

# **Design and Technology: Textiles Technology**

General Certificate of Secondary Education **J307**

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

## **OCR Report to Centres**

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**January 2012**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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 specification 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.

OCR will not enter into any discussion or correspondence in connection with this report.

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## Overview

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 first examination series in the third 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. ie 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:

The overall performance and range of results for Unit 2 was better than the last examination session – June 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.

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 U.

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.

**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. The response to the banded marked question this session was pleasing, with several candidates obtaining full marks, Candidates have benefited from centres preparing them for this type of question.

It was noticeable this session, that where extra paper was required to continue a question response, many candidates failed to reference the question number. It is important therefore, that centres teach candidates how to highlight where they are continuing an answer on a different page in the examination document.

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 all six subject specialisms:

Candidates responded reasonably 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.

**Important:** It was noticeable this session that candidates were relying upon knowledge from Unit 2 based around sustainable design, rather than technical understanding. This led to confused answers often compromising the higher mark.

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.

**Important Note:** 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.
- **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 response 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**

This examination series has seen portfolios for all six subject specialisms being submitted for Unit 1 both through postal and repository pathways. Unit 3 entries have been seen in A521, A531, A541 and A561 this session only. 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. It is helpful if centres also include a record of the marks allocated to each candidate, for each of the marking criteria sections.

**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".

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.*

Resits – Centres must remember that the theme, starting point and research aspects of the portfolio can be maintained. However, the remaining portfolio and final prototype should be redeveloped for submission.

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. For Food Technology one digital image/ photograph is required. **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.**

### **Innovator Suite: Textiles Technology**

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 outlined in the specification.

This is the third examination year for the Innovator Suite Specification in Textiles Technology J307 and J047. Entries have been seen for Unit A571 only this session. No candidates have been entered for the short course (J047) this session.

## CONTROLLED ASSESSMENT

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 January series have 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.**

Most centres have made clear links to the sustainability aspect of the specification for Unit 1, either through the theme selected or points covered in the candidate specification. This is to be commended.

The quality of practical prototypes seen this session has been of a very good standard. However, whilst most Centres are to be commended on the amount of work produced for the portfolios, which has been realistic in terms of the amount. There is concern that some Centres are spending more than the allocated time of 20 hours producing the work.

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 eg 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', and 'Traditional Techniques'.

**Important:** Centres need to ensure that the theme and starting point is clearly stated on the front of each portfolio or on the Controlled Assessment Cover Sheet (CCS) which includes a 'Task Title' box allowing space for the theme to be entered.

Centres have been realistic in the setting of tasks.

Care must be taken to ensure that the candidate does not mistake the starting point for their design brief. Marks may be compromised if the candidate's own design brief is not evident in the portfolio.

## 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** 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 once again this series in the number of candidate portfolios 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

## 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 their products 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 appropriate 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.

Care needs to be taken to ensure that the candidate does not write the design brief too early in the portfolio, thus stifling a range of creative and varied design ideas from being developed.

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 number of Centres credited candidates with high marks when analysis of the questionnaire results was very superficial.

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 good work has been seen, which is to be commended. This said the design ideas were probably the least well executed area of the portfolio this session. The quality of sketching and range of methods used were not particularly polished or very creative.

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.

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

## Making

It is noticeable in 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 and solving technical problems.

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. Candidates who had evaluated the making process had done this well and achieved full marks.

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.

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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

The overall performance and range of results was similar to the last examination session- June 2011. Candidates generally performed better on the section A of the paper. 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 and there was significant improvement in the banded response style question.

However there was still some evidence of candidates not having covered the whole of the A572 unit. This was evident in question 17a and 17b, where candidates did not understand product analysis and product disassembly.

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 6 and 10.

There were fewer 'no response' answers and these generally appeared on questions 6 and 10. Candidates need to be reminded that where one answer is required, they should only give one answer.

It was noticed in this examination session that candidates on some short response questions wrote down several answers for a one response question. When multiple answers are given to a single response question, candidates will lose the mark for a correct answer if an incorrect answer is also given. Many candidates penalised themselves by supplying multiple answers. This is referred to as a 'scattergun' answer. On this paper this was particularly evident on questions 7, 9 and 17c. It is therefore critical that candidates are taught to answer the question specifically rather than write everything they think they know.

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.

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 pleasing with several candidates obtaining full marks, Candidates have benefited from centres preparing them for this type of question.

Candidates must also be taught to highlight where and when they are continuing an answer on in either the back pages of the examination papers booklet or on extra pages. Many candidates failed to reference the question number to the extra writing on the back pages and thus missed out on possible correct mark opportunities.

