

Examiners' Report Summer 2008

GCE

GCE Design and Technology - Product Design (8110/9110)

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Principal Moderator's Report summer 2008
GCE AS Design & Technology: Product Design
Textiles Technology unit 6149/01

Overview

Centres and candidates are to be congratulated on the quality of the work submitted for this year's examination. The work was appropriate, interesting, well presented and showed great enthusiasm for the subject. Many candidates' work could easily have been submitted for A2 level.

The overall standard of the work submitted was better than last year, and there were an increased number of candidates achieving the higher grade. There was, yet again, increased evidence of candidates designing for a client at AS level this year, and this will serve them well next year if they should decide to continue their studies of Textiles into A2 level.

Unfortunately, as with previous years, there was still evidence of some candidates not producing work of the standard expected of AS level. Some were not even GCSE standard and centres should look very carefully at their candidate's work before entering them.

Most centres allowed their candidates to choose their own topic and this, in turn, normally leads to a varied range of products being made. However, it was noted that there was not such a wide range this year. Many candidates had chosen to design and make garments and interesting, creative furnishings were kept to a minimal. There was still some evidence of centre led topics, and in these cases, candidates' creativity was often stifled.

Uses of ICT

Candidates at centres being fortunate to have ICT facilities did use it extensively and with great expertise in their coursework folders. Apart from it being used to enhance the general presentation of information within the folder, it also helped the candidate to produce their work within the suggested number of pages.

Administration

Most centres used the new CAB format, up-dated in line with the revised specification to include criterion H. However, a small number of centres did not, and so students were not awarded a mark for Quality of Written Communication (QWC).

Other CAB issues were:-

- the centre had not provided adequate annotation or page reference for each section, thus making it very difficult to determine where teacher marks had been awarded.
- the candidate's marks were not added up correctly and, in turn, this incorrect mark was transferred to the OPTEMS.
- criterion G assessment was still being misinterpreted, but only in a few centres.

Design Folders

A large number of centres submitted folders that showed a high standard of work within the page range recommended by the examination board. These candidates had obviously been encouraged to be selective about the work that they were including in their folders and to be analytical in their approach to the work. Many candidates are encouraged to use flaps on their pages to submit more information. This method, however, makes the moderation process much slower, particularly if the moderator has to first remove the page from a plastic wallet before the flaps can be lifted to be read. Folders were submitted in A3 format and most were suitably bound. Some design folders could have been improved if centres had informed candidates of the need to put their candidate name and number, centre name and number and page numbers on each page of their folder and to organise their work into the relevant sections to make it easier to access marks.

Assessment objectives and criteria

Criterion A

Most centres marked this section appropriately. It was generally completed well, with many candidates carrying out clear, succinct research and scoring high marks. However, some candidates are still submitting twenty pages and more for this criterion alone and are obviously spending a disproportionate amount of time and effort at the expense of subsequent sections, especially when much of the research is irrelevant. In a number of cases, the analysis of the problem needed to be more detailed to direct the research to be carried out. The best specifications generated demonstrated quantitative data and justified why each point of the specification was necessary.

Criterion B

Here, some centres had marked their candidate's work in line with the assessment criterion. There was evidence of some talented, creative and innovative design drawings with greater use of computer-generated designs. Unfortunately, however, this was again one of the most problematic sections. Many centres rewarded their candidates with full marks based only upon the quality of their design drawings, ignoring the assessment criteria.

Moderators are looking for evidence of:

- the research carried out in criterion A;
- front, back and exploded views of detail in colour;
- swatches of the possible fabric(s) to be used;
- sufficient detailed information to communicate their thoughts;
- feedback from their target group;
- evaluation against the specification points generated in criterion A.

Many candidates are still submitting their final design drawing at the end of this section instead of being at the end of criterion C. There needs to be evidence of the development of their chosen idea in criterion C before the final design is achieved.

