



**GCSE**

**Design and Technology: Textiles Technology**

General Certificate of Secondary Education **J307**

**OCR Report to Centres June 2016**

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.

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.

© OCR 2016

## CONTENTS

**General Certificate of Secondary Education**  
**Design and Technology: Textile Technology (J307)**

### OCR REPORT TO CENTRES

<b>Content</b>	<b>Page</b>
A571 Introduction to designing and making & A573 Making quality products	4
A575 Sustainability and technical aspects of designing and making	11

# A571 Introduction to designing and making & A573 Making quality products

## General Comments

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. 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.

## CONTROLLED ASSESSMENT – J307

Controlled Assessment for this specification can be submitted by post or as an electronic version via the OCR Repository.

**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 storage device. This is classed as being a postal (02) moderation.

Centres submitting portfolios by post for the June 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;
- once the Centre receives the electronic sample request, the portfolios must be dispatched within **3 days**;
- work produced for the portfolio needs to be 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.

## Useful Tips:

- It is not necessary to make reference to, or include notes, about specific industrial methods of production within Units A571 or A573.
- It is advisable that candidates use at least font size 10 for portfolio work.
- The inclusion of watermarks and enhanced backgrounds in portfolio work can distract from the work, making it difficult to decipher the content.
- The portfolio work **only** needs to be seen during moderation. Centres are requested not to send any practical work with the portfolio.
- Work should be removed from heavy ring binders, be securely fastened together and presented so that pages can be turned without having to remove sheets from plastic wallets.
- Work should be clearly labelled with Centre number, name of candidate and candidate number.

## OCR Report to Centres – June 2016

- The theme and starting point should be 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.
- Candidates should include **acknowledgements or a bibliography** in the portfolio.
- Candidates should include a minimum of two digital images/photographs of the final product.

**Important:** Centres are to ensure that they make reference to the present Specification available on the OCR website (revised April 2012 version 1) when assessing candidate’s work.

### 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’, ‘Flash from Trash’ and ‘Textile Techniques’.

The themes most popular this series for Unit A573 were ‘Twentieth Century Influences’ and ‘Celebrations’.

### 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 submitted.

**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.

Similarly, it is recommended to contact your Subject Specialist via the Contact Centre, or review the OCR CPD Hub [www.cpduhub.ocr.org.uk](http://www.cpduhub.ocr.org.uk) in order to take advantage of the support that can be offered in delivering and marking this qualification.

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

On the whole, centres have recorded and totalled marks accurately this session, which is to be commended. More Centres have submitted special consideration and lost coursework documentation this year.

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.

## A571 - COMMENTS ON INDIVIDUAL CRITERIA AREAS:

Most Centres have made 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. This is to be commended.

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.

**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 session once again, with Centres awarding full marks for very little evidence. Care must be taken here.

### Cultural Understanding

It has been noticeable this series that candidates are answering this section better, although it is still one of the areas causing the most problems for candidates.

Successful candidates were able to:

- analyse their questionnaire results in relation to user lifestyle, personal choice and the design need. It was noticeable that 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;
- complete research which is concise, accurate and relevant. **Candidates need to ensure that they link research to the theme or starting point.**

Candidates need to be careful that they do 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 still a concern this session with many portfolios illustrating a lack of design variety.

### 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.**

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 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;

- provide in-depth analysis of data relating to the principles of good design and the products available on the high street;
- **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. 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.

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 most successful were:

- detailed and provided a basis for design and development work in later criteria areas;
- incorporated a reference to environmental awareness/sustainable design and the production of a **working prototype NOT a 'quality' product.**

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

Care must 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 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.

Successful candidates had:

- presented a wide range of freestyle illustrated and annotated design proposals/sketches and identified the final idea;
- not evaluated each design against the specification, but annotated the important features, components and materials/fabrics only;
- included creative and original ideas that 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 criteria area. This is to be commended.

OCR Report to Centres – June 2016

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 submitted.

Candidates that did well in this criteria area have:

- made detailed references to an appropriate production system/step by step plan which is relevant to the actual textile prototype made;
- highlighted (in writing), all technical problems encountered through the making 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. (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).

