Version 1.0

GCSE 2004

June Series

Report on the Examination

Design and Technology:

Textiles Technology

- Full Course
- Short Course

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Set and published by the Assessment and Qualifications Alliance.

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Design and Technology: Textiles Technology

Examination Paper

General

Candidates and their teachers are to be congratulated on the consistently high quality of the responses to the written papers. This year, a slightly different approach was taken to the design theme and candidates responded with their usual enthusiasm. Fashion garments tended to be the more popular choice and those who chose this option tended to gain the highest marks. There were, however, some interesting furnishing products as well as the usual crop of cushions.

Presentation was generally good and the use of colour to enhance presentation is now a feature of most candidates' work.

Overall the papers were answered reasonably well this year with the majority of candidates attempting to answer all of the questions. The quality of work varied between questions, but in the main was better on the design question than on the rest of the paper. Most candidates had prepared well and many presented their ideas and final design clearly with good annotation. There were fewer low scoring papers on the foundation tiers this year but, as in previous years, where questions were misinterpreted it often reflected either their poor language skills or an apparent lack of basic knowledge and understanding.

Full Course Foundation

Question 1

Generally candidates answered part (a) well, although some candidates referred to the quality of the drawings. Many candidates repeated themselves with comments such as 'plain/no decoration' within both (i) and (ii).

The majority of candidates in (b) answered this question correctly, with sound reasons for choice of an alternative fastening, giving a wide range of acceptable answers.

Part (c) caused difficulty for many candidates with answers related mainly to properties of denim and washing information. However, some candidates answered well in relation to suitability for product, colour and texture.

Question 2

Part (a) of this question produced a very mixed response. Some candidates related the question to ways of using ICT to research and collect data, or simply referred to 'CAD' or 'CAM' rather than the application of ICT to design. On the whole the higher ability candidates managed to gain 1 or 2 marks by demonstrating good knowledge and an increasing awareness of the role of ICT in designing.

Candidates in part (b) were clearly aware of safety issues regarding textile products and young children. The question was well answered on the whole with most candidates referring to small parts/components which could come loose and choke a child. Some confused the terminology, e.g. referring to 'flammable fabrics' instead of 'non-flammable fabrics'. Candidates also referred to testing of products or leaving pins/broken needles in the product for which no credit was given.

Initial ideas in part (c) (i) on the whole were done well and although the question asked for ideas to be shown in pencil, many used colour and effective notes which enabled their ideas to be communicated effectively.

Parts (ii) and (iii), generally the reasons for liking the ideas were clear with some repetition in the answers. There was some confusion in part (ii) with a number of candidates explaining why an adult might like it for themselves. There were many good, detailed answers to (iii) with candidates giving two points or one point with sound justification.

Generally a good standard of design work was shown in (b) with effective use of fabric and components. The majority of candidates had clearly been encouraged to use the mark scheme provided as a checklist and many gained well over half marks. A wide range of products was shown although many lacked originality, preventing the award of full marks in many cases. Detail was given of decoration used and the presentation was generally clear, including labelling which enabled marks to be gained. Some of the clothing items shown were not wholly suitable for the age group specified.

Some of the lower ability candidates failed to follow through the design of the product from the initial ideas and produced a completely different product or showed several different designs.

There was a mixed response to part (e) (i) with candidates either clearly knowing methods of decoration or giving the name of the decorative feature, e.g. 'butterfly'.

Candidates gave a mixed response to part (ii) of this question, although some candidates had clear knowledge of the method of decoration and were able to score well with the best answers clearly coming from first hand experience, e.g. tie-dye, machine embroidery, appliqué. There were also responses which either did not describe the technique named in (i) or described the making of the product. Candidates should be encouraged to use diagrams to help with their responses as these help to clarify points which they may find difficult to express in words.

Question 3

Part (a) was another question producing a mixed response, with either good awareness of the properties of denim/cotton, or only simplistic responses such as 'strong' or 'hard-wearing'. Quite often reasons were not developed, nor explained in sufficient detail to achieve the second mark.