Criterion C

There was evidence of some very good development work and centre marking being appropriate. However, unfortunately, this was again also one of the most problematic sections. There were still far too many candidates showing very little development for the high marks awarded by the centre. The assessment criterion had clearly not been met.

The issues were:

- many candidates are still failing to develop their ideas as a result of feedback gained from the target group.
- toiles or prototypes, if made, were often referred to, but there was no evidence of them or of the paper pattern being drafted or adapted for them in the folder.
- candidates were not showing enough evidence of the testing and trialling of relevant textile techniques needed to be able to make the product.
- fabric testing was not carried out and if it was, some was irrelevant and not justified by the needs of the fabric performance required.
- candidates are still not evaluating their development fully, in prose, against the specification points generated in criterion A.

Criterion D

Most candidates achieved good marks for this section and centre marking was appropriate. Candidates produced focussed production plans with quality control checks and feedback. Most had considered realistic estimated timescales, materials and equipment required and produced cost effective lay plans. Third-party manufacture was quite possible. However, some candidates evidenced little or no planning at all; some showed retrospective planning and for this they could not be awarded marks.

Criterion E

Most centres marked this section appropriately. There was evidence of many excellent finished products with good reference to health and safety issues concerned with the making of it. More centres had encouraged their candidates to show evidence of the making process, preferably with the use of digital camera images, in this section. It enabled the moderator to have a greater insight as to how the product had reached its final state.

Criterion F

There was evidence that centre marking was often too generous in this section because candidates were awarded high marks when the assessment criterion had clearly not been met. Unfortunately, this criterion is still rushed at the end of the project and candidates do not give themselves adequate time to complete it thoroughly enough. Only a few candidates commented upon the effectiveness of their work plan in achieving a quality product. Finished products were not effectively tested to ensure fitness-for-purpose. In many cases, candidates simply gave a list of the problems that occurred throughout the whole design and make process. Added to which, many are still submitting an evaluation based on their own personal observations, rather than involving their target group. They need to obtain their target group's opinions and record their suggestions as possible areas for improvement. Furthermore, candidates must be encouraged to evaluate the finished product fully, in prose, against the specification points generated in criterion A.

Criterion G

Again, there was much improvement this year of a centre's interpretation of this criterion, with only a very few centres still getting it wrong. Most centres realised that it referred to the *Edexcel* examination board's specification, and not to the candidate's specification generated in Section A. It is rare for a Textiles candidate to produce work that does not fully match the *Edexcel* Specification guidelines. Candidates therefore, should have been awarded the full 10 marks for this criterion.

Criterion H

As previously stated, most centres gave their candidates a mark for the quality of their written communication and the marks they awarded were of the appropriate level of response.

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GCE AS Design & Technology: Knowledge and Understanding of Product Design
Textiles Technology unit 6150/01

This paper presented no procedural changes to last year's paper. The paper presented candidates with a balanced range of questions based on the syllabus that includes CAD / CAM.

There were very few unanswered question spaces which meant that candidates attempted a high proportion of the paper. Most of the responses were written within the allocated area, but there were 4.4% (60 out of 1364) a small number of the scripts that were unsuitable for scanning and had to be marked traditionally. This proportion could be diminished further, and centres need to realise that the addition of extra sheets and treasury tags add to the problems of marking - particularly when there was plenty of space on the paper for extra answers to be written without adding more. Candidates need to be encouraged to write in black ink, as the blue ink responses can be difficult to read.

Question 1ai

Question 1ai was generally well answered with most candidates scoring at least 2 out of the 4 marks. The most popular responses for properties of polyester were its high strength and non-absorbency.

Question 1aii

Question 1aii produced a very good response with very few candidates unable name at least 1 alternative thermoplastic fibre. A high percentage gained the full 2 marks available. The most popular responses here were acrylic and nylon.

Question 1bi

Question 1bi gave the candidates the opportunity to relate properties of a textured yarn with a common product. The most popular product and benefits given were both linked to the fleece jacket and its warmth due to the air trapped in the yarns crimps and coils.

