminded that questions 1-15 must cover the grade range from A\* to U and in this section differentiating questions for A\* grade candidates would have been questions 7 and 10.

There were a number of 'no response' answers and these generally appeared on questions 7 and 10.

Section B of the paper requires candidates to give some answers in more depth. Some candidates wasted time and space by re writing the question before they began their answer. Many candidates also presented answers to 'explain' and 'discuss' style questions as a haphazard collection of facts, not necessarily relating to the question and through repetition of answers. Answers need to be in sufficient depth to merit marks and need to relate to the question asked. Explanations were often vague and did not convey sufficient understanding to warrant marks. Candidates need also to be reminded that they are answering through a Textile Technology specialism and therefore need to avoid giving example answers that relate to Food Technology products.

Candidates need to show evidence that they can use specialist terms appropriately and correctly. It is clear some areas of the specification have not been thoroughly taught e.g. reference to smart and modern materials particularly in question 18(c), (d), and (e) and teachers are reminded that any areas of unit A572 can be covered in any one paper.

The question marked with an asterisk \* provided candidates with an opportunity to give a detailed written answer combining good subject knowledge with an ability to produce a structured response.

The response to the banded marked question was disappointing, Fairtrade is such a current topic and candidates would have obtained higher marks by discussing a much wider range of answers particularly in relation to education and ethical principles.

Centres are reminded that candidates are marked on spelling, punctuation and grammar on the banded mark scheme question.

## Comments on Specific Questions

### Section A

#### Q1

A high percentage of candidates answered this correctly with 'giving garments to a charity shop' being the correct answer.



**Q2**

There was a mixed response to this question, with the slight majority answering it correctly.

**Q3**

The majority of candidates answered this correctly.

**Q4**

This question was correctly answered by most candidates.

**Q5**

Many candidates answered this correctly; common misconceptions were where candidates associated the word 'sweatshop' to a factory specialising in manufacturing sweaters.

**Q6**

There was a mixed response to this question. However as the mark scheme allowed a variety of responses with the word global / globalisation and they did not need to use the word unity in their response, many scored marks. There were a number of NR responses.

**Q7**

This was poorly answered by the majority of candidates with many NR responses. This question was targeted at the A / A\* candidates and it differentiated well.

**Q8**

There was a variable response to this question. The mark scheme allowed any reference to 'thermo' and it was surprising that more candidates did not score marks.

**Q9**

A mixed response to this question with many candidates just rewriting the question.

**Q10**

This was poorly answered by the majority of candidates with many NR responses. This question was targeted at the A / A\* candidates and it differentiated well. For some candidates there was clear confusion with the term 'built in obsolescence'.

**Q11**

Correctly answered by most candidates.

**Q12**

The majority of candidates answered this question correctly.

**Q13**

The majority of candidates answered this question correctly.

**Q14**

The majority of candidates answered this question correctly.

**Q15**

The majority of candidates answered this question correctly.

## **Section B**

### **Q16 (a)**

There were very few candidates who scored the full four marks. Most candidates scored at least one or two marks. Often candidates repeated points e.g. reference to cost and environmental issues. There were also a lot of candidates who used vague terms which did not merit marks e.g. is environmentally friendly / better for the environment / cheaper without being qualified. The most common correct answer which showed good subject knowledge was related to waste / landfill and less need to buy new fabrics.

### **Q16 (b)**

This was well answered by most candidates. Typical answers referred to non biodegradable, costs involved to get rid of and non sustainable fibres.

### **Q16 (c)**

Most candidates scored at least two marks with reference to protecting the umbrella from being damaged, ease of storage/ transportation and or labelling. However many candidates repeated these points several times and thus did not obtain full marks. There were also quite a lot of candidates who did not give 4 responses – many only gave two.

### **Q16 (d)**

This was not well answered. Many candidates did not give four responses. A large majority of candidates wrote plastic as a response and did not score a mark as they needed to give an example of packing e.g. plastic bag / plastic hangers etc.

### **Q16 (e)**

There was a mixed response to this question. Some candidates showed an excellent knowledge of eco designers and relevant retailers. Other candidates were unable to score a mark here as they clearly could not identify a national textile company.

### **Q17 (a)**

This question was well attempted by the majority of candidates and some strong well written responses were seen. However a number of candidates repeated the same point for several of the 6R's therefore reducing the marks they scored. The most common ones where this was seen were recycle / reuse and rethink – all making reference into 'making it into something else' and candidates need to ensure that they give specific examples in order to gain marks.

### **Q17 (b)**

The majority of candidates answered this question correctly

### **Q17 (c)**

Many candidates scored full marks for this. The most common symbol seen was the recycled logo and the European Eco label.

### **Q17 (d)\***

This is a new style of question and it was clear that many candidates still had not had practice at answering banded response style questions. There were a few candidates who scored in the lowest band; this was because their answers did not show a thorough description and use of specialist terms. It was disappointing to see a lack of detail in responses. Most candidates only made reference to fair wages and better working conditions. Many candidates repeated points several times and there was little structure to their responses. This type of question needs to be practised by candidates. Many candidates also confused Fairtrade with sustainably produced products and started to talk about issues such as dyes and chemicals. Some candidates made reference to Fairtrade food rather than textiles products. Centres also need to be reminded that the examples they use should be made in reference to textiles and not food / resistant materials.

**Q18 (a) (i)**

The majority of candidates answered this question correctly. Wool and cotton were the most common correct answers.

**Q18 (a) (ii)**

A range of good responses were seen with a high percentage of candidates obtaining full marks. Most candidates were clearly able to state advantages of natural fibres.

