

Design and Technology: Textiles Technology

General Certificate of Secondary Education **J307**

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

OCR Report to Centres

January 2013

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, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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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.

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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 fourth year for the 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 lower than the original mark, the lower mark will be used to calculate the final grade for that candidate.

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

Centres need to remember the following change in the Innovator Suite: This is the last year of a January examination series. This specification will only be assessed in June from 2014 onwards due to the move to linear delivery of all GCSE specifications. This will also mean that all units will be terminally assessed, i.e. all units have to be taken in the June series in which candidates are certificating in the qualification.

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 clear from some of the work seen this series that centres have benefitted from previous reports and training 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 generally the same as seen in the June 2012 examination series. There are variations within the subject specialisms and centres would benefit from reading the individual subject reports for this unit. 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. There was also a significant improvement in the written response style question* this series, with candidates giving detailed answers combining good subject knowledge with an ability to produce a structured response.

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.

Candidates generally demonstrated an improved understanding of sustainable design, but were still hampered by poor exam technique. Misunderstanding or misinterpreting the question, or not reading the question carefully enough was evident throughout the suite of papers. Candidates must be encouraged to take notice of the key word in the stem of the question to identify whether the question requires them to explain, describe, discuss, state, name or give.

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

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. There has been a significant improvement in the written response style question this series, with candidates giving detailed answers combining good subject knowledge with a clear, structured response.

It was noticeable this series that where extra paper was required to continue a question response, many candidates did not reference the question number(s) which the continued responses were for. It is important that centres advise candidates as to the importance of showing clearly which questions they are responding to where they are continuing an answer on a different page in the examination document.

Centres need to be aware that questions may appear on the back page of the examination paper and candidates should be encouraged to check carefully that they have completed ALL questions.

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.

The overall performance of candidates was varied across the suite once again this series. Principal Examiners noted that candidates appeared to be better prepared for the written paper; particular positive aspects evident in the January series were:

- Candidates generally demonstrated sound knowledge of school-based processes and techniques;

- There were some very good answers to the Quality of Communication questions, where candidates combined their technical knowledge with an ability to present the information in a structured and coherent manner.

There were some very good answers to questions addressing specific areas across the Innovator Suite, including:

- *Modern Materials* [Textiles].
- *Sound nutritional knowledge* [Food].
- Good knowledge of the *benefits of CAD* [Industrial Technology].
- The techniques associated with *line bending* [Resistant Materials].

However, there are some areas which Principal Examiners have highlighted as being in need of improvement:

- Candidates should try to attempt every question.
- It is important that candidates read the questions carefully to determine exactly what is required before attempting an answer. It can be helpful for candidates to highlight what they consider to be the 'key' words or instructions.
- In those questions that require candidates to produce sketches and notes, it is essential that answers are made as clear, detailed and technically accurate as possible.
- Knowledge and understanding of industrial processes compared with school-based processes was considerably weak.
- There were many instances where examiners were unable to decipher illegible handwriting and poor quality sketches.

Controlled Assessment – Units 1 and 3

Most centres have been prompt in the dispatch of documentation to OCR and moderators, which is to be commended. **It is important that centres return the request for portfolios within three days.**

Centres are reminded to forward form CCS160 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 also be entered for postal (02) moderation.

Centres must ensure that if candidates are entered through the OCR Repository (01), the portfolios are uploaded via Interchange and **NOT** sent through to the moderator on a disc. The preferred format of files presented for this type of moderation needs to be PowerPoint, PDF or Word, with work saved in ONE file only and numbered, not as individual sheets saved in different files.

In general, centres have been successful in applying the marking criteria for both Units 1 and 3. Centres are reminded to apply the mark scheme on a 'best fit' basis which may mean allocating marks across the assessment grid. Marks should be positive, rewarding achievement rather than penalising failure or omissions.