Question 1c

Question 1c was well answered with many candidates understanding that thermoplastics melt when exposed to high temperatures which cause them to change shape and gave this as their answer. Those that only gained 1 mark did not go on to explain the consequence of heat on thermoplastic fabrics.

Question 1d

Question 1d was another well answered question where candidates used their diagrammatical skills to show the core and wrapped fibre of a core spun yarn. Question 2a was also answered reasonably. Candidates had a good knowledge of the type of fabric produced on a flatbed and circular knitting machine. The most popular answers being weft knitted and tubes of fabric. Slightly more candidates responded well to flatbed than circular knitting machines.

Question 2b

Question 2b asked for an explanation of rib knitted fabrics suitability for socks. Many were able to describe that being very stretchy, enabled it to fit over a wide range of sizes. Incorrect answers included suggestions of rib knitted fabrics being hard wearing and providing extra warmth.

Question 2ci&2cii

Question 2ci and 2cii required knowledge of the advantages and disadvantages of weft knitted fabric. Many candidates were able to give clear answers about the advantages which included good crease resistance and being machine washable. Few managed to score full marks when asked to describe the disadvantages therefore they tended to explain about the fabric curling when being cut or it laddering if a stitch was dropped.

Question 2d

Question 2d produced a mixed response from candidates. Many gave a definition of CNC and not of the advantages it would bring to make the production of knitted fabric more flexible. Candidates stated answers relating to programming machines and continuous production but candidates did not clearly link their explanation to how this makes things more flexible.

Question 2e

In question 2e candidates showed good basic knowledge of corduroy's suitability to children's clothing. The most popular answers being its warmth and the ease in which it can be cared for.

Question 3

Question 3 asked questions relating to a shopping bag and produced a range of good answers for 3a where candidates readily stated a suitable finish and justification.

Question 3b

In question 3b many candidates demonstrated little knowledge of the construction and application of a patch pocket. Candidates tended to mention the pattern making, lay planning and cutting preparation stages which lost them marks.

Question 3c

Question 3c was misunderstood by a significant number of candidates. Generally answers did not mention an appropriate check that would be carried out on an attached pocket but instead would be carried out at the prototype stage. Most popular correct responses included manual tugging to check seam strength and checking the position of pocket using template or visual checks.

Question 4a

In question 4a candidates showed good knowledge of layplans which was the most popular choice along with preparation of production patterns but most shied away from grading. Not many full marks were gained from this area as candidates were unclear of the full impact CAD and CAM had on the efficiency in these areas.

Question 4b

Question 4b was answered reasonably well, with cutting chosen frequently by candidates. When fabric spreading was chosen, few candidates could fully demonstrate a thorough understanding of how CAM impacts on the chosen areas. This meant that most candidates that chose cutting gained at least 1 mark.

Question 4c

In question 4c there were some good answers to the question of manufacturers testing using external standards. The most popular points given were: reputation increase, unbiased views, BSI marks, and charging higher prices. Answers such as "saves the manufacturer time" and "it would be free" by some candidates showed a lack of knowledge.

Question 5a

Question 5a on 2D/3D and Virtual modelling was misinterpreted by candidates as many confused virtual modelling with 2D/3D modelling and vice versa. Virtual modelling was by far the more popular answer. Popular responses related to changing easily, saving time and money on prototypes.

Some candidates showed sound understanding but not many gained full marks.

Question 5bii

Question 5bii was better answered than 5bi with candidates being aware of the aspects of production planning and many gaining full marks. Candidates did not name the forms of ICT used but often explained their uses in 5bi therefore could not access full marks.

Question 6a

Question 6a was successfully answered by many candidates with a significant number able to clearly describe the differences between traditional and 'make through' manufacturing. Good answers related mostly to 'one off' being more expensive due to being time consuming and being more detailed and unique. Candidates also mentioned points relating to quick response using teams of workers, standard sizes and economies of scale.

