



GCE

PRODUCT DESIGN: TEXTILES

TEXT2

Report on the Examination

1561

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INTRODUCTION

Students responded well to this coursework component and most produced impressive work that met the assessment criteria well. Moderators reported an increase in the single project approach with virtually all focused on fashion design. The portfolio approach is still popular and for many provides the most excitement and challenge, giving excellent preparation for TEXT4. There seems to have been a greater focus on developing designs that are original with less reliance on the commercial pattern. Though many projects appear to be teacher led, there is still a diverse range of techniques and skills being shown with some interesting outcomes. The less able seem to respond well to the variety of short challenges offered by some centres through the portfolio approach. Overall there was a wider range of tasks undertaken and it was pleasing to see some original approaches. Students are experimenting more, development work has improved and they are making much better use of the laser cutters, computerized sewing machines and sublimation printers.

ADMINISTRATION

Centre administration and the presentation of work for moderation have been outstanding and only a few centres failed to send the work in rank order or forgot the Centre Declaration Sheet.

CANDIDATE RECORD FORMS (CRFS)

The teachers' supporting statements on the Candidate Record Form were generally excellent and a strong feature of centre assessments. Students had also taken this task very seriously and identified precisely where supporting evidence could be found. It is becoming more commonplace for photographs of the made items being attached to the CRFs and this is very useful.

APPLYING THE STANDARD

Few adjustments were made to centres marks this year though it was reported that teachers are pushing marks very close to the AQA tolerance. Only a few are getting it wrong and misinterpreting the expectations of the specification, usually because they are new and have failed to make the transition from GCSE. The chosen tasks often do not provide enough challenge for the students.

- It appears most teachers are either making better use of the Teacher Online Standardising or are referring to AQA exemplar materials on the website when applying the standard and this has proved successful.
- A few centres are over rewarding students for work that lacks creativity and complexity, with products that are based on commercial patterns with little development and some had marks adjusted.

Some centres particularly those with a high proportion of talented students continue to mark low ability students on the harsh side.

PRESENTATION OF WORK FOR MODERATION

- Presenting the coursework portfolios is a major strength of this specification and the work is always a pleasure to moderate. Folders or sketchbooks are invariably individual, seldom over decorated and the focus is on designing not pages of irrelevant, little used research. So much of the work shows they have studied and considered the work of professional fashion designers.
- A variety of methods were used by students to present their work: Windows Power Point presentations, A3 plastic flip folders and sketchbooks proved most popular. Many are choosing to photograph the sketchbook content and then present them in the A3 flip folder. This avoided having to send heavy sketchbooks to the moderator and worked well for the students.
- There was a significant improvement in the presentation of portfolios. Most now include an introduction/contents page with detail of the individual tasks. In most cases the portfolio included one or two design and make projects plus additional activities which were added to fulfil all areas of the assessment criteria. Many included the designs they had created for fashion and accessory competitions.

There was excellent use of photographic evidence throughout often making it easy to agree centre marks.

MEETING THE ASSESSMENT CRITERIA

Criterion 1. Investigation and Clarification of Problems

- This criterion was generally met well with students carrying out relevant research and investigation to inspire them in the early stages of designing. Very few students continue to present excessive research material.
- In most cases there appeared to be a generic format for this criterion. The folders tended to follow a teacher led layout such as: Brief, research Plan, market research, mood board, client profile, product analysis, designer profiles, etc. The strong students took the lead lightly and then went on to create their own work in a creative and individual way.
- Students would benefit from adding analytic annotation for their findings rather than descriptive.
- Mood boards and trend forecasts were done well featuring as an early part of research and these served well to inspire fashionable designs.
- The evaluation of existing designs varied with some students failing to give in depth analysis or using the information to inform designing.
- Most students showed clear understanding and were able to extract criteria which fed into detailed design specifications.