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.**

JCQ documentation on Controlled Assessment (September 2011 – August 2012) clearly states that any guidance given to candidates must be clearly recorded. *4.5.2 When marking the work, teachers/assessors **must not** give credit in regard to any additional assistance given to candidates beyond that which is described in the specification and **must** give details of any additional assistance on the appropriate record form(s). **This includes providing writing frames specific to the task.** (eg outlines, paragraph headings or section headings).*

In light of the information given above, centres need to take care when using writing frames in the controlled assessment portfolios.

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.

Important: 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.** Marks were compromised here in some instances this examination series.

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.**

A571 – Introduction to designing and prototyping

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 series.

This report has been prepared by the Principal Moderator and Team Leaders and covers the specification J307. It should be read in conjunction with the marking criteria for assessment outlined in the specification.

This is the fourth 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 – J307

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 for the OCR Repository (component 01), the work must be uploaded onto the OCR Repository and **NOT** sent through to the moderator on a disc. This is classed as being postal (component 02) moderation.

Centres submitting portfolios by post for the January series have been prompt in the dispatch of documentation; MS1 and form CCS160 to OCR and moderators. **It is important for centres to note that form CCS160 needs to be sent with the MS1 to the moderator.**

Most centres showed good practice in making clear links to the sustainability/recycling aspect of the specification for Unit 1, either through the theme selected or points covered in the candidate specification.

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. Care needs to be taken here.

The majority of centres included a Controlled Assessment 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 and its inclusion is strongly recommended.

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.

Only portfolio work needs to be seen during moderation. Centres are requested not to send any practical work with the portfolio. Similarly, centres only need 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. A mark sheet/annotation sheet should be attached to each piece of work.

Note: Paper clips and elastic bands are not robust enough to keep the portfolio together and should be avoided.

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 textbook (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 'Eco-wear', 'Recycled Denim', and 'Flash From Trash'.

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 this examination session.

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 candidates' 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 by centres 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 the moderation process 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. This section caused the most concern this series once again with centres awarding full marks for very little evidence. Care must be taken here.

On the whole, centres have recorded and totalled marks accurately. However, there has been an increase in the number of errors recorded through incorrect/differing data this series.

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 easier. It was noticeable this series that candidates had presented their portfolio's with care and thought. Centres are to be commended for this good practice.

Points to note:

- It is important that candidates include acknowledgements or a bibliography in the portfolio. There was a noticeable increase in the number of candidate portfolios without reference to research sources again this series.
- 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.

Where a questionnaire was used, the most 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 was felt this series that candidates were answering this section more effectively. Research was concise, accurate and relevant. However, there are still some candidates who have not specifically linked research to the theme or starting point.

Important: 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. This was a concern this series with many portfolios illustrating a lack of design variety.

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 appropriately 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 eras, high street stores, etc.
- Choose existing products appropriate to their 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 presented specifications of a suitable standard this session - the best of these:

- Being detailed and providing the basis for design and development work in later criteria areas.
- Incorporating a reference to environmental awareness/sustainable design
- Referencing the production of a working prototype NOT a 'quality' product.

Specifications with 'how to achieve' points are not substantial enough for the higher marks and greater care must be taken here by candidates.

Designing is still enjoyed by most candidates and some good work has been seen, which is to be commended. This said, it was a concern to see that this section was the least well executed area of the portfolio this series. The quality and variety of sketching and range of methods used were not particularly polished or creative.

There is increased evidence of candidates still fully evaluating their design ideas against the specification for this unit. This is not a requirement for Unit 1. 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 for the higher marks.

There has been very little evidence of CAD specialist design software in this section this examination series.

Candidates who achieve high marks will have:

- Presented a wide range of freestyle illustrated and annotated design proposals/sketches and identified the final idea. These will have been annotated referencing important features, components and materials/fabrics only
- Included creative and original ideas that are fully developed into a final idea with some modelling relevant to the theme.

Good modelling of a whole product or important features/details of an item (in paper or fabric) helps the candidate to access the higher marks and to realise the textile prototype product.