Question 6b

In question 6b candidates produced mixed responses to the question based on CAM being better than human testing. Many related to it being faster than humans but this was not often qualified. Popular answers were machines working constantly, no breaks or tiredness and being quicker to pick up faults. A large number of candidates stated it was cheaper due to not having as many workers but did not refer to the running cost and maintenance needed for the upkeep of machinery.

Question 7a

Question 7a was a very well answered question with very few zero scores. The advantages were explained slightly better than the disadvantages. Most candidates were able to identify fashion being cheaper due to larger production, fast changing fashion and availability in range of sizes. Candidates demonstrated clear understanding of the effects of both disadvantages and advantages of mass production on consumers. Many achieved full marks.

Question 7aii

In question 7aii popular responses included poor/ low quality goods and throw away society.

Question 7b

Candidates answered 7b quite well and demonstrated some good understanding. Most candidates were able to identify a positive and negative aspect relating to 'more jobs' and also pollution and exploitation with poor working conditions. Some candidates achieved full marks on this question and could clearly discuss the effects of manufacturing on a less developed

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Textiles Technology unit 6151/01

This was generally a well answered exam paper with few questions not attempted. Most of the responses were written within the allocated area, but there were 7% (57 out of 832) of the scripts that were unsuitable for scanning and had to be marked traditionally. This is far too large a proportion, and centres need to realise that the addition of extra sheets and treasury tags adds to the problems of marking, particularly when there was plenty of space on the paper for extra answers to be written without adding more. Candidates need to be encouraged to write in black ink, as the blue ink responses can be difficult to read.

Question 1a

Question 1a was generally a very well answered question with most candidates scoring at least 2 out of the 3 marks. Some candidates left it blank or just guessed at random items and some candidates did not name a specific end use but just gave a property. Tea bags was the most popular answer for a suitable end use for Lyocell but this was the material the candidates found the most difficult. Naming the end use for Kevlar was the most successful, most suggesting bulletproof vests. Firefighters uniforms was the most popular answer to Nomex.

Question 1bi

Question 1bi was answered well. Candidates defined video conferencing and were able to identify that it was a personal, visual method of communication that would enable manufacturers to communicate in different locations, identifying cost savings from not travelling and with a few mentioning the environmental benefits from it.

Question 1bii

Question 1bii was a very well answered question with a large number of candidates giving far more points than needed. Some candidates misunderstood/misread the question and talked about the benefits to the client rather than to the designer. The most popular points given were: changing/trying out colourways, looking at fabric drape, to be able to make changes and adaptations. A number of candidates mentioned 'virtual catwalk' and 'virtual changing room', it was obvious from the way they answered that this was something that they had covered in detail.

Question 2ai

Question 2ai was misunderstood by a large number of candidates and very few scored full marks. The misunderstanding came from the word 'marketing' which was read as 'advertising'. A number of candidates went on in great detail and at length about receiving e-mails with offers and promotions in them and 'pop ups' advertising goods. From the correct responses the most popular points made were that it can be done from home, its convenience, saves travelling, more/wider choice and that it is easy to make comparisons.

Question 2aii

Question 2aii was answered much better than the first part of the question but a number of candidates gave answers about not actually having the internet or not knowing how to use the internet. The most popular answers were not being able to try items on, items not fitting, having to send items back, pop ups, fraud/security issues and hacking.

Question 2b

Question 2b was answered very well with many candidates scoring full marks. They generally identified that BSI set standards to which manufacturers must adhere and how this would result in good quality products. Candidates were also able to identify how BSI would produce better reputations for a manufacturer relating this to higher prices and a lesser likelihood of prosecution. These were the most common answers with some candidates being able to identify testing procedures within BSI. The main error in this question was where candidates explained the benefits of BSI for the consumer rather than for the manufacturer.