There were many poor responses to part (b). Most candidates understood that the twill weave is strong but were unable to give much more information. Very few candidates gained more than 2 marks.
Care labels in part (c) were chosen well with most candidates clearly understanding their meaning, which enabled them to gain full marks.

There were many good examples of various techniques in (d) together with accurate detail. In some cases candidates were able to name a process but did not explain how it was achieved. A large percentage of candidates achieved full marks on this question.

The majority of candidates understood in part (e) what was meant by a component was and were able to give two acceptable examples. Very few were able to describe them, instead explaining their function, purpose or where they would be used. A small percentage of candidates did not understand the meaning of the term and referred to fabrics with reasons for their use.

Part (f) of this question was well answered on the whole although some candidates were awarded only one mark in each section because they repeatedly referred to fraying, thus repeating the question. Many did not seem to be familiar with a double stitched seam and commented only on its appearance. Full marks were rarely achieved in this question.

Question 4

(a) Many candidates understood that a production plan provides an order of work which is necessary to make the product although some thought it was necessary to know what had been done. Some thought it was planning for the designer rather than the manufacturer.

(b) Some knowledgeable responses with most candidates gaining high marks although in some cases the same answer was repeated in each section. The most popular advantages were 'speed' and 'accuracy'.

(c) (i) Many understood the concept of Quality Control but unfortunately did not relate it to either their product or specific areas of their product, e.g. seams, pockets. Those who did relate it to their product usually gained high marks. Those who had little understanding of Quality Control often gave points relating to Health and Safety issues.

(ii) This question was poorly answered. The majority of candidates did not explain what made the product value for money but gave reasons why people might want to buy it, e.g. the decoration, aesthetics. Value for money was frequently perceived as low price, or having lots of components, decoration or interest on the product. Those who achieved high marks made reference to allowance for growth, a design which would not date quickly, the fact that denim is a strong, hard-wearing fabric which does not wear out easily.

Question 5

(a) Candidates had a clear understanding of the advantages and disadvantages of buying products from different outlets and the majority gained full marks on this question. Some candidates were, however, confused and thought the question was about selling their product in different outlets rather than advantages and disadvantages of buying products.

(b) Some very knowledgeable answers with clear awareness of the value of a spreadsheet and how it works.

Full Course Higher

Question 1

(a) Most were able to respond well enough to gain at least three marks. Those who had researched in more depth clearly understood what was being asked, and were able to discuss the history of denim, and showed awareness of how it has become more popular for current fashion or household applications.

(b) This was usually answered well with many quoting to 'get ideas' and 'find a gap in the market'. There tended to be some repetition, but candidates had a good understanding of how ideas are generated.

(c) Candidates seemed to find it difficult to describe future trends and appeared not to understand what is meant by the term. Many suggested the use of surveys and the internet to find information on current products and thus were not awarded marks. However, more candidates seem to be aware of trade journals and fairs, the influence of street fashion as well as catwalk shows which helped them achieve high scores.

Question 2

(a) Many candidates appear unable to distinguish between CAD and CAM. There was much discussion of the general use of computers in textile manufacture but many did not home in on designing. High marks were given to those who concentrated on the use of design software and referred, for instance, to 3D modelling and virtual catwalk.

(b) This was well answered by those who did not confuse designing to ensure safety with quality control and/or health and safety issues.

(c) (i) Many candidates tried to be imaginative but tended to copy simple designs already available e.g. dungarees, denim skirts. Those who were credited with full marks showed creativity and had obviously enjoyed the opportunity to design an original product.

(ii) Responses lacked detail with only simple statements given. Many candidates simply described how but not why they would develop their design.