Criterion 2. Development of Design Proposal

- Success in this criterion varied greatly across centres with some students failing to understand that the objective is to creatively develop ideas and produce original designs:
- The most successful took risks in the initial stages of designing and moved away from copying existing designs.
- It was pleasing to see many having the confidence to develop their own individual style, approach and route through the design process.
- The most able gave a full explanation of all decisions made at every stage of developed.
- The quality of the ideas presented varies at this level with some students still providing 6-8 creative ideas but then making the simplest one rather than developing the most original. Where designing is good it is very good with excellent presentation of ideas, annotation and evaluation.
- Many students who worked to a single brief designing either corsets or special occasion dresses were highly creative and showed originality whereas others copied existing products.
- Pattern drafting was tackled by some students while others used adapted commercial patterns. Commercial pattern were used wisely with adaptation, testing and modification taking place and a full explanation of the work carried out given.
- Some activities, in a few centres, appeared to be very teacher led with students producing very similar technique samples many of which were irrelevant.
- Some used the making of toiles as practise runs of making the product rather than a process to aid development.
- The most able showed highly complex development skills with advanced pattern making.
- A wide variety of both decorative and construction techniques were tested by most students and a more experimental approach was seen this year.
- A few centres need to encourage students to explore techniques that offer more complexity and challenge showing progression from GCSE.
- There was an increase in the number of students who were showing their knowledge of fabric properties before making final decisions about choice.
- Most reviewed their ideas well and third party opinions were taking into account throughout the process.
- Planning was improved with most providing evidence of planning research, development and manufacturing.

- Production plans are thorough with evidence of quality checks and very good use is made of photo diaries. The quality of photographic evidence was excellent and often helped the moderator to agree centre marks.
- The inclusion of industrial aspects and wider issues such as sustainability were integrated throughout by the most able and influenced the designing at every stage. Only a few continue to present sheets of theoretical notes.
- Research analysis was improved with some very innovative ways of annotating work such as overlay sheets on top of pages pulling out all the relevant information that would be taken further.

Criterion 3. Making / Modelling

- This criterion continues to be strength, with some very exciting textile products being made. End products are very marketable and meet client needs well:
- Centres appear to have got the level of demand right in the majority of cases. Portfolios tended to show products that demonstrate garment making, children's fashion items, accessory design as well as home interior items.
- Only a few centres over marked simple work on the basis of it being well executed. They failed to recognise that challenging, complex products with a high level of demand are expected to be made at this level.
- Some students who are following a portfolio approach are making several products and in some instances they lack the complexity expected at this level. They should be encouraged to make only one challenging product.
- Many centres have access to sublimation printers and laser cutters and make excellent use of them in the production of the final product. The use of conductive thread and the installation of LED lights was an increased feature of some products this year.
- The most able used a varied range of materials, components and complex techniques to very good effect showing high levels of accuracy and finish.

Criterion 4. Evaluation and Testing

- Some teachers gave high marks if all elements of the evaluations were attempted rather than the depth of analysis included however most reported an improvement in this area.
- Only a few continue to award marks on the basis of the summative evaluation disregarding the testing and evaluation that has taken place throughout.
- There was an improvement in the quality of evaluation and testing this year with the most competent students having comprehensive testing strategies applied throughout the work.

- Some centres are still not using the specification for testing against and rely heavily on the opinion of others.
- Less successful students produced weak summative evaluations which were often descriptions of the work carried out and not the critical or analytical evaluation required.
- Most students provided excellent photographs of the final products in use. Many engaged in professional photo shoots often done by fellow students studying photography.
- Evaluative comments made by clients or users were used well to inform the students about improvements or modifications however those who had chosen a celebrity to design for struggled with this aspect.
- Fashion shows, productions and user trials were performed and proved to be useful to the evaluation process.
- There was an increase in the number of students had entered national competitions and this appeared to have encouraged them to be innovative in their designing.

Criterion 5. Communication and Presentation

- Students continue to do well at meeting this criterion not just because they present their work with flair but because they choose appropriate methods to communicate their thinking.
- Few continue to award marks on the basis of presentation alone.
- Only a few centres appear to be encouraging students to over present work on heavy card or to decorate with buttons, lace, beads or to double mount information.
- Excellent use is made of the computer to aid presentation and communication in most cases.

The majority of folders flowed well with every page leading the reader logically through the design process.

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](#)