Question 2c

In Question 2c candidates understood the role of the ASA and most gained a mark for stating adverts must be honest, legal and decent and were able to give suitable examples. Many understood the principles of fair competition and, again, could quote examples. Many candidates wrongly thought that the job of ASA was to give a fair length of advertising time/exposure and to regulate the actual size of the advert, where it could be published and to monitor how many advertisements are placed.

When candidates answered under the correct headings in question 3a, they answered this question reasonably. However, many candidates lost marks here because they answered under the wrong headings, with the result; this was a low scoring answer. Materials production was the most successful and popular choice of answer relating to digital stitch control looms and knitting machines though many candidates referred to garment construction and CAD/CAM rather than actual materials production. Knowledge of materials handling was good and common answers included stock control, conveyor belts, spreading fabrics and Gerber movers. Many answers referred to cutting which was not credited in either answer as it was relevant to either fabric production or fabric handling.

Question 3b

In Question 3b, candidates displayed excellent knowledge of JIT though did not score full marks. Most explained how less storage space is required, saving costs and how waste is minimal. The errors were where candidates explained how JIT aids the retailer rather than in a clothing manufacturing situation.

Question 4a

Question 4a was, on the whole, a reasonably answered with only a very small number of candidates receiving no marks. An equal number of candidates selected appliqué and machine embroidery. Some candidates went through the whole making process, particularly for appliqué and so did not gain all the marks. Producing a design was a popular answer on both. Those that answered appliqué most frequently included selecting fabric, cutting pieces out, applying interfacing/bondaweb, pinning/tacking in place and selecting the correct machine stitch. Those that answered machine embroidery included scanning the design, programming the machine, using stitch and tear/stabilisers, removing/changing the foot and using a hoop/embroidery ring. A surprising number of candidates did not know the correct name for a hoop and tried to describe it instead. A few candidates described free machine embroidery but knew the process well enough to gain full marks.

Question 4b

In question 4b, candidates were able to give good explanations of reflective textiles, identifying that reflective textiles contained glass beads, reflected light and is used on safety wear for cyclists. Some candidates discussed Scotchlite in this response. Biostoning was explained correctly by a majority of the candidates. They had a sound understanding of the process and were able to identify the use of enzymes to create a worn out/faded look and also could identify that this process replaced the use of pumice stones, although some just described the process of stone washing jeans traditionally. Generally this was a high scoring answer.

Question 5a

In question 5a most candidates answered this question well with many achieving full marks. The most common answer was related to blending/mixing fibres to enhance properties and the use of finishes. Some candidates identified the specific use of Teflon on a fabric and a very small number of candidates were able to identify that a fibre could be modified through manufacture or through weaving.

Question 5b

Question 5b was answered quite well. Candidates understood the specific products produced in 3D manufacturing and 3D garment construction and many could identify that this process was faster as no cutting and sewing/seams are needed, therefore less waste is produced. Candidates were also able to identify that this is a faster production method eliminating labour intensive stages. A number of candidates gave one word answers such as quicker and cheaper without any justification.

Question 5ci

Question 5ci was answered reasonably as candidates had a good knowledge of environmental issues. They were aware of the eco issues relating to recycling and how a reduction in cost would be made due to the need for fewer raw materials. They were also aware of the implications to the manufacturer in terms of raising the company's profile. Some answered from the consumer's point of view rather than the manufacturer's, missing the point of the question.

Question 5cii

Question 5cii was probably better answered than 5ci with candidates being aware that the end quality of recycled products would be compromised, that time and effort is needed for recycling and that processes can be expensive. Candidates often identified the problems that blended fibres created within the recycling process and gave examples to support this.

Question 6a

Question 6a was answered reasonably well with a wide variety of designs being generated, though some candidates spent a long time producing considerably more detail than was needed for just 3 marks. The most common modern materials that candidates identified were Gore-tex, reflective materials and Kevlar. Candidates understood the properties of Kevlar and Gore-tex and often wrote these as supporting information even though this was not required at this stage of the question. Safety features were well identified. Most candidates scored marks here for specific panel designs and some for identifying a whistle, alarm and/or tracking device within their design. Although the question specifically asked for 'two modern materials and safety features' some did not take advantage of this information and they suggested fabrics such as cotton or polyester rather than a modern material. Quite a few candidates used Nomex which is not a suitable material for use in a child's vest.