(d) As in previous years, this was a high scoring question for very many candidates who had come to the examination well prepared and gave a response to each of the areas detailed on the paper. There were some superb ideas, along with many 'middle of the road' designs which did not show a great deal of imagination. Embellishment tended to be pockets, appliqué and embroidery. Bleaching, stone washing and tie-dye were main methods of printing and dyeing fabric and often used to good effect. Labelling was detailed but often repetitive with the same detail given for both front and back views. Good use was made of an appropriate range of components.

Question 3

(a) Most candidates demonstrated a good understanding of the qualities of denim in relation to children's products, e.g. hardwearing, strong, washable and able to be decorated in various ways.

(b) Most recognised the twill weave but many referred only to the properties of the fabric and not to those conferred by the weave. However, the vast majority were well aware of the properties of Lycra.

(c) This was well answered although there some candidates were muddled over the use of the tumble dryer and some were vague about washing and/or ironing temperatures. Some symbols were confused and did not agree with the written explanation.

(d) There was an excellent response with colour and strength the most common qualities identified.

(e) (i) A good range of examples was offered and most scored two marks here.

(ii) Some responses lacked detail or were simple statements, e.g. 'to be environmentally friendly', 'to make the product cheaper'.

Question 4

(a) Candidates appeared to have understood the question but many lacked sufficient depth for the award of three marks. There was a range of responses, mainly referring to the saving of time, costings and having materials available. 'So the product is made properly' and 'so people know what they are doing' were also common responses.

(b) (i) This was either done very well or very badly. There was evidence of some well thought out quality control measures but some confused this with health and safety. Reference to fabric testing was a common mistake. Many gave three good areas for checking but without reasons or examples.

(ii) Many expanded on cost of materials and how 'cheap' their product would be. 'Value for money' was not always considered from the consumer's viewpoint; this was not a question about manufacturers' profits. Those who understood what the question was about usually responded by discussing the usefulness of the product, but few considered allowance for growth in garments.

Question 5

(a) (i) Many candidates showed poor understanding of the terms 'edge' and 'seam', confusing and muddling the two. There were, however, some relevant and interesting effects shown with fraying, machine embroidery and the use of trimmings the most popular responses.

(ii) Many candidates responded well gaining high marks. Others found it very difficult to explain a process in an articulate way, but those who tried to explain by using sketches generally performed better.

(b) Many candidates confused hem and seam; those who described hems were not awarded marks. The double stitched seam was a popular choice and often described in clear detail. Those who chose other types of seam often forgot to explain a finish to prevent fraying of the raw edges.

Question 6

All parts of this question were well answered with many candidates being awarded full marks.

Short Course Foundation

Question 1

Parts (a) and (b) were generally well answered with many candidates gaining full marks. In (b) candidates gave sound reasons for the alternative choice of fastening.

Part (c) of the question was not really understood with candidates frequently referring to fabric properties or testing.

Question 2

Many responses in part (a) earned full marks for detailing two ways in which a designer could ensure that a product is safe for children. However valuable marks were lost when candidates gave vague responses or referred to fabric testing.

Initial design ideas in part (b) (i) were usually good, but all candidates should be encouraged to present good quality designs with detail clearly shown. It was sometimes difficult to ascertain exactly what the product was meant to be.

Reasons for choosing an idea for development (ii) were sound, but many lost a mark because they did not refer to detail of their product or the intended end-user.

Designs, in part (c), were well presented with detailed annotation. The use of denim fabric and components was generally appropriate. Many of the final designs displayed imagination and originality, with the quality of children's clothing generally being higher than that of a textile product for a child's room.

Although the majority of candidates could name in part (d) one decoration method, relatively few could explain how to work the technique in enough detail to gain more than half marks. Answers were vague and frequently referred to manufacturing the product rather than explaining how to execute the design technique.

The evaluation of the product in part (e) in terms of value for money was generally good.

Question 3

Most candidates in (a) gave three sound reasons for using denim, but many failed to give the detail required to gain full marks.

Both parts of part (b) of this question were answered well with many responses awarded full marks.

