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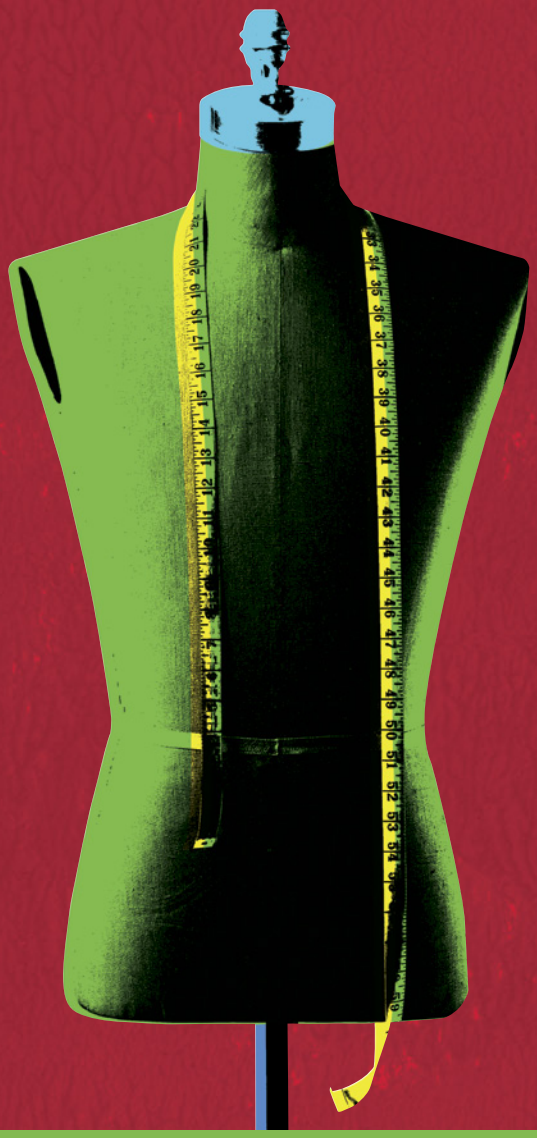
Teacher's Guide

Edexcel GCSE in Design and Technology: Textiles Technology



ALWAYS LEARNING

PEARSON

Contents

Delivery models

The following delivery models highlight just three of the possible strategies that you could use when structuring your course:

- traditional combined design and make activity
- separate design and make activities
- design and make activities related but separate.

Delivery model 1: Traditional combined design and make activity

Centres should be familiar with this model of delivery. In Year 10 an induction period is used to develop basic skills leading to specific investigation, design and make tasks. The investigation task develops product analysis skills, a series of design tasks could be used to develop creativity and working to limited deadlines, and a making task is used to develop making skills. All of these skills prepare students for the 'major coursework project' in Year 11.

	Autumn term		Spring term		Summer term		
Year 10	Induction tasks	Investigation task(s)	Design task(s)	Making task	Work related learning	Design task(s)	Making task
	Autumn term		**Spring term**		**Summer term**		
Year 11	Unit 1: Combined design and make activity ie sports fashion				Unit 2 exam revision	Unit 2 June sitting	Summer vacation

Delivery model 2: Separate design and make activities

This model involves students designing one product and making another. The design activity could involve producing a range of ideas suitable for a product that has morphing potential. The make activity could involve producing a formal garment or interior product using natural forms as the focus. For example, decorative fabric techniques or representative construction ideas would require high-level making skills in order to produce samples to select from and successfully incorporate into a product.

	Autumn term		Spring term		Summer term		
Year 10	Induction tasks	Investigation task(s)	Design task(s)	Making task	Work related learning	Design task(s)	Making task
	Autumn term		**Spring term**		**Summer term**		
Year 11	Unit 1: Combined design and make activity ie morphing product				Unit 2 exam revision	Unit 2 June sitting	Summer vacation

Delivery model 3: Design and make activities related but separate

Here, the make activity is tackled first by all students making, for example, a garment or product using sustainability as the focus, from a manufacturing specification provided by the teacher. All students produce a suitable garment or product that can be used in the design activity later on in the year. The design activity that follows can focus on, for example, producing a range of designs suitable for a high street retailer. The two activities could be further related by producing an outdoor play garment or product for a child that encourages recycling by using sustainable materials.