### 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 and achieved full marks.

Further developments by better candidates:

- identified modifications to their own production system rather than the actual prototype product;
- presented at least **two** photographs of their prototype;
- illustrated clear progression and demonstrated an accurate use of spelling, punctuation and grammar.

It was more noticeable this session that where there was no evaluation evident in the portfolio, Centre's awarded no marks at all. Up to three marks should be added here for SPAG (spelling, punctuation and grammar).

The majority of Centres had included evidence of referencing/bibliography in this unit, which is to be commended.

**A573 - COMMENTS ON INDIVIDUAL CRITERIA AREAS:**

In general, Centres are more accurately marking this piece of controlled assessment with candidates preferring this unit.

**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.

**Some Centres had spent too much time 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.

**Candidates do not need to include a questionnaire or 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.

**It is worth remembering that this section is only allocated 4 marks, which includes the specification and design brief.**

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;
- 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 criteria 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**

Many quality items have been seen this session that were worthy of high marks and a joy to see. Candidates that did well in this criteria area have:

- made detailed references to an appropriate production system/step by step plan which is relevant to the actual textile prototype made;
- highlighted (in writing), all technical problems encountered through the making 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. (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).

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

### **Critical Evaluation**

The Evaluation section was completed with more confidence this year. 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.*

Units A571 and A573 are two separate units that include subtle differences in format and assessment criteria. It is therefore important that candidates approach the completion of each unit independently and do not follow the same format for both.

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

# A575 Sustainability and technical aspects of designing and making

## General Comments

The paper was appropriately answered and enabled candidates to perform across the ability range. Overall the paper has performed well and candidates have been able to show some very good responses, throughout the questions. Some high marks were seen this year. Candidates appeared to have sufficient time to attempt all questions on the paper. The number of NR (no response) to individual questions was less than in previous years.

Any area of the specification can be covered in the examination paper, and it was noted this year that candidates did not have detailed knowledge of smart materials and performance enhancing properties. Although micro encapsulation is more widely understood now, beyond this, a high percentage of candidates seemed to struggle to describe other smart materials. Confusion was also seen in the question 18 c 'how to work a machine stitched buttonhole'. Candidates need to be aware that when responding to a question that refers to a working process they need to reference to the correct technical procedure and some candidates lost marks due to describing 'in house' ways of working and incorrect technical language. Several candidates also wrongly read the question and described the process of 'how to sew on a button'.

Some candidates made use of the additional pages at the end of the examinations paper, but not all indicated they had done this. It is good practice for candidates to annotate if a question is continued. Also, when using the additional space, candidates need to indicate which question they are answering.

## Comments on Individual Questions

### Section A

- Q1 The high majority of candidates answered correctly.
- Q2 The majority of candidates answered correctly, however 'Institute' was a common wrong answer.
- Q3 Extremely well answered.
- Q4 Most candidates answered correctly. The most common incorrect answers were 'a' and 'c'.
- Q5 Most candidates answered correctly. The most common incorrect answer was 'wool' or 'trees'.
- Q6 A high percentage of candidates answered this correctly. Solar or wind were the most popular correct answers seen.
- Q7 The majority of candidates answered correctly, however 'repair' was a common wrong answer.
- Q8 A surprising number of candidates were not able to name the symbol and some candidates did not attempt the question at all. Reference to cotton and flowers were common wrong answers.
- Q9 This question was generally not well answered and some gave no response. Candidates were unable to state the term 'product life-cycle'.
- Q10 This was poorly answered by the majority of candidates and had the highest no response rate on the paper. All four missing words had to be correct to gain a mark.
- Q11 The high majority of candidates answered correctly.
- Q12 The high majority of candidates answered correctly.
- Q13 The high majority of candidates answered correctly.
- Q14 The high majority of candidates answered correctly.

Q15 The high majority of candidates answered correctly.

Q16a

Candidates frequently gained two or three marks here. Strong, hardwearing and durable, with washable and lightweight were the most common answers. Wrong answers included absorbent and soft.

