

GCE

Product Design (Textiles)

TEXT2

Report on the Examination

2561

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Principal Moderator's Report 2013

Introduction

This unit of the specification continues to see many talented and creative candidates exhibiting excellent design capabilities. The standard of work, presentation of design folders, understanding of the specification and application of the assessment criteria was generally impressive across the mark ranges.

There has been an increase in the number of centres not applying the AQA standard, over rewarding candidates and consequently having their marks adjusted. This is possibly because a minority of centres accessed the Teacher Online Standardising material to familiarise themselves with the AQA standard.

While the portfolio approach continues to be popular, a large number of centres returned to completing a single project.

It was encouraging to see candidates who followed the single project approach, designed and made a wide range of imaginative textile products.

Administration

Administration was generally excellent, with centres following the procedures correctly.

Candidate Record Forms (CRFs)

The teachers' supporting statements on the Candidate Record Form were generally excellent and a strong feature of centre assessments. Candidates similarly completed this form in detail, precisely identifying where supporting evidence could be found.

Applying the Standard

- A small number of centres logged into e-AQA to access the Teacher Online Standardising to practise applying the AQA standard.
- An increasing number of centres over rewarded candidates for work that lacked creativity and complexity.

Presentation of work for moderation

- A variety of methods were used by candidates to present their work; PowerPoint presentations, A3 plastic flip folders and sketchbooks proved most popular.
- Centres that adopted a portfolio approach selected an impressive range of work, including the development of ideas for competitions, school productions and activities that involve the use of modern technology, particularly laser cutters and sublimation printers.
- The work of some candidates following the portfolio approach tended to be muddled and it was difficult to identify which criteria were being met. Portfolio folders should be cohesive and require an introduction/contents page with details of the individual tasks. Some

candidates ordered their work according to criterion headings, making it difficult to follow which tasks had been completed. Candidates are advised to present their folders by individual tasks with clear annotation to indicate the criterion being met.

- A number of centres that produced a single project also included sample/sketchbooks to supplement the folders. This additional material proved an excellent method for candidates to express their individuality within a less formal format.
- Work was generally more focused with few candidates presenting irrelevant work.
- Candidates demonstrated excellent use of cameras and ICT in the presentation of their work.

Meeting the assessment criteria

Criterion 1: Investigation and Clarification of Problems

This criterion was met well by candidates who carried out relevant research and investigation to inspire them in the early stages of designing.

- Some candidates struggled to show a clear understanding of their chosen design brief. In centres where candidates followed the same pattern of research, their findings were seldom further used to inspire designing.
- Research was generally comprehensive, focused and organised in a logical way.
- Very few candidates continue to present excessive research material.
- Some candidates following the portfolio approach tended to present surplus evidence than that required to meet this criterion. Only the best examples should be presented.
- Mood boards and trend forecasts were done well; they featured as an early part of the research and served well to inspire fashionable designs.
- Most candidates showed clear understanding and were able to extract criteria which fed into the design specifications.

Criterion 2: Development of Design Proposal

Some candidates were unable to identify the principals involved in developing a textile product and so followed a teacher led approach. Success in this criterion varied greatly, with some candidates failing to meet the objective to create original designs.

- The most successful candidates were bold in the initial designing stages, used their research findings well and moved away from copying existing designs.
- It was encouraging to see many candidates confident to develop their own individual style, approach and route through the design process.

- The most able candidates fully explained all decisions made at every stage of development. This aspect was, in general, an improvement for most centres.
- The quality of ideas varied, with some candidates presenting creative ideas alongside very simple ones. Where designing is good it is very good with excellent presentation of ideas, annotation and evaluation. In comparison, low ability designing was weak for GCSE level.
- Some candidates carried out pattern drafting, whilst others used adapted commercial patterns. Commercial patterns were often adapted, tested and modified effectively with a full explanation of the work carried out.
- Some activities appeared to be very teacher led with candidates producing very similar technique samples that were often irrelevant to the product.
- Some candidates treated the making of toiles as a practise run for making the product, rather than a process aiding development.
- A wide variety of both decorative and construction techniques were tested, but candidates would have benefitted from a more experimental whilst developing their designs.
- Clients' opinions were recorded and effectively influenced the development of designs.
- Planning has improved, with most candidates providing plans for research, development and manufacturing.
- The inclusion of industrial aspects and wider issues, such as sustainability, were integrated throughout the most able candidates' folders and influenced their designing.

Criterion 3: Making / Modelling

This criterion continues to be well met with some very exciting made outcomes using modern equipment and techniques.

- A wide range of textile fashion products were made by candidates with less emphasis on celebration dresses, allowing candidates to show their creative skills.
- There was a significant growth in the use of modern technologies and materials, which indicates centres are becoming better resourced.
- Some candidates made excellent use of sublimation printers and laser cutters, but it is important to highlight that these facilities should only be used if it is the most appropriate method of making the product.
- Some centres over marked basic work because it was well executed. At this level, however, challenging, complex products with a high level of demand are expected.
- Some candidates who followed a portfolio approach made several products and, in some instances, lacked the complexity expected at this level.
- The quality of accuracy and finish with the use of appropriate techniques varied across centres.

Criterion 4: Evaluation and Testing

The majority of candidates applied testing and evaluation strategies throughout the work and this criterion was generally well met.

- Less successful candidates produced weak summative evaluations which were often descriptions of the work carried out and not the critical or analytical evaluation required.
- Most candidates provided excellent photographs of the final products in use.
- Evaluative comments made by clients or users were employed productively by candidates to conceive modifications and improvements to their product.
- Fashion shows, productions and user trials proved useful to the evaluation process. There was a slight increase in the number of candidates who submitted videos as part of their presentations.

Criterion 5: Communication and Presentation

Candidates continue to perform well in this criterion; not just because candidates present their work with flair but because they choose appropriate methods to communicate their thinking.

- A number of teachers awarded marks for the quality of presentation only, and often showed a lack of understanding or differentiation in their marking.
- Candidates who presented work using PowerPoint did so very successfully.
- There is evidence in some folders of candidates over-presenting their work; this is only the case, however, in a few centres.

Teachers are encouraged to make full use of the resources available on the AQA website. The Teacher Online Standardising system on the secure part of the website – the e-AQA – is an essential tool to help teachers recognise and apply the standard set by AQA.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

[UMS conversion calculator](#)