## Comments on Specific Questions

### Section A

- 1 A high percentage of candidates answered this correctly.
- 2 The majority of candidates answered this correctly.
- 3 There was a mixed response to this question.
- 4 This question was correctly answered by most candidates.
- 5 There was a mixed response to this question, with the slight majority answering it correctly.
- 6 Few candidates were able to answer this correctly and teachers need to ensure candidates are fully aware and up to date on labelling and symbols. There were a number of NR responses. This question was targeted at the A / A\* candidates and it differentiated well.
- 7 This question was correctly answered by most candidates.
- 8 There was a variable response to this question. The mark scheme allowed reference to 'eco' and it was surprising that more candidates did not score marks.
- 9 A good response to this question with the most typical responses being 'solar' and 'wind'.
- 10 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 confusion with the term 'ergonomics'.
- 11 Correctly answered by many candidates.
- 12 The majority of candidates answered this question correctly.
- 13 The majority of candidates answered this question correctly.
- 14 The majority of candidates answered this question correctly.
- 15 The majority of candidates answered this question correctly.

### Section B

- 16 (a) This question differentiated well with the more able candidates scoring full marks. Most candidates scored at least one or two marks. The most common correct answer which showed good subject knowledge was related to natural, recyclable and biodegradable.
- 16 (b) This question awarded marks for either drawings of symbols or written responses. Many candidates scored between 1 and 3 marks. However it should be noted that a number of candidates did not clearly read the question and gave incorrect answers for non care logos/ labels such as recycling, or eco friendly.
- 16 (c) Most candidates scored at least two marks with reference to 'less CO<sub>2</sub> emissions and less transport needed'. However many candidates repeated answers and thus did not obtain full marks.



- 16 (d)** This was not well answered and many candidates did not give five different responses. This was quite disappointing as there was a wide range of possible answers and candidates need to ensure that they read the question thoroughly and understand what is required in the answer. A lot of repetition in answers was also evident here.
- 17 (a)** This question was well attempted by the majority of candidates however a number of candidates only gave a vague and unclear answer and lacked specific detail to gain the full two marks. Reference is made to the wording of the question: 'Describe' thus a detailed response is required by candidates.
- 17 (b)** The majority of candidates attempted to answer this question and it differentiated well. The more able candidates were clearly able to identify three clear points with the most typical answers showing reference to materials used, components, seams and to make pattern pieces. A percentage of candidates incorrectly referenced to recycling different parts of the belt.
- 17 (c)** The majority of candidates scored two marks using cotton or linen as the fibre and the performance characteristic of strong/ durable. It was disappointing seeing so many candidates naming synthetic and manmade fibres and generally giving a list of mixed correct and incorrect performance characteristics. Particular reference is made here to the marking of 'scattergun' questions and candidates need to remain focused and specific when answering a question.
- 17 (d)\*** Responses this examination session were much improved. It was clear that many candidates had 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. Where candidates scored high marks they were making reference to recycling, carbon footprint issues, organic materials and links to pollution. Some candidates used the space at the side of the question to note the key facts they wanted to discuss and generally these were the higher scoring answers.
- 18 (a)** There was a mixed response seen to this question. Many candidates only scored two marks as they did not fully explain their answers clearly enough to gain two marks per point. In some cases the vague use of poor terminology and 'not good for the environment' answers meant they only scored one or two marks. Candidates need to ensure they are able to clearly recognise the key words used in a question and where a 'describe' trigger word is used ensure they give sufficient detailed answers. Typical answers seen referred to running out of resources but failed to mention what resources they were eg oil or coal.
- 18 (b)** This question was not well answered. Some candidates were correctly able to identify the benefits of creating jobs / employment. Many candidates failed to pick up on the key word in the question of 'social advantages' and gave vague answers of cheap imports and more profit and linked their answers to economic issues.
- 18 (c)** Generally well answered with strong answers relating to protective clothing, good working conditions, training and care of machinery.
- 18 (d)** Generally well answered with typical responses referring to loose threads, no loose components or pins and needles being left in.

## A573 Making quality products

### COMMENTS ON INDIVIDUAL CRITERIA AREAS

No Centres submitted work for Unit A573 this session. General points to consider when preparing for Unit 3 are:

#### 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.

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

Writing a specification – needs to be detailed, 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.

Candidates do well if they have:

- Produced a detailed specification and clear, concise design brief.
- 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 modelling 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.

The candidate is required to produce a **quality** product and clearly demonstrate how to solve any technical problems they have encountered.

#### Critical Evaluation

Candidates should evaluate the product against the **specification** in this unit and include relevant and detailed testing strategies.

Candidates should include at least two photographs of their final product.