Candidates could generally justify their choice of modern materials in question 6b though their knowledge of Tencel/Lyocell was particularly weak. Kevlar, Goretex and relective materials were well explained. Unfortunately, some candidates did not gain the marks from their explanations as they justified fabrics which they had not used in their designs. Many candidates justified the use of the safety device that they had used in their design idea, gaining no marks as this had not been asked for in the question.

Some candidates explained batch production in question 6c instead of suggesting ways in which the cost of manufacturing could be reduced. However the candidates who scored well were able to identify bulk buying, simplification of design ideas and decoration on the product, using cheaper/fewer fastenings, simplifying the size range and automated processes for the production of the product. Overall this question was answered quite well and some of the answers were quite imaginative.

Candidates either appeared familiar with life cycle assessments for question 6d, analysing the implications of the life cycle of the vest in their answer, or they were very confused by this question. Passing the vest on to a sibling/friend was a common response and candidates were aware of whether their choice of fabric was recyclable/biodegradable, identifying the disposal of textiles in relation to landfills and how products could be recycled. Most candidates scored some marks on this question but very few gained full marks.

Question 7a

Question 7a was not a successful question with very few achieving full marks. Many candidates did not have a good/any understanding of economies of scale but instead chose to describe different methods of production. They tended to discuss costs and selling prices of a textile product in depth and this was often too general and therefore didn't score many marks. The majority of marks were picked up for identifying cost planning, indirect and direct costs, forecast planning and how many products needed to be sold in order to make a profit.

Question 7b

Question 7b was a better answered question with a variety of valid responses being given. Some candidates had a sound understanding of sustainability and scored quite well. They were able to identify conservation of resources, cutting back on waste, biotechnology and economic, social and government issues relating to sustainability. Many candidates quoted the use of renewable sources of power such as solar and wind power. Candidates had read the question and most explained their answers rather than just giving a list of points.

Question 8a

Question 8a contained many valid suggestions for using raw materials in an environmentally way and many candidates scored well although there seemed to be some confusion between this question and the other questions related to the environment. Candidates, who explain the process of Lyocell in depth, were able to identify the use of naturally grown coloured cotton and organic cotton and the use of fewer pesticides within production. Many of them appeared to be aware of textile issues associated with the environment and could apply this knowledge to the questions. Some candidates tended to generalise and did not cover the points needed to gain marks.

Question 8b

Candidates scored well in question 8b. They identified how celebrities influenced fashion trends and were able to identify the sources of media and how they portrayed fashion to either set or end a trend. Some candidates were able to identify environmental fashion trends and they identified and discussed the 'throw-away society' in relation to fashion. Some candidates were also able to identify different advertising techniques and discuss how these influenced fashion trends. Long answers were given as this was obviously a subject close to the heart of many of the candidates.

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Overview

Centres are continuing to encourage an increased number of their students to follow the Textiles route and to complete the full GCE course. The majority of these students did extremely well and pleasingly, the overall standard of work this year was similar to last year. Candidates at A2 are expected to undertake projects that have a level of complexity suitable for A2; work as a real designer would when assigned to a commercial brief; be specific and succinct about the investigations they undertake; taking into account industrial practices that are relevant to the brief; manufacture high quality outcomes; return to the client or target group to gain feedback and show more advanced technical knowledge and understanding throughout the project. So, it is very important that centres fully understand what the specification requires, so that they are then able to give support and advice to their candidates. It is essential that candidates are guided to ensure that they understand the differences between the AS and the A2 submission. The use of a client gives structure to the whole project as it enables on-going evaluation and allows the candidate to develop ideas in collaboration with a third party. Many centres had encouraged their candidates to have a client as their starting point, but then failed to advise them that they should gain feedback from their client throughout the design and make process. The client, in many cases, was not referred to again, and decisions were subjectively made.