	Autumn term		Spring term		Summer term		
Year 10	Induction tasks	Investigation task(s)	Design task(s)	Making task	Work related learning	Design task(s)	Making task
	Autumn term		**Spring term**		**Summer term**		
Year 11	Unit 1: Combined design and make activity ie sustainability				Unit 2 exam revision	Unit 2 June sitting	Summer vacation

Teaching ideas

This section contains some ideas for teaching the content.

The following three tasks focus on how to develop important investigation, design and making skills needed for coursework whilst addressing key examination topics.

Investigation task

Lesson	Objectives	Appropriate Unit 1 content	Appropriate Unit 2 content
1	To disassemble a below-the-knee sports garment, eg tracksuit or jogging bottoms. Parts to include: pockets, fastenings/ reducing fullness, logo or surface decoration. Additional parts could be interfacing/ stabilising materials (eg stitch and tear, Vilene), lining, trims. Other suitable product areas might include: • accessories • swimwear • jackets. To outline the main factors affecting the specification criteria for the sports garment.	**1.2: Research** Present selective and focused research. Students should be discouraged from presenting unnecessary research or 'padding'. Use product disassembly in order to analyse a relevant, existing product's performance, materials and components, processes, quality and sustainability issues. Product analysis is an ideal focused research activity as it enables students to understand the work of professional designers and uncover the problems that they had to solve.	**Topic 3.1: Specification criteria** When analysing a product, students should take into account the following criteria: • Form – Why is the product shaped/styled as it is? Who is the target market group? • Function and purpose – What is the purpose of the product? • User requirements – What qualities make the product attractive to potential users? • Performance requirements – What are the technical considerations that must be achieved within the product? • Material and component requirements – How should materials and components perform within the product? • Scale of production and cost – How does the design allow for scale of production and what are the considerations in determining cost? • Sustainability – How will the design allow for environmental considerations?
2	To discuss the materials used in the sports garment, including natural versus synthetic.	**1.2: Research**	**Topic 1.1: Natural fibres** Aesthetic, functional, structural composition, working characteristics and advantages/ disadvantages of the following fibres in the design and production of textile yarns, fabrics and products. **Topic 1.3: Synthetic polymers** Aesthetic, functional and structural properties, working characteristics and advantages/disadvantages of the following synthetic polymers in the design and production of textile yarns, fabrics and products.

Lesson	Objectives	Appropriate Unit 1 content	Appropriate Unit 2 content
3	To discuss the industrial processes for batch producing the sports garment. To discuss construction methods that are used to make the sports garment.	1.2: Research	**Topic 2.1: Scale of production** A knowledge and understanding of batch production methods used within the textile industry. **Topic 2.4: Joining and finishing techniques** Preparation, application and advantages/disadvantages of using the following techniques for the batch production of textile products: • seams • hems • finishing raw edges • fusing, moulding, bonding and pressing.
4	To discuss the commercial, decorative and stitch techniques and printing processes for printing the logo or decoration on the sports garment.	1.2: Research	**Topic 2.6: Printing processes** Processes, application and advantages/disadvantages of using the following hand and commercial printing methods to create textile products: • block and screen printing • transfer printing. **Topic 2.7: Decorative and stitch techniques** • Appliqué • Embroidery **Topic 2.5: Finishing techniques** • Physical • Chemical **Topic 1 Materials and components** • Labelling and legal information
5	To discuss sustainability issues relating to the extraction of materials, production, use and disposal of the sports garment.	1.2: Research	**Topic 6.1: Minimising waste production** Knowledge and understanding of issues within the textiles industry: • environmental – waste effluent, pollution, packaging. **Topic 7.1: Moral social and cultural issues** • Moral – fair trade and related issues.