Candidates should also have evidence of referencing/bibliography in this unit.

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

## A574 Technical Aspects of Designing and Making

The entry for this unit in this session was relatively small. Some candidates demonstrated a good knowledge of the technical aspects of designing and making while others were less secure in their knowledge and may have benefitted from being entered later in the year.

The banded response questions continued to challenge candidates. Some candidates find difficulty to cover the breadth required in these answers or to explain the points they are making in sufficient detail.

Candidates apply knowledge of sustainability and the 6Rs on this paper as well as A572. Sometimes this meant they went off at a tangent rather than focussing on the key points in the question. Candidates need to be clear on the type of questions to expect on this paper and have the knowledge to answer them in detail.

### Question 1

- (a) Most candidates gained 2 marks for silk and a product made from that fibre. There was some confusion between cotton and linen, although some still gained marks for identification of suitable products.
- (b) This question differentiated well between candidates. Some candidates focussed on sustainability, which was relevant, but did not cover a sufficient range of considerations to gain full marks. Many answers dealt with performance characteristics and gave suitable examples to illustrate the points being made. Some candidates 'touched on' finishes, cost, aftercare, target market and season. There were only a few candidates who did not attempt this question.

### Question 2

- (a) (i) Few candidates understood the term, 'pattern grading'. Correct answers mentioned altering the size of the pattern.
- (a) (ii) This question was not well answered. Candidates who gained a mark mentioned arranging the pattern pieces on the fabric, or arranging the pattern pieces on the fabric to reduce waste.
- (b) It was disappointing so many candidates failed to gain full marks for such a basic question. Candidates still confuse tools and equipment with components. The most common correct answers included pins, needles and scissors, while incorrect answers were items such as zips thread and sewing machines.
- (c) Many candidates gained a mark for knowing that the steam dolly is used to remove creases from the finished garment. Some candidates thought it was used to clean the garment or remove germs.
- (d) There were some excellent answers to this question. It was clear that some candidates had used a computer controlled machine and were writing from personal experience. Many gained three or more marks and some candidates achieved maximum six marks.

### Question 3

- (a) This question was generally well answered with most candidates gaining two or more marks. Candidates were aware that graphics programmes could be used to design and give a realistic or 3D image of the design and word processing could be used to write instructions, questionnaires or surveys. The database was less well understood.
- (b) Most candidates scored at least one mark, many scored two. Memory / USB sticks were the most popular answers along with hard drives and disks.
- (c) Most candidates scored a mark. The most common answer was no liquids or drinks near the computer.
- (d) There was a varied response to this question. Where candidates knew about the batch production system they were able to provide a range of advantages and give examples linked to the sports bag. Weaker answers mentioned 'quicker' or 'cheaper' without explaining why. Some candidates wrote about the sports bag rather than the production system.

### Question 4

- (a) This question was generally well answered, although fewer candidates coloured their designs than in previous years. Labelling the colours is accepted, and some linked their choice of colour to the specification points. Popular answers included hoods and removable sleeves for adaptability, zips and poppers for ease of fastening and choice of colours and decoration for appeal.

Candidates need to be encouraged to read the instructions for this question carefully. They need to annotate their design to indicate how they had addressed the specification point in their design. Some did not do this and therefore did not achieve all of the marks available for this question.

- (b) This question was quite well answered by most candidates. Gortex and Polartec were commonly named fabrics, although some marks were lost as candidates did not give benefits to the wearer of using these fabrics. Some mentioned thermochromic and photochromic dyes and pigments along with phosphorescent pigments.
- (c) Most candidates scored a mark, although many did not give sufficient detail in their answers. 'Check stitching' is not sufficient to gain a mark. Check tension of stitching, check it is on the stitching line, check the length is correct, are answers giving more detail worthy of a mark. Other acceptable answers included reference to checking zips work, components are securely attached, no pins left in the product.

### Question 5

- (a) Many candidates scored some marks for this question, but few gained all five. Some candidates wrote about dyeing fabric in the classroom rather than the industrial method as required by the question. Some candidates mentioned the use of rollers in this process and included a diagram of the jigger system and therefore gained more marks.
- (b) Most candidates gained a mark. The most commonly correct answers were bright, bold colours, a wide range of colours and easy to use or reproduce colours.
- (c) This question was not well answered. Few candidates understood the term 'easy care'. Some answers included reference to no ironing needed, low temperature washing and linked this to environmental factors.

- (d)** Almost all candidates scored a mark with buttons being the most popular answer.
- (e)** A well answered question with most candidates gaining two marks. Popular answers included give to charity, give to a friend or family member, cut it up to make it into another product, although the product was not always identified.

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