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 criterion area. However, centres need to be careful that products requiring less skill do not limit access to higher marks.

The qualification 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.

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

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 (in writing)** 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 workflow 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 (key stages can be defined as the following: pattern lay, cutting out, marking of important features, sewing stages, insertion of fastenings, stages of a technique and/or construction/decorative feature, finishing detail, final product).

Points to note:

- 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 the solving of technical problems in particular. There must be written evidence to gain access to the higher marks.
- Centres need to remember that comprehensive notes AND photographic evidence of the key stages of production need to be evident to gain access to the higher marks. It was noticeable this series that candidates had not included enough photographic evidence of the making process for the marks awarded.

Critical Evaluation

It is still a concern to see 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.

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 sufficiently to produce 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 criterion 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 had any evidence of referencing/bibliography in this unit once again this series.

A572 – Sustainable design

The overall performance and range of results was similar to the previous examination series (June 2012). The paper proved to be accessible to all candidates and a good range of differentiated responses were seen throughout the paper. There were plenty of opportunities for candidates of all levels to access the questions and gain marks. The vast majority of candidates attempted to answer all questions and there was no evidence to suggest that they did not have sufficient time to complete 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 written response style question 17d* with candidates giving detailed answers combining good subject knowledge with an ability to produce a structured response.

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 attempt these types of questions even if unsure, rather than giving no response at all. There were still questions where candidates gave no response and these generally appeared on questions 7 and 10.

On some short response questions some candidates wrote down several answers for a single response question. When multiple answers are given to a single response question, candidates cannot be awarded a mark even if one of the answers given is correct. Some candidates therefore penalised themselves by supplying multiple answers. This is referred to as a ‘scattergun’ answer. 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. By re-writing the question before they began their answer, some candidates used both their time and the answer space provided inefficiently. Many candidates also presented answers to ‘explain’ and ‘discuss’ style questions as a haphazard collection of facts, not necessarily relating to the question and repeating points already made. 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.

Comments on Specific Questions

Section A

- 1 A high percentage of candidates were able to correctly identify Fairtrade products are produced in developing countries.
- 2 The majority of candidates answered this incorrectly, the correct answer being wetsuits.
- 3 Well answered, with a high majority of students correctly identifying that to disassemble a product means to take it apart.
- 4 Well answered, with a high majority of students correctly identifying that reducing textile waste is to use less materials.
- 5 The majority of candidates answered this correctly by identifying ‘carbon footprint’.

- 6 Many candidates were able to answer this correctly although some candidates did not gain marks due to the 'scattergun' approach.
- 7 This question proved difficult for the majority of candidates with many 'No Response' (NR) answers given and it was generally the higher scoring candidates who correctly identified that LCA stood for Life Cycle Analysis.
- 8 A good response to this question with the correct answer being Primary, Secondary or Tertiary.
- 9 The majority of candidates were able to correctly identify that the Mobius loop has three arrows.
- 10 The majority of candidates struggled with this question, with many candidates re-writing what was in the question stem.
- 11 The majority of candidates answered this question correctly.
- 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) (i) The majority of candidates failed to answer this correctly. Candidates did not understand what functional means and were unable to identify an area and explain it. Candidates did not achieve a mark if they just wrote 'heel' and gave no explanation.
- 16 (a) (ii) Pattern, fashionable and colour were the most popular answers, although some candidates incorrectly gave answers more suitable to part a(i) here.
- 16 (b) This question differentiated well with the more able candidates scoring high or full marks. The most typical responses related to recycling, the non-use of chemicals/non-toxic dyes and the use of natural materials and links to sustainable or renewable resources.
- 16 (c) The majority of candidates were able to achieve marks, with the most popular answers relating to wages/working conditions and moral buying.
- 16 (d) This question was not well answered with few candidates scoring full marks. Marks were awarded for the correct identification of pollution to the environment and allergies from working with chemicals. Candidates are advised to avoid generic answers such as 'bad for the environment' as these are too vague to warrant marks.
- 17 (a) This question was well answered by the majority of candidates, who were clearly able to correctly identify three items of safety equipment.
- 17 (b) The majority of candidates attempted to answer this question with the most typical answers being plants or vegetables.