Design task

Lesson	Objectives	Appropriate Unit 1 content	Appropriate Unit 2 content
1	**Brief** To design a fashion product or accessory that has morphing potential. To carry out a detailed survey of existing textile products and suitable materials that could be used in designing the morphing product. Carry out a product analysis of two or more existing textile products that have dual functional properties. Or Carry out a product analysis of an existing product with morphing abilities (eg a raincoat that unfolds from a backpack/bag, fingerless gloves with built-in mitten finger covering). To discuss and develop the specification criteria for an easily adapted product, that changes shape and looks like one thing but is actually another.	**1.3: Specification** Produce realistic, technical and measurable specification points which address some issues of sustainability for their own product. The specification is an extremely important document as it focuses the designer and enables them to review their design ideas as they progress. Each specification point needs to be fully justified and not simply a statement.	**Topic 4.1: Specification criteria** When designing a product, students should take into account the following specification criteria: • Form – Why should the product be shaped/styled as it is? Who is the target market group? • Function and purpose – What is the purpose of the product? • User requirements – What qualities would make the product attractive to potential users? • Performance requirements – What are the technical considerations that must be achieved within the product? • Material and components requirements – How should materials and components perform within the product? • Scale of production and cost – How will the design allow for scale of production and what are the considerations in determining cost? • Sustainability – How will the design allow for environmental considerations?

Lesson	Objectives	Appropriate Unit 1 content	Appropriate Unit 2 content
2	To design **three** different initial ideas for morphing products.	**2.1: Initial ideas** Present alternative initial design ideas that are realistic, workable and detailed. This is the opportunity for students to demonstrate their creativity and flair for design. A wide range of different initial design ideas should be explored. Demonstrate their understanding of materials, processes and techniques applicable to their initial design ideas. Annotation should clearly show students' knowledge and understanding of workshop or industrial applications relevant to each design idea. Address specification points through their initial design ideas. Annotation should be clearly related to the specification points.	**Topic 4.2: Designing skills** When designing a product, students should be able to respond creatively to design briefs and specification criteria, including: • clear communication of design intentions using notes and/or sketches • annotation which relates to the original specification criteria. **Topic 4.3: Application of knowledge and understanding** When designing a product, students should be able to apply their knowledge and understanding of a wide range of materials and/or components and manufacturing processes to each design idea, including: • the properties of materials and/or components • the advantages/disadvantages of materials and/or components and manufacturing processes • justification of the choice of materials and/or components and manufacturing processes.
3	To review all design ideas and select **one** for further development.	**2.2: Review** Present objective evaluative comments against their original specification criteria. Initial design ideas are 'raw' at this stage and it is important to determine which can be developed into workable solutions by testing against specification points. Use user-group feedback and issues of sustainability to evaluate their initial design ideas. All design is concerned with people, and their opinions are extremely useful in gaining another perspective on the further development of ideas.	

Lesson	Objectives	Appropriate Unit 1 content	Appropriate Unit 2 content
4–5	To develop **one** idea into a final design proposal.	**3.1: Development** Develop their initial design ideas into a single final design proposal that is significantly different, and improved, to any previous initial design idea. Development should refine technical aspects of the product design and not simply focus on cosmetic changes. Evaluate their ideas against relevant design criteria as they progress.	**Topic 4.2: Designing skills** When designing a product, students should be able to respond creatively to design briefs and specification criteria, including: • clear communication of design intentions using notes and/or sketches • annotation which relates to the original specification criteria. **Topic 4.3: Application of knowledge and understanding** When designing a product, students should be able to apply their knowledge and understanding of a wide range of materials and/or components and manufacturing processes to each design idea, including: • the properties of materials and/or components • the advantages/disadvantages of materials and/or components and manufacturing processes • justification of the choice of materials and/or components and manufacturing processes. **Topic 2.8: Health and safety** • How to understand/describe safe working practices. • How to identify workshop hazards and precautions.
6–8	To make a toile of the design proposal clearly recording construction details.	**3.1: Development** Use cost effective materials to test important aspects of the design idea as it progresses. Simple toiles, decorative or construction investigations in/on fabric samples can be invaluable in determining whether a design is workable. **5.3: Health and safety** Demonstrate a high level of safety awareness throughout all stages of manufacture. No other formal evidence is required.	
9	To produce a detailed manufacturing specification. A final image of the product, showing front and back view, should be included. This could be a sketch, scan or digital photo. To outline industrial and commercial applications relating to the final design.	**3.2: Final design** Present a final design proposal in an appropriate format that communicates their design intentions. Present technical details of materials and/or components, processes and techniques relating to their final design proposal. Final drawings should be clearly annotated and dimensioned so that they can be understood by a third party.	