Most candidates in (c) were able to explain one way in which manufacturers could put colour on to denim.

Question 4

The questions on manufacturing were poorly answered.

In part (a) although many candidates could give a reason for choosing or not choosing an overlocked seam, few gave the detail required to gain full marks.

Again, in part (b), candidates found it very difficult to give a reason for the faults, but explaining how to correct them proved to be even more difficult.

There were some very good answers in part (c) however less able candidates gave very vague responses, e.g. 'it's easy'.

Question 5

Parts (a) and (b) were well answered with many candidates gaining high marks. Some candidates in part (c) could give two other important costs though many lost marks by repeating costs already given in the spreadsheet.

Question 6

Candidates had a clear understanding of the advantages and disadvantages of buying products from the different outlets and the majority gained full marks on this question.

Short Course Higher

Question 1

Candidates generally answered this question well and were able to give answers relating to disassembly, or changing and modifying products in order to make them sell better. Typical responses were to 'see what is popular and selling well'. Some candidates thought the question was about general research for ideas, e.g. referring to a variety of sources such as the internet, fashion magazines.

Question 2

(a) Good answers included knowledge of using 3D modelling or virtual prototypes to view ideas from all angles, and the facility to easily change colours and patterns. Most gained at least half of the available marks. Many candidates misunderstood the question and focused on the use of databases and computer aided manufacture.

(b) Misunderstandings gave rise to quality control issues relating to loose threads and the need to sew components securely. Many did correctly identify design issues such as choking or tripping hazards as well as points about fire safety.

(c) (i) Initial designs were generally well produced showing originality and detail. Those failing to gain high marks resented weak ideas with little thought for their intended use.

(ii) There were many sound and justified reasons for choice referring to the suitability for the target market.

(d) Examiners saw some very high quality design work showing good use of printing and dyeing, mainly through the use of batik and tie-dye. Denim was used well with lots of different coloured fabrics being used to give various effects. Decorative effects were, in many cases, highly imaginative and appropriate for the product. However, some of the designs were not always appropriate for the target market.

Question 3

(a) The qualities described focused on denim being durable and hardwearing with more able candidates able to identify and justify why this was necessary for their product. Low scoring responses were often a list of properties, often related to cotton rather than denim fabric.

(b) Well answered with many full marks awarded.

(c) Candidates gave clear points relating to choice of colour and the need for strength.

Question 4

(a) Some good answers with candidates identifying that a production plan relates to stages in production, deadlines, machinery and deployment of staff.

(b) (i) There were some excellent answers with references to the need to check for flaws in fabric, straight stitching on seams and hems and the need to observe various tolerance levels.

(ii) Overall this was a poorly answered question. The majority of candidates did not explain what made the product value for money but gave reasons why people might want to buy it, e.g. the decoration, aesthetics. Value for money was frequently perceived as low price, or having lots of components, decoration or interest on the product. Those who achieved high marks made reference to allowance for growth, a design which would not date quickly, the fact that denim is a strong, hard-wearing fabric which does not wear out easily.

Question 5

(a) (i) Edge features were usually shown clearly with fraying being the most popular.

(ii) Explanations varied with many either missing important steps out or being confused by the process they were trying to describe. Higher marks were awarded to those who were able to provide a detailed and workable account.

(b) (i) Candidates understood that a prototype could be used to show a product before manufacture and to identify any faults therefore saving money later on.

(ii) This was reasonably well answered with more able candidates stating that specialist machines would be available or that more skilled workers would focus on one area of production.

(iii) Very well answered. All could identify that computerised machines would be more accurate, improve efficiency or save money as fewer workers would be employed.

Question 6

This was the best answered question on the paper with full marks awarded regularly.

Coursework

The Principal Moderator is pleased to report on the continued success of this specification. Not only has there been an increase in the number of candidates entered but we have seen some of the best work ever with most candidates showing excellent Design and Technology practice. Teachers have shown confidence in guiding their candidates through the major coursework projects and we have seen some innovative work from this year's entry. A large percentage of candidates achieved the highest possible grades through their understanding of the subject, their skill in designing and making and their ability to work to a time limit of 40 hours.