- 17 (c) (i) There was a mixed response seen to this question with a combination of excellent full mark answers showing clear identification of two different types of secondary recycling, contrasted with some candidates incorrectly giving answers relating to primary recycling.
- 17 (c) (ii) This was well answered by the majority of candidates and some interesting and creative ideas were seen. It was disappointing to see that few candidates used colour on their designs and centres should encourage candidates to use colour on the design questions.
- 17 (d)* Responses this examination series were much improved. Several candidates scored full marks and it was clear that many candidates had practised 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. 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) This was generally well answered. The most common correct responses were related to soft/comfortable, lightweight and durable/hardwearing. Some candidates failed to score three marks as they put the same characteristic twice, e.g. soft and comfortable as separate characteristics.
- 18 (b) (i) A mixed range of responses was seen, with some candidates clearly struggling to correctly identify what was meant by sustainable.
- 18 (b) (ii) Candidates were generally better on explaining 'Biodegradable' and correct answers referred to decomposition, and natural fibres.
- 18 (b) (iii) This was poorly answered with the majority of candidates giving recycling and different ways of reusing as answers. Where candidates did answer correctly some 'textbook' excellent answers were seen.
- 18 (c) There was a mixed response seen to this question. Many candidates only scored two marks as they did not give three clear separate disadvantages to society of low-cost fashion.

A573 – Making Quality Products

There were few portfolio examples submitted for moderation this series.

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 gain access to the high marks.

In some instances too much time had been spent on research which lacked thorough conclusions. In a few cases, notes about production methods and how to complete various construction and decorative techniques were included in the portfolio. This is not necessary in Unit 3 and therefore does not attract any marks.

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.

The most 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 eras, etc.
- Present their background research based around the theme/starting point concisely and on no more than 4 x A3 sheets
- Write a detailed specification making reference to a quality product, providing the basis for design and development work in later criterion areas.
- Produce a clear, concise design brief.
- Present a wide range of creative and innovative design ideas (up to 6 detailed, not sketches) with care and thought using appropriate strategies from CAD, use of swatches and mixed media illustration work
- Include detailed annotation of their design ideas in relation to the *specification* and clearly identify their final design idea, with reference to their specification.

Point to note: Writing specifications with ‘how to achieve’ points are not substantial enough for the higher marks.

Making

The candidate is required to produce a **quality** product and clearly demonstrate (in writing) how to solve any technical problems they have encountered to gain access to the higher marks.

Care must be taken to ensure that there is sufficient visual evidence to support the use of quality checks when making.

Point to note: Marks may be compromised if detailed and clear photographic evidence of the key stages, with reference to quality checks, is not evident within the portfolio.

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

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

Critical Evaluation

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

Candidates should include at least two photographs of their final product. An inside photograph showing finishes, seams, etc. is encouraged to illustrate the completion of a quality product.

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

On the whole candidates have produced very logical and well-organised portfolios for both Units A571 and A573 this series.

A574 – Technical aspects of designing and making

The entry for this component was relatively small, but marks were awarded across the range. Overall, candidates seemed well prepared for the examination and most attempted all of the questions in the paper. The additional page at the end of the question paper was used by a few candidates.

Responses to questions about textiles techniques were quite well answered, and candidates also responded well to questions about modern materials. Some candidates did not read the questions carefully enough and their answers were often irrelevant.