Lesson	Objectives	Appropriate Unit 1 content	Appropriate Unit 2 content
10	To test the final design proposal against specification criteria and to evaluate it objectively.	**6.1: Testing and evaluation** Devise and carry out a range of suitable tests to check the performance and/or quality of the final product. Tests should be measurable and refer to specification points, if appropriate, to determine the product's fitness for purpose. Evaluate their final product objectively with reference to specification points, user-group feedback and issues of sustainability. No product is ever perfect so students should discuss the positive and negative aspects of their final product. User-group feedback should provide a further perspective.	**Topic 3.1: Specification criteria** When analysing a product, students should take into account the following specification criteria. • Form – Why is the product shaped/ styled as it is? Who is the target market? • Function and purpose – What is the purpose of the product? • User requirements – What qualities make the product attractive to potential users? • Performance requirements – What are the technical considerations that must be achieved within the product? • Material and component requirements – how should materials and components perform within the product? • Scale of production and cost – How does the design allow for scale of production and what are the considerations in determining cost? • Sustainability – How does the design allow for environmental considerations?

Making task

Lesson	Objectives	Appropriate Unit 1 content	Appropriate Unit 2 content
1	**Brief** To make a winter fashion or interior product using the inspiration of natural forms that promote a feeling of wellbeing. Suitable products might include: • patchwork throw • tactile cushion • hooded cape • fleece-lined products. To discuss the specification criteria and clarity key design requirements for a winter fashion or interior product.	**1.1: Analysing the brief** Analyse their design brief in enough detail to be able to clarify design needs. This will involve analysis of key words and phrases that help in understanding the issues related to the chosen/given design task.	

Lesson	Objectives	Appropriate Unit 1 content	Appropriate Unit 2 content
2	To produce a production plan for the manufacturing of the winter fashion or interior product.	**4.1: Production plan** Produce a detailed production plan that considers the stages of manufacture for their product. Charts should clearly communicate the correct order of making and timings. Identify and describe the stages during making where specific quality control procedures should take place. Feedback in charts should state where quality control will take place.	
3–8	Make the winter fashion or interior product.	**5.1: Quality of manufacture** Attempt a challenging making task involving the manufacture of different components using a range of materials, equipment, techniques and processes. Students must ensure that their product provides an opportunity to manufacture several different component parts from different materials using different processes. Select tools, equipment and processes, including CAD/CAM where appropriate, for specific uses. Demonstrate a detailed understanding of the working properties of materials selected for a specific use. Students should use their work plan to justify their choices. Demonstrate a wide range of making skills with precision and accuracy. This is an opportunity for students to be rewarded for the range of making skills they demonstrate during the making activity. **5.3: Health and safety** Demonstrate a high level of safety awareness throughout all stages of manufacture. You will award these marks based on your observations of students during the make activity.	**Topic 1.5: Fabrics** Aesthetic, functional uses and structural properties, hand/machine processes, working characteristics and advantages/disadvantages of the following fabrics. **Woven** • Plain – calico, muslin, taffeta, voile • Twill – denim twill, herringbone, tweed, gabardine • Satin and sateen, jacquard • Pile (velvet, corduroy, terry towelling) **Non-woven** • Felted fabrics – wool, needle • Knitted • Weft knitted – machine knitted using flatbed or circular machines. • Single/double jersey/rib **Topic 2.2: Modelling and prototyping** Processes, application and advantages/disadvantages of the following 3D models and prototypes to aid the development of textile products: • toiles • CAD software to create and modify designs • 2D/3D modelling. **Topic 2.4: Joining and finishing techniques** Preparation, application and advantages/disadvantages of using the following techniques for the batch production of textile products: • seams • hems • finishing raw edges • fusing, moulding, bonding and pressing. **Topic 2.8: Health and safety** • How to understand/describe safe working practices. • How to identify workshop hazards and precautions.
9	To present the final winter fashion or interior product to the group. To discuss the performance and quality of the final winter fashion or interior product with peers.	**5.2: Quality of outcome** Produce high-quality components that are accurately assembled and well finished to produce a high-quality product overall. Produce a completed product that is fully functional as a textiles product. The final product should be fit for purpose.	