Teachers have become familiar with and are confident in the specification and are generally encouraging candidates to show their individual flair and creativity. This is excellent and very rewarding. Unfortunately, there are signs that if we are not careful we are in danger of playing too safe, over-leading the projects and teaching to too rigorous a format. The likely result will be the production of lack lustre projects that will fail to encourage innovation and the development of exciting original textile products. Giving no choice of task, presenting the same research/samples/ fabric data banks and testing information was more in evidence and the candidates failed to develop their work in an individual way.

Presentation of coursework

Candidates generally take great pride in their design folders and demonstrate a professional approach to presentation. Design folio presentation was outstanding even from the lowest ability candidates and in most cases it was a pleasure to assess. Candidates should feel proud of their achievements. The following points should be noted:

- avoid treasury tagging when the weight of samples often causes the portfolio to fall apart and work becomes damaged or lost. The thin, lightweight plastic folders used by the majority of centres are perfect for presentation purposes. Not only do they restrict the candidate to the number of pages they also protect the work and keep it secure;

- avoid presenting all of the work on heavy, expensive card;

- stapling the work together caused problems through the pages falling off and also the sharp staples causing injury. This practice should be avoided unless it is done with great care;

- when moderators visit centres all of the made products should be labelled with the candidates' details and the grades awarded.

Use of Formats

Despite concerns about teachers over-leading the project, there is a case for using some pre-formatted working sheets in the design folder. This year there was some excellent use of formats based on those used in industry and they proved to be particularly useful in the later stages of the project. They can speed things up which allows more time for challenging aspects such as development. Formats are particularly useful as a means of recording information and often give a very clear picture of decisions reached. Production records, manufacturing specifications, testing charts all helped candidates to reflect industrial practice, Quality Assurance, Quality Control, Risk Assessments and they often showed clearly the modifications made to their products.

Design Briefs

Candidates appear to be paying careful attention to the selection of a brief with a clear theme before they begin the task of product design. This is wise and has brought about a significant improvement, particularly in the quality of design for decorative work. It has also resulted in less direct copying of existing motifs and there is increased evidence of expert use of computerised sewing machines.

Moderators have reported an increase in the number of candidates focusing on fashion designs that could realistically be produced in 40 hours. It was encouraging to see that far fewer candidates had attempted the ball gowns which have been popular in the past. Very often these were made for the end of year prom with the design chosen from a commercial pattern and with very little designing taking place. The specification does not lend itself to this practice and candidates find themselves jumping through hoops to meet the assessment criteria. This is not educationally sound, with the development of creativity and innovation being lost and it should be discouraged by teachers.

Popular and successful themes

- Designing for children e.g. products to support the numeracy and literacy strategies, products for a library, play products, clothing based on nursery rhymes and specific colour ranges.

- Teenage fashion garments and home furnishing products based on a clear cultural theme, the Japanese, African and Indian being the most popular.

- Fashion accessories, particularly bags, have proved popular and this is an area where we have seen some of the most exciting work.

Research

- When a clear theme is set and the focus is on the careful selection of inspirational material there is a marked improvement in the quality of ideas.

- Research is one of the most improved areas with few centres encouraging candidates to do more than a mood or theme board, customer profiling and detailed product analysis through studying existing designs.

- It is encouraging to see less time spent on questionnaires which establish little that the candidate did not already know and cut and paste colour wheels and schemes.

- Mood boards were disappointing in some cases particularly when lower ability candidates chose inappropriate themes such as cartoon characters and then filled a sheet of cut out pictures, all from one source. Teacher guidance in this area would be helpful.

- Very few still engage in the practice of doing fabric investigative work as part of early research and the research assessment criteria is generally met very well.

Specifications

Candidates continue to write and use relevant, focused specifications.