Uses of ICT

Once again, candidates at centres being fortunate to have ICT facilities did use it extensively and with expertise, thus enhancing the general presentation of information within the folder.

Administration

A number of centres appeared not to know about the 'revised specification' and submitted their candidates' marks on the old CAB format thus not allocating their students a mark for criterion H. Also, a considerable number of centres used 'AS' CABs and it was difficult to ascertain whether the candidates' work had been marked using the AS assessment criteria or the A2's.

Added to which, there were still centres:

- that had not provided adequate annotation or page reference for each section making it very difficult to ascertain what the centre marks were being given for;
- that had not correctly added up their candidate's marks and, in turn, this incorrect mark was transferred to the Optem;
- that did not provide photographs or provided such poor quality photographs as to restrict the assessment of the product accurately;
- still misinterpreted criterion G assessment.

Design Folders

All work was submitted in A3 format and most were suitably bound. A large number of centres submitted folders that showed a high standard of work within the page range recommended by the examination board. However, folders of 60 pages plus were still in evidence.

Some design folders could have been improved if centres had ensured that:

- candidates' details and centre details were written on the front of their folders. In some cases moderators had to match up the photographic evidence in the CAB with similar evidence in criterion F to know who the candidate was.
- informed candidates of the need to put their candidate and centre name and number, and page number on each page of their folder;
- ensured that candidate folders were securely bound together;
- encouraged candidates to organise their work into the relevant sections to make it easier to access marks.

Assessment objectives and criteria

Criterion A

In this section, candidates are expected to show:

- evidence of how a commercial designer would work having identified a client or user-group with real commercial needs;
- in-depth analysis of the problem identified;
- relevant, succinct research;
- good quality product analysis showing technical knowledge and understanding;
- a detailed specification that demonstrates quantitative data and justifies why each point of the specification is necessary.

This was generally achieved and completed well, with focussed, concise research and specifications that were used to inform design work for criteria B. Candidates who had a realistic 'client' did better than those without, as they had a real situation to design for. All too often, candidates this year, were either given a brief by their centre or they already knew what they were planning to design and make, before any analysis into the identified need had taken place. This approach tended to limit the scope of research to be carried out and stifle the candidate's design ideas. Some centres still allowed candidates to research widely into areas that were not relevant. Some candidates, carried out relevant research, but then failed to analyse it to determine how useful it was going to be in criterion B. Most specifications were focussed, and justified why each point of the specification was necessary. However, some were too general and did not form the basis for clear development in assessment criteria B and C.

Criterion B

This criterion, along with criterion C, caused the most concern yet again this year. There was evidence of some original, innovative and beautifully presented design work and some candidates produced some excellent computer generated designs. Full use was made of the research carried out and feedback was gained from the client or user-group. Designs were evaluated fully against the specification points written in criterion A. As a consequence of this, decisions were made, and clear development was discussed and able to be carried out in criterion C.

However, in many cases, the candidate's desire to produce a piece of 'artwork' overtook the need to provide useful information. Centres still awarded candidates with high marks despite the fact that they had failed to:

- show evidence of the research carried out in criterion A;
- annotate their designs with sufficient detailed information to communicate their thoughts;
- gain feedback from their client or user-group;
- evaluate their designs fully, in prose, against the specification points generated in criterion A.

Many candidates are still submitting their final design drawing at the end of this section instead of being at the end of criterion C. There needs to be evidence of the development of their chosen idea in criterion C before the final design is achieved.

Criterion C

Some candidates' approach to section C was excellent. There was clear evidence of the development of their chosen idea having consulted with their client or user-group and evaluated the ideas against the specification.

However, many candidates are still failing to use this approach and this section was again a great concern. It was often difficult to see how or, in some cases, where development had taken place, when the final design drawing was submitted with no evidence of development. The design proposal decision should come after development, and in consultation with the client throughout.