**Q18 (b)**

A mixed range of answers were seen to this question. Many candidates were correctly able to identify the benefits of using less electricity, chemicals and a lower carbon footprint.

**Q18 (c)**

Candidates nearly all attempted the question but with mixed success. It was clear in this question whether candidates had been taught about smart materials or not. Many candidates made vague comments but did not refer to technical terms and few gained more than two or three marks. Where explanations were given they were often basic and repetitive.

**Q18 (d)**

This question was answered poorly by most candidates. Some candidates wrote sentences describing fabric properties rather than giving an example of a smart textile. There was a clear correlation between candidates who answered part (c) well and being able to answer this part of the question well. This is an area of the specification that does need to be taught and candidates need to be aware of the latest developments. However when answered well excellent on trend and up to date examples were seen.

**Q18 (e)**

This question was not well answered and also had a high percentage of NR answers. When answered correctly candidates referred to protection, safety and choice.

## A573

### COMMENTS ON INDIVIDUAL CRITERIA AREAS

#### Designing

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

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

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

A number of Centres this session have included far too much research in this section for the marks available. This reduces the time available to the candidate to develop informed design choices and complete a well made quality product.

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

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

Candidates that did well have:

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

#### Making

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

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

There have been some exceptional practical textile pieces seen this session by moderators, illustrating technical skill, creativity and flair. This is a pleasure to see and candidates / centres should be proud of their achievements.

### **Critical Evaluation**

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

Some excellent photography has been seen in this criteria area which is to be commended, but there is still evidence of some centres failing to produce two photographs of their final product.

Once again few Centres this session had any evidence of referencing / bibliography in this unit. Centres need to be mindful that marks may be compromised here.

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

## A574

### Technical Aspects of Designing & Making

Overall, candidates responded well to the style of the question paper although some candidates were still not fully prepared for the banded questions. Candidates need to be taught to address all elements of the question and present their answers in a clear manner using correct punctuation and technical terms. These questions can be identified on the paper by the asterisk (\*) and candidates need to be taught how to plan their answers for them.

Most candidates demonstrated a sound knowledge of basic Textiles skills, and were able to describe techniques using notes and diagrams. However, there were a surprising number who could not describe the basic technique of making a plain or open seam.

When answering design questions, candidates need to be able to give reasons for features included in their designs to justify their ideas. Annotation was generally good and there were some well presented ideas.

#### Q1 (a)

Most candidates scored two marks for this question. Vague answers such as 'in the dark' or 'working on machinery' did not gain marks.

#### Q1 (b)

Many candidates scored two or three marks. Some repeated the idea of bright colours and reflective strips for high visibility and failed to gain a mark. Most understood the term 'specification'.

#### Q1 (c)

A surprising number of candidates were unable to give an alternative method of neatening an edge. Overlocking was the most popular correct answer; hems and zig-zagging were also common answers.

#### Q1 (d)

Candidates who had applied bias binding during their course gave clear, concise answers to this question. Many candidates, however, had little idea of this technique, and there were a number of 'no response' answers. Candidates wrote about bondaweb, iron-on interfacing and glue, often confusing the technique with making a hem.

#### Q2 (a)

Most candidates scored one or two marks. Some were able to identify the need for the straight grain arrow to be parallel to the selvedge. Popular answers included overlapping pattern pieces and pieces not fully on the fabric. Some reference was made to wasted fabric. Some candidates referred to the fabric as 'paper' rather than fabric, perhaps in relation to making a prototype or mock-up.

#### Q2 (b)

Some candidates wrote about producing the pattern pieces using ICT rather than the pattern lay and therefore did not score well. Some wrote about CAD and the advantages of this. The most frequent correct answers were to do with speed and accuracy. Some candidates referred to saving fabric and the ability to save the lay and e-mail to clients.

**Q2 (c)**

There were some very clear, concise answers to this question, with good diagrams included. However, there were a number of candidates who thought a plain seam was different to an open seam, and some who had no idea about the technique. This is disappointing as this is a very basic textiles skill.

**Q3 (a)**

Again, there was a surprising number of candidates who were unable to describe this popular textiles technique. Those who knew the technique generally scored three or four marks. Most were aware that appliqué involved cutting shapes out of one fabric and stitching it on to another. Some wrote about applying a pre-manufactured motif, and marks were credited accordingly. Mola work was mentioned by some candidates.

**Q3 (b)\***

This question was not well answered. Many candidates simply listed the 6Rs and gave general examples of how textiles contributed to this without linking it to appliqué. Candidates needed to identify one of the 6Rs and then explain how using appliqué could address this. Candidates who did this scored well. Good answers included reference to revitalising old clothing, decorative repairs in textile items, covering holes and stains to extend the life of a product, using scraps creatively, reducing waste both in terms of scrap materials and the actual product.

**Q4 (a)**

There were some excellent designs produced in response to this question, although fewer candidates coloured their designs. Most candidates annotated their designs well, although not all addressed the specification points when developing their ideas. Few indicated specific fabrics or techniques that would be used to create their design.

**Q4 (b)**

Most candidates were able to identify a design feature that met each specification point, but some did not give sufficient information or a detailed enough explanation to gain maximum marks.

**Q5 (a)**

Most candidates were able to identify one or two ways of reducing the impact of textiles production on the environment, but few wrote in sufficient detail to gain full marks. Candidates should avoid using phrases such as 'environmentally friendly' when answering this type of question and give specifics about how the environment can be protected.

**Q5 (b)\***

Many candidates did not read this question carefully and went off at a tangent, writing about Health and Safety in the workplace rather than linking this back to the benefits to the manufacturer.

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