Presentation of ideas

- A few centres could improve quality of design ideas by establishing an inspirational theme at the start of project.

- The majority of candidates now present their initial ideas as quick pencil sketches

- Ideas are then fully developed making a good use of a variety of media and modelling techniques including decorative embellishment work and calico mock ups.

Development

- It was evident that development work presented was either excellent or very weak depending, it seems, on teacher guidance through this demanding stage.

- Generally development work has improved though it still continues to be a weakness in many centres; sampling is often a class activity and not specifically related to work in hand.

- There has been an increase in the number of candidates including work done in Year 10 when it had no direct relevance to the product being designed. This work should not be taken into account when the work is assessed.

- In some cases it was evident that the candidate must have carried out development work but there was no evidence in the folder and no teacher annotation to support.

- Many candidates show excellent practice producing prototypes as part of testing and development but fabric testing samples are still in abundance and often are not relevant to the project.

- Photographs are very useful to get a feel of the product and how it developed before making a final judgement on the design work and they were appreciated by the moderating team.

- Surface decoration was very well developed.

- Construction development was much weaker and in some cases even the most able candidates selected and used a commercial pattern with no adaptation.

- However, many candidates had made their own patterns from disassembled products and others modified commercial patterns. Some candidates failed to describe these developments and as the teacher often failed to annotate the work it caused some difficulty for the moderators.

The use of ICT

- This year has seen a marked improvement in the use of computers with all but a few candidates including some evidence of ICT in the design folder.

- Many folders were presented very professionally using desk top publishing packages and often on less then 20 A3 sheets.

- Evidence of CAD/CAM was mainly in development work, though some candidates had made excellent use of the computerised sewing machine in their made outcomes.

- Candidates are still not using CAD to its full potential.

- Internet research was present in most folders, design programs made good use of showing different colour ways.

- A limited number used the Speed Step package successfully.

- CAM - Scan and Sew has been popular, however, some candidates used pre-programmed Disney motifs which limited their creativity.

Industrial Practice

- Almost all candidates included some evidence of understanding industrial practices in the development of their product and in many cases it was excellent. It is good to see centres making good use of the exemplar material provided by the board at the autumn meetings.

- A major improvement was the relating of industrial practice to their product which is a positive step forward.

- Very few centres delivered through a teacher led approach and factual notes and copied text were much less evident than in previous years.

- Very few had included irrelevant work on social issues, health and safety.

Analysis/testing/evaluation

- These are areas candidates continue to find difficult, though there has been a significant improvement in annotating work to make their thinking clear.

- Final testing and evaluation is much improved with even the least able completing testing and evaluation charts.

- Evaluations were much improved this year with candidates evidencing facts as well as personal views.

- Relevant testing and meaningful investigative work appeared and helped with the development of the project.

- Some centres' candidates are still testing fabrics irrelevantly with no explanation of why they are doing it and what they hope to establish that is not already known from the fabric specification.

Textile product outcomes

- The majority of moderators said what a pleasure it was to visit centres and see such a high standard of work being produced by candidates.

- The practical outcomes in centres visited highlighted the fact that the making process was less well assessed than the design process and occasionally over-valued. Where adjustments were made they tended to be due to staff over-valuing pupils practical outcomes.

- Outcomes have demonstrated a wide variety of skills and processes often making effective use of a range of interesting decorative techniques seen in other cultures.

- Work was often ambitious though achievable in 40 hours. It displayed high levels of creativity, originality and often innovation.

- Planning was sensible with many including production plans to help with their tasks and to enable them to write industrial plans.

- There was an improved standard of finish overall though in some centres this was a major weakness.

- In some cases the level of skill and demand was not high enough for candidates to be awarded the highest grades no matter how perfect the quality of their end product. They would benefit from teacher advice in this area.