Textile moderators would be expecting to see:

- evidence of the chosen design developed further, as a consequence of feedback from the client;
- a paper pattern being drafted from a basic block or with the use of a pattern drafting program such as *Fittingly Sew* or a commercial paper pattern being adapted sufficiently for the A2 standard;
- a toile or prototype being made and alterations made if necessary;
- any alterations necessary transferred to the paper pattern;
- relevant construction and embellishment techniques trialled and evaluated;
- relevant fabric testing for the performance required being undertaken;
- the final design proposal, evaluated fully, in prose, against the specification criteria and the needs of the client or user-group.

Criterion D

Generally, most candidates completed this section well. The more able candidates showed a clear understanding of how their product would be manufactured in a commercial way. They producing focussed production plans with quality control checks and feedback. Estimated timescales were realistic, manufacturing specifications were thorough and costing the product was very much in evidence. Many candidates, considered commercial requirements, devised a care label, others considered the need for packaging and its environmental implications.

There were clear references to health and safety issues, both for an individual item made in the centre, and as an industrial process.

Criterion E

There was evidence of many excellent quality finished products, showing high making skills with the wide range of processes and techniques expected of an A2 project. However, there were also candidates who produced a finished item that fell well below the expected standard for A2, and yet centres were asking for high making marks. It was encouraging to see that many centres now encourage their candidates to show annotated photographic evidence of the making process in this section. This practice aids the moderation process enormously as it enhances communication.

Criterion F

There is still evidence of many candidates submitting an evaluation based on their own personal observations, rather than considering what their client or user-group's interests would be. Marks were lost in this way.

Candidates should be showing evidence of:

- how their work plan helped them to achieve a quality product on time;
- their client or user-group's opinions on the finished product and record any suggestions as possible areas for improvement;
- the finished product being realistically tested in the situation it was intended, to evaluate its fitness-for-purpose;
- the finished product being evaluated fully, in prose, against the specification points generated in criterion A.

Candidates who included photographs of their finished product in this section are to be commended, as this enhances communication and assists in the moderation process.

Criterion G

Most centres are now interpreting this criterion correctly, with only a very few still getting it wrong. Centres now realise that this criterion refers to the *Edexcel* examination board's specification, and not to the candidate's specification generated in Section A. It is rare for a Textiles candidate to produce work that does not fully match the *Edexcel* Specification guidelines. Candidates therefore, should be awarded the full 10 marks for this criterion.

Criterion H

As previously stated, most centres gave their candidates a mark for the quality of their written communication and the marks they awarded were of the appropriate level of response. However, some centres did not take enough notice of the assessment criterion and merely awarded their candidates a mark based upon their spellings, punctuation and grammar, forgetting that the candidate needed to show evidence of the use of appropriate specialist vocabulary as well.

In summary, although the results were generally pleasing, there was not the variety of outcomes that are normally seen at A2 level. The majority of marks lost in moderation were as a consequence of candidates not being advised appropriately on sections B, C and F. Centres marked too generously when candidates had clearly not fulfilled the necessary assessment criteria.

Centres need to be reminded that the lack of evidence of commercial practices throughout the design and make process limits the candidate's access to the maximum marks. Projects at the lower end of the assessment scale tended to be marked more accurately than at the top end.

Statistics

			Grade Boundaries				
			A	B	C	D	E
Unit 6149	Raw marks	115	92	82	72	63	54
	UMS	150	120	105	90	75	60

			A	B	C	D	E
Unit 6150	Raw marks	80	50	45	40	36	32
	UMS	150	120	105	90	75	60

			A	B	C	D	E
Unit 6151	Raw marks	80	54	48	43	38	33
	UMS	150	120	105	90	75	60

			A	B	C	D	E
Unit 6152	Raw marks	115	92	82	72	63	54
	UMS	150	120	105	90	75	60

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