Lesson	Objectives	Appropriate Unit 1 content	Appropriate Unit 2 content
10	To test and evaluate the completed winter fashion or interior product to determine performance and quality factors.	**6.1: Testing and evaluation** Devise and carry out a range of suitable tests to check the performance and/or quality of the final product. Tests should be measurable and refer to specification points, if appropriate, to determine the product's fitness for purpose. Evaluate their final product objectively with reference to specification points, user-group feedback and sustainability issues. No product is ever perfect so students should discuss the positive and negative aspects of their final product. User-group feedback should provide a further perspective.	

Student guide

Is this the right subject for me?

Do you enjoy:

- Investigating textiles? ❑
- Thinking creatively? ❑
- Problem solving? ❑
- Designing textile products of the future? ❑
- Making products? ❑
- Using/wearing and testing your ideas? ❑

If you have ticked **any** of the boxes above, then this GCSE Textiles Technology course is the ideal subject for you!

What do I need to know, or be able to do, before taking this course?

Throughout Key Stage 3 you will have produced a wide range of exciting projects in design and technology, including graphics, textiles, food, electronics and RMT. If you enjoyed the creative design side of design and technology then you now have the opportunity to specialise in one of the subject areas and follow a two-year course in GCSE Textiles Technology.

What will I learn?

GCSE Textiles Technology covers a wide range of topics including sports fashion, natural forms, morphing product, child's play and sustainability.

Over the two years of the course you will develop a whole range of creative designing and making skills, technical knowledge and understanding relating to textiles products and invaluable transferable skills such as problem solving and time management.

How will I be assessed?

GCSE Textiles Technology has two units:

Unit 1	Unit 2
Creative Design and Make Activities	Knowledge and Understanding of Textiles Technology
Controlled Assessment	Examination
60%	40%

You can complete the coursework unit in two different ways.

- Through a combined design and make activity where you design a product and then make it. OR
- Through separate design and make activities where you design one product and make another.

The examination will be based on a structured exam paper which your teacher will be able to guide you through. Everything that you need to learn for this unit is set out in the specification so your teacher will know exactly how to prepare you for the exam.

What can I do after I've completed the course?

Many students have enjoyed studying GCSE Textiles Technology so much that they go on to study A Level Art and Design: Textiles for a further two years. But it is possible to study any design and technology-related course post-16.

Textiles technology students usually study one or more of the creative subjects including A Level Art and Design, Media and/or Film, BTEC National Diplomas in Art and Design or Media and the Diploma in Creative and Media.

Of course, if post-16 is not for you, employers value this GCSE Textiles Technology qualification for the development of creative, technical and transferable skills.

Next steps!

If you want to find out more about this GCSE Textiles Technology course then you can visit the Edexcel website at **www.edexcel.com**

You should also talk to the Head of Design and Technology/Textiles Technology at your centre who will be able to describe the course in detail and advise you of what you need to do next when it comes to your options.

This section provides all the information you need to understand the assessment requirements of the GCSE in Textiles Technology.

Assessment overview

The following grid gives you an overview of the assessment for this GCSE Textiles Technology course. We recommend that you make this information available to students to help ensure they are fully prepared and know exactly what to expect in the assessment of Units 1 and 2.

From summer 2014 onwards students will be required to sit all of their examinations at the end of the course. Students may complete the controlled assessment task at any point during the course and controlled assessment work must be submitted for moderation at the end of the course.