Q16b

Candidates gave mixed responses to this question. Most were able to state one or two points with some examples. Good answers referred to the jobs created in LEDCs and getting a cheaper workforce, with economic advantage for the company being one of the most popular points. There was some confusion with transporting the goods and how the product could be made to a higher standard.

Q16c

Candidates seemed to enjoy this question and there were some creative and clever design ideas with the majority of candidates achieving five or six (full) marks. The most typical answers referred to educational eye-catching colourful designs showing lettering or numbers, detailing methods of embellishment or adding colour and also annotated with measurements and fastenings.

Q16d

A well attempted question, with 'charity shop' and 'giving to a relative' being the most popular correct answers. Some candidates lost marks through incorrectly giving secondary recycling as an answer, the most common being 'taking it apart and making it into something else'.

Q16e\*

This was the first of the banded mark scheme questions where candidates are required to give a detailed thorough response. Good answers gave reference to renewable energy within the manufacturing process, lay planning, avoidance of chemicals and recycling of heat and water. Some candidate did not read the question carefully enough and went off at a tangent talking about transport and end of life disposal in landfill. Centres are reminded that candidates are marked on spelling, punctuation and grammar on this question. An answer shown as a list of bullet points would not achieve high marks.

## Section B

Q17a

This question was not well answered; however some candidates scored full marks for this question. The most common correct answers were cheaper, fewer chemicals used and no dye to stain clothes.

Q17bi

This question was well answered, with the correct answer being warp knitting.

Q17bii

A mixed response was seen to this question. However some candidates were able to correctly state three performance characteristics of knitted fabric. The most common answers were stretchy, warm and absorbent.

Q17c

Some candidates were able to give good answers; the most common referred to stain resistant and water proofing. There was however several confused answers here, referring to laminating fabrics and decorative finishes that could be applied. Again reference to reading the specific question and highlighting key words such as 'performance' would help candidates. Candidates did need to name a correct finish in order to gain marks for the explanation.

Q17d\*

The second of the banded mark scheme questions was well answered by candidates. Many scored marks for an understanding of the general benefits to a manufacturer of a prototype. Good responses referred to sizing, making methods, feedback and improvement. Many candidates also correctly wrote about testing with consumers, costings and planning.

Q18a

This question was well answered although few candidates scored full marks here. Few candidates could name the parachute clip and many did not read the question carefully enough and did not give a garment. Bags, rucksacks and seatbelts were common mistakes.

Q18b

This question had a mixed response with very few candidates scoring full marks. Where correct answers were seen candidates gained marks for reference to measuring the button, marking positions, setting the machine to the correct stitch setting, cutting the slit and trimming threads. Candidates need to be aware that when responding to a question that refers to a working process they need to reference to the correct technical procedure and some candidates lost marks due to describing 'in house' ways of working and incorrect technical language. Several candidates also wrongly read the question and described the process of 'how to sew on a button'.

Q18c

This question differentiated well between candidates. Common correct answers referred to checking there were no sharp objects /pins left in, component stitched on correctly and no loose threads.

Q19a

This question was well answered. The most popular answer referred to the stretchy advantage of the fibre blend.

Q19b

This question was well answered with the majority of candidates. Most candidates gained three or full marks for this question. Typical modified designs showed reference to a hood, longer sleeves and legs, thermal lining and use of reflective/ hi-vis fabric.

Q19c

This question was not well answered overall. Where answers were seen candidates often only gave one, rather than the three required. Correct answers seen gave reference to micro encapsulated, thermochromic, anti-bacterial and fastskin. Few answers went into sufficient detail and candidates would benefit from giving a full written answer rather than bullet points when they are asked for a description.

19d

A mixed response was seen to this question. Some candidates had a very good understanding of this system of manufacturing. Good answers frequently mentioned the reduced requirement for storage thus reducing costs, resources delivered when needed so money not tied up in stock and less space needed.

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998  
Facsimile: 01223 552627  
Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office: 1 Hills Road, Cambridge, CB1 2EU  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2016