- In some centres candidates are making three undemanding products and expecting the highest grades. Again the level of skill and demand must be there.
- Some centres still find level of demand and accuracy of finish difficult to assess. This is now appears to be a minority of centres often with inexperienced staff or non-specialist staff.
- A good range of products were seen using an interesting range of techniques.
- Candidates using the computerised sewing machine continue to produce good work and again there were some excellent neat finishes achieved using over-lockers.
- A wider range of outcomes were evident and many candidates appear to be less restricted in the briefs they work to.
- Techniques - appliqué, reverse appliqué, beading, couching, stencilling, tye dye, batik, silk painting, Plexifoil, transfer printing.
- Components were well used and reflected industrial practice – motifs, braids and ribbons.

Practical outcomes included:

- For children - play-mats, height charts, cubes, toys;
- Home products - wall hangings, cushions, appliance covers;
- Fashion accessories - including bags and hats. One or two ambitiously attempted shoes;
- Garments - trousers, skirts, tops, dresses and theatrical costumes - Cruella Deville, Shakespeare characters.

Use of cameras

- Excellent use was made of the digital camera for recording development work as well as testing.
- Some used it as part of a short Power Point Presentation promoting their product.

Annotation and administration

- The majority of centres followed all administration procedures perfectly and they are thanked for their efficiency.
- Teachers produced much less annotation, which is acceptable, however, teacher annotation is vital when Making has been given a high grade and the work is not there or given a very low grade and the work is good.
- Teacher annotation was generally helpful with most giving individual grades for each assessment criteria (which is a minimum requirement). However, some offered no explanation as to how the grades had been awarded.
- A few teachers are still not following instructions for the administration work. Some are still using AL instead of LA. This is unhelpful to the moderator.
- There was evidence of internal standardising not having taken place where more than one teacher was involved.

Short course

Candidates continue to struggle to reduce the folder content while still achieving maximum success in the making component. Unfortunately some of the work continues to resemble full course projects.

Comments on the design process given for the Full Course are also relevant to the Short Course.

- There was a marked improvement in the choice of design briefs.
- Many candidates had wisely chosen a product before starting to design and the work was much more concise and focused.
- Design solutions had been decided on more quickly and the most able candidates spent the vast majority of their time on development and making.
- Moderators continue to be very impressed with the excellent quality of made outcomes.

Conclusion

This specification goes from strength to strength with excellent awards made this year. Our young textile designers and their teachers have worked hard to ensure this success.

One anxiety is that innovation and creativity will be hampered in the future through teachers attempting to work to a fool proof formula in their endeavour to achieve the minimum C grades. As a teaching profession, for the sake of the development of our subject and its value to young people, we must avoid this at all costs.

Mark Ranges and Award of Grades

Full Course

Foundation tier

Component	Maximum Mark (Raw)	Maximum Mark (Scaled)	Mean Mark (Scaled)	Standard Deviation (Scaled)
3547/F	125	140	71.8	17.9
3547/C	95	210	122.6	36.4
Foundation tier overall 3547	--	350	194.4	46.1

		Max. mark	C	D	E	F	G
3547/F boundary mark	raw	125	76	65	55	45	35
	scaled	140	85	73	62	50	39
3547/C boundary mark	raw	95	59	47	35	24	13
	scaled	210	130	104	77	53	29
Foundation tier scaled boundary mark		350	213	176	139	103	67

Higher tier

Component	Maximum Mark (Raw)	Maximum Mark (Scaled)	Mean Mark (Scaled)	Standard Deviation (Scaled)
3547/H	125	140	90.0	16.7
3547/C	95	210	176.4	27.5
Higher tier overall 3547	--	350	266.5	38.0

		Max. mark	A*	A	B	C	D	allowed E
3547/H boundary mark	raw	125	98	87	76	66	51	-
	scaled	140	110	97	85	74	57	-
3547/C boundary mark	raw	95	95	83	71	59	47	-
	scaled	210	210	183	157	130	104	-
Higher tier scaled boundary mark		350	314	278	241	204	161	139

Although component grade boundaries are provided, these are advisory. Candidates' final grades depend on their total marks for the subject. In particular, A* is determined on candidates' total marks, not on each component, and candidates do not have to obtain 95 marks on the coursework component in order to gain grade A* on the subject as a whole.