Unit 1	Percentage	Marks	Time	Availability
Creative Design and Make Activities This unit is internally assessed through controlled conditions. Students must complete a design and make activity. These activities can be linked (combined design and make) or separate (design one product, manufacture another).	60%	100	40 hours Controlled assessment External moderation	June
Unit 2	**Percentage**	**Marks**	**Time**	**Availability**
Knowledge and Understanding of Textiles Technology This unit is assessed through an examination paper set and marked by Edexcel. The examination paper will consist of multiple-choice, short-answer and extended-writing type questions.	40%	80	1 hour 30 minutes External assessment	June

Unit 1 description	Knowledge and skills
The development of student design folders and manufacture of products must take place under controlled conditions. Students must be supervised by a teacher at all times. Student work must be collected in at the end of the lesson and handed back at the beginning of the next lesson. Students must produce their work individually. Suggested textile products are given below: 1. **Sports fashion**, for example: • A product from a team kit that can be worn for a sporting activity or as casual wear with a sporty influence. • An accessory or garment that can be used to store equipment needed for a sporting activity or outdoor pursuit. 2. **Natural forms**, for example: • A dress or accessory influenced by natural forms that can be worn or used at a celebration. • A fashion or interior product influenced by insects. 3. **Morphing product**, for example: • A bag for a child's mother that changes into an educational tool. • A school shirt that becomes party wear. 4. **Child's play**, for example: • An outfit or product suitable for outdoor play. • A child's gift or fashion product to be sold in a shop. 5. **Sustainability**, for example: • A fashion or soft furnishing product that utilises recycled fabrics and components. • A garment, accessory or background scenery suitable for a catwalk show to promote sustainability. Centres can contextualise the task(s) to best suit their specific circumstances, which includes the availability of and access to resources. See the controlled assessment section on *pages 35* and 36 for more information.	The Assessment Objectives covered in this unit are: Recall of knowledge and understanding **AO1**: 6% Application of knowledge and understanding **AO2**: 45% Product analysis **AO3**: 9% Students will follow the basic creative design process. This includes research, product development, communication skills, application of knowledge and understanding of textiles products (materials, processes etc), planning and making a high-quality product/s, and testing and evaluating.
Unit 2 description	**Knowledge and skills**
• This unit is assessed through a 1-hour and 30-minute examination paper set and marked by Edexcel. • The examination paper: • is structured in the same way each year so that it is accessible to all students • is a question and answer booklet – all questions are compulsory • consists of multiple-choice, short-answer and extended-writing type questions. The total number of raw marks available is 80.	The Assessment Objectives covered in this unit are: **AO1**: 24% **AO2**: 8% **AO3**: 8% Students will develop a knowledge and understanding of a wide range of materials and processes used in design and technology. Students will learn about industrial and commercial practices and the importance of quality checks, and the health and safety issues that have to be considered at all times. The knowledge and understanding students develop in this unit can be easily applied to *Unit 1: Creative Design and Make Activities*.

Understanding Unit 1

Applying the assessment criteria

To support you in accurately and confidently applying the assessment criteria, Edexcel has written the mark bands like a mark scheme with key trigger points.

The table below shows how the descriptors in each mark band have been broken up into their individual marking points (denoted by bullet points). The marking points within each mark band are equally weighted. Edexcel suggests that you look at your students' work for each of the criteria holistically and place it into the appropriate mark band. You must then determine the actual mark you wish to award.

For example:

b) Research	Level of response not worthy of credit.	0
	• Research is **superficial** and does not focus on the needs identified in the analysis. (1) • Analysis of existing products is **insufficient** to aid the writing of specification criteria. (1)	1-2
	• Research is **general**, focusing on some of the needs identified in the analysis. (1) • Product analysis is used to inform the writing of **some** specification criteria. (1)	3-4
	• Research is **selective** and focuses on the needs identified in the analysis. (1) • The performance, materials, components, processes, quality and sustainability issues of relevant existing products are explored in **sufficient detail** to aid the writing of specification criteria. (1)	5-6

1. Initially, I think the student's research is selective and worthy of the 'high' mark band.

2. However, I don't think that the student's product analysis is strong enough to warrant a high mark – more 'medium'.

Where a student's work does not fit perfectly the descriptor statements in a band, a holistic (best fit) decision must be taken by the teacher when deciding on the final mark. Look at the example above. The teacher cannot award the full 6 marks for research as the student has not fully met the criteria in the top band with one aspect (product analysis) achieving a level better described in the middle band. In this case the student is awarded 5 marks. If the product analysis was better described by the lowest band descriptor then the holistic decision taken by the teacher would be that the work was more appropriate to the middle band overall and would therefore be awarded 4 marks.