- 1 (a) Most candidates scored 2 marks for this question, with waterproof, stainproof and wipe clean being the most common correct answers.
- 1 (b) Most candidates scored 2 marks for this question with oven gloves and tea towels being the most common correct answers.
- 1 (c) The most common correct answer related to washing or care instructions. Other frequent correct answers included fibre content and place of manufacture. Candidates who gave two care instructions only gained one mark.
- 1 (d) This question was generally well answered and it was clear where candidates had performed this technique.
- 2 (a) Most candidates were able to suggest appropriate finishes for items in the hotel room. Some did not gain marks for the explanation of the finish, as they did not give a reason why the finish would be useful. For example, if 'flame proof' was given as the finish, the reason could be to prevent the spread of the fire, or to allow additional escape time, or to meet Health and Safety requirements. To say 'to prevent the fabric from burning' was not sufficient to gain a mark. Some candidates suggested physical rather than chemical finishes, while others mentioned smart or modern fabrics.
- 2 (b) Some candidates had a clear understanding of the process of roller printing and gained full marks, while some confused it with rotary screen printing.
- 2 (c) Many candidates scored at least 1 mark for this question. Some gave a very clear definition of aesthetics and were able to link it to the design of the hotel room and therefore gained full marks. Some candidates related the look of the room to people wanting to stay there and increasing profits for the hotel.
- 3 (a) Most candidates were able to give the special performance characteristics of Kevlar and Gortex and suggest a product made using these modern materials. Most suggested stab vests or bullet-proof vests for Kevlar and outdoor clothing such as jackets and coats for Gortex. Fewer candidates were knowledgeable about Nomex and some confused it with Neoprene. Where it was known, fire fighter's uniforms were a popular product.
- 3 (b) This question was generally not well answered. Most candidates referred to speed and efficiency in relation to CAD/CAM rather than focussing on controlling accuracy when designing and making textiles products. As a result, few gained the higher marks.

Good answers included reference to the use of computer generated patterns to control size and shape of products and positions of pockets, buttonholes, decoration, etc, accurate pattern lays, accurate cutting using a laser cutter controlled by a computer, processes carried out by computer-controlled machinery such as embroidery and printing.

- 4 (a) Candidates continue to produce interesting ideas for the design question, although some candidates designed products made from wood or plastic rather than fabrics. This clearly impacted on the marks gained by candidates and is something centres need to address.

Candidates also need to be encouraged to read the question carefully. For this question candidates needed to annotate their design to show how their idea met the specification points and how it would be constructed in order to be awarded marks. Only one design was required, not a range.

Educational and appeal were frequently well explained. Higher marks were achieved by candidates who used subject specific knowledge such as naming fabrics, not fibres, to be used, components, construction and decorative techniques in their annotation.

- 4 (b) A few very good answers were seen here where the candidate clearly understood the JIT production system. Some candidates confused this with the delivery of the toys to the retailer rather than focussing on the manufacturing systems to make to toy. The industrial production systems that candidates need to have a knowledge and understanding of are listed in the specification.

Good answers included reference to advantages such as reduced costs for storage and less money tied up in stock and stock less likely to go out of fashion. Disadvantages included faulty supplies and missed delivery times affecting production, issues with colour matching of subsequent deliveries of fabrics and components, very careful planning and ordering needed.

- 5 (a) (i) Most candidates recognised the technique patchwork. Most common incorrect answers were appliqué and quilting.
- 5 (a) (ii) The majority of candidates scored at least 1 mark for this question and many gained 2 marks. The most common answers related to recycling material from old products and reducing waste. Some candidates mentioned the fact new material did not have to be made and linked this to reducing the impact on the environment.
- 5 (b) Most candidates scored 2 or 3 marks for this question. Hook and eye was the least well known of the fastenings, Velcro or hook and loop tape was the most well known.
- 5 (c) Some candidates produced very good answers. These included reference to neatening the edges of the fabric before inserting the zip, how to position the zip, selecting the correct machine stitch and the use of the zipper foot on the machine. Some also referred to checking the zip worked before inserting it, or checking it worked after it had been stitched in place.

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