Provisional statistics for the award

Foundation tier (15648 candidates)

	C	D	E	F	G
Cumulative %	36.9	66.3	82.7	91.8	96.7

Higher tier (20700 candidates)

	A*	A	B	C	D	allowed E
Cumulative %	9.1	43.1	76.8	94.3	98.73	99.3

Overall (36334 candidates)

	A*	A	B	C	D	E	F	G
Cumulative %	5.2	24.5	43.7	69.6	84.8	92.1	96.1	98.2

Short Course

Foundation tier

Component	Maximum Mark (Raw)	Maximum Mark (Scaled)	Mean Mark (Scaled)	Standard Deviation (Scaled)
3557/F	100	120	67.7	15.8
3557/C	95	180	98.4	33.6
Foundation tier overall 3557	--	300	166.1	41.7

		Max. mark	C	D	E	F	G
3557/F boundary mark	raw	100	67	59	51	43	35
	scaled	120	80	71	61	52	42
3557/C boundary mark	raw	95	60	48	36	24	12
	scaled	180	114	91	68	45	23
Foundation tier scaled boundary mark		300	193	161	129	97	65

Higher tier

Component	Maximum Mark (Raw)	Maximum Mark (Scaled)	Mean Mark (Scaled)	Standard Deviation (Scaled)
3557/H	100	120	86.1	14.6
3557/C	95	180	149.6	23.9
Higher tier overall 3557	--	300	235.7	32.6

		Max. mark	A*	A	B	C	D	allowed E
3557/H boundary mark	raw	100	95	83	71	59	45	-
	scaled	120	114	100	85	71	54	-
3557/C boundary mark	raw	95	95	84	72	60	48	-
	scaled	180	180	159	136	114	91	-
Higher tier scaled boundary mark		300	289	254	219	184	145	125

Although component grade boundaries are provided, these are advisory. Candidates' final grades depend on their total marks for the subject. In particular, A* is determined on candidates' total marks, not on each component, and candidates do not have to obtain 95 marks on the coursework component in order to gain grade A* on the subject as a whole.

Provisional statistics for the award

Foundation tier (412 candidates)

	C	D	E	F	G
Cumulative %	32.0	55.6	78.9	89.8	96.1

Higher tier (697 candidates)

	A*	A	B	C	D	allowed E
Cumulative %	2.3	31.4	70.2	92.5	99.0	99.6

Overall (1109 candidates)

	A*	A	B	C	D	E	F	G
Cumulative %	1.4	19.7	44.1	70.1	82.9	91.9	95.9	98.3

Definitions

Boundary Mark: the minimum (scaled) mark required by a candidate to qualify for a given grade.

Mean Mark: is the sum of all candidates' marks divided by the number of candidates. In order to compare mean marks for different components, the mean mark (scaled) should be expressed as a percentage of the maximum mark (scaled).

Standard Deviation: a measure of the spread of candidates' marks. In most components, approximately two-thirds of all candidates lie in a range of plus or minus one standard deviation from the mean, and approximately 95% of all candidate lie in range of plus or minus two standard deviations from the mean. In order to compare the standard deviations for different components, the standard deviation (scaled) should be expressed as a percentage of the maximum mark (scaled).

Uniform Mark: a score on a standard scale which indicates a candidate's performance. The lowest uniform mark for grade A* is always 90% of the maximum uniform mark for the unit, similarly grade A is 80%, grade B is 70%, grade C is 60%, grade D is 50%, grade E is 40%, grade F is 30% and grade G is 20%. A candidate's total scaled mark for each unit is converted to a uniform mark and, when subject grades are awarded in 2004, the uniform marks for the units will be added in order to determine the candidate's overall grade.