Design activity (50 marks)

Investigate (15 marks)

Sub-sections	Descriptor	Mark range
a) Analysing the brief	Level of response not worthy of credit.	0
	• Analysis is **superficial** leading to unclear design needs.	1
	• Analysis is **limited** with some design needs clarified.	2
	• Analysis is **detailed** with most design needs clarified.	3
b) Research	Level of response not worthy of credit.	0
	• Research is **superficial** and does not focus on the needs identified in the analysis. • Analysis of existing products is **insufficient** to aid the writing of specification criteria.	1-2
	• Research is **general**, focusing on some of the needs identified in the analysis. • Product analysis is used to inform the writing of **some** specification criteria.	3-4
	• Research is **selective** and focuses on the needs identified in the analysis. • The performance, materials, components, processes, quality and sustainability issues of relevant existing products are explored in **sufficient detail** to aid the writing of specification criteria.	5-6
c) Specification	Level of response not worthy of credit.	0
	• Specification points are **superficial**. • Specification points are **not justified**.	1-2
	• **Some** specification points are realistic and measurable. • **Some** specification points are developed from research but are not justified.	3-4
	• **Most** specification points are realistic, technical, measurable and address some issues of sustainability. • Specification **fully** justifies points developed from research.	5-6

Design (20 marks)

Sub-sections	Descriptor	Mark range
d) Initial ideas	Level of response not worthy of credit.	0
	• Alternative design ideas are **similar**. • Ideas are **simplistic**. • Ideas are **superficial** and **limited** research is used. • **Limited** specification points are addressed.	1–4
	• Alternative design ideas are **realistic**. • Ideas are **workable**. • Ideas are **detailed** and **relevant** research is used. • Ideas address **most** specification points.	5–8
	• Alternative design ideas are **realistic**, **workable** and **detailed**. • Ideas demonstrate **detailed** understanding of materials, processes and techniques. • Ideas are **supported** by research information. • Ideas address **all** key specification points.	9–12
e) Review	Level of response not worthy of credit.	0
	• General and **subjective** comments against **some** specification points. • **Limited** use of user-group feedback.	1–2
	• **Objective** evaluative comments, against **most** specification points. • Evaluation considers **user-group** feedback and issues of **sustainability**.	3–4
f) Communication	Level of response not worthy of credit.	0
	• Use of a **range** of communication techniques, including ICT where appropriate. • Demonstrate **sufficient** skill to convey an understanding of design ideas.	1–2
	• Use of a **range** of communication techniques and media, including ICT and **CAD** where appropriate. • Demonstrate **precision** and **accuracy**.	3–4

Develop (15 marks)

Sub-sections	Descriptor	Mark range
g) Development	Level of response not worthy of credit.	0
	• Developments from alternative design ideas are **minor** and **cosmetic**. • **Simple** modelling is used. • Test **an** aspect of the final design proposal against **a** design criterion.	1-3
	• Developments are **appropriate** and use **details** from alternative design ideas to change, refine and improve the final design proposal. • Modelling using traditional materials and/or **3D computer modelling** is used. • Test **some** aspects of the final design proposal against **relevant** design criteria.	4-6
	• Development is used to produce a final design proposal that is **significantly different** and **improved** compared to any previous alternative design ideas. • Modelling to **scale** using traditional materials or 2D and/or 3D computer simulations is used • Test **important** aspects of the final design proposal against **relevant** design criteria. **User-group** feedback is used in final modifications.	7-9
h) Final design	Level of response not worthy of credit.	0
	• Final design proposal includes **limited** consideration of materials and/or component parts, processes and techniques.	1-2
	• Final design proposal includes **details** of **some** materials and/or component parts, processes and techniques.	3-4
	• Final design proposal includes **technical details** of **all** materials and/or component parts, processes and techniques.	5-6

Make activity (50 marks)

Plan (6 marks)

Sub-sections	Descriptor	Mark range
a) Production plan	Level of response not worthy of credit.	0
	• **Superficial** production plan that outlines **some** stages of manufacture for a range of products. • Plan shows **limited** reference to quality control.	1-2
	• **Limited** production plan that considers the **main** stages of manufacture for a range of products. • Plan shows **some** reference to **appropriate** forms of quality control.	3-4
	• **Detailed** production plan that considers all stages of manufacture in the **correct sequence for a range of products**. • Plan includes **specific** forms of quality control.	5-6

Make (38 marks)

Sub-sections	Descriptor	Mark range
b) Quality of manufacture	Level of response not worthy of credit.	0
	• Tools are selected **with guidance**. • Equipment is selected **with guidance**. • Processes, including CAD/CAM where appropriate, are selected **with guidance**. • **Limited** understanding of the working properties of materials used when selecting to manufacture a product. • The task is **undemanding**. • A **limited** range of skills is used. • A **limited** range of processes is used. • **Little** attention to detail in the use of skills and processes.	1-8
	• Tools are selected with **some** guidance. • Equipment is selected with **some** guidance. • Processes, including CAD/CAM where appropriate, are selected with **some** guidance. • **Some** understanding of the working properties of materials used when selecting to manufacture a product. • The task offers **some** challenge. • A **range** of skills is used. • A **range** of processes is used. • **Attention to detail** in the use of skills and processes.	9-16
	• Tools are selected for specific uses **independently**. • Equipment is selected for specific uses **independently**. • Processes, including CAD/CAM where appropriate, are selected for specific uses **independently**. • An **appropriate** understanding of the working properties of materials used when selecting for manufacturing a product. • The task is **challenging**. • A **wide range** of skills is used. • A **wide range** of processes is used. • **Precision** and **accuracy** in the use of skills and processes.	17-24

Sub-sections	Descriptor	Mark range
c) Quality of outcome	Level of response not worthy of credit.	0
	• Product includes the manufacture of **some** good quality component parts. • Product remains either unassembled or **poorly** assembled. • Product/components are **poorly** finished. • Completed product functions **poorly**.	1–4
	• Product includes the manufacture of **good** quality component parts. • Product is generally **well** assembled. • Product/components are generally **well** finished. • Completed product functions **adequately**.	5–8
	• Product includes the manufacture of **high-quality** component parts. • Product is **accurately** assembled. • Product/components are **well** finished. • Completed product is **fully functional**.	9–12
d) Health and safety	Level of response not worthy of credit.	0
	• Demonstrate an **awareness** of safe working practices for **most** specific skills and processes.	1
	• Demonstrate **a high level** of safety awareness throughout **all** aspects of manufacture.	2

Test and evaluate (6 marks)

Sub-sections	Descriptor	Mark range
e) Testing and evaluation*	Level of response not worthy of credit.	0
	• One or more **simple** tests carried out to check the performance and/or quality of the final product. • Evaluative comments are **subjective** and reference a **few** specification points **superficially**.**	1–2
	• A **range** of tests carried out to check the performance and/or quality of the final product. • Evaluative comments are **objective** and reference **most** specification points.***	3–4
	• A **range** of tests carried out to check the performance and/or quality of the final product with **justifications**. • **Objective** evaluative comments, including **user-group** evaluation, consider most relevant, measurable specification points in **detail** including **sustainability** issues.****	5–6

Notes

* Opportunity for students to be assessed on Quality of Written Communication: strand (iii) – organise information clearly and coherently, using specialist vocabulary when appropriate.
** The student uses basic language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar used with limited capacity.
*** The student uses some design and technology terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar used with some accuracy. Some spelling errors may still be found.
**** The student uses a range of appropriate design and technology terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar used with considerable accuracy.

Examination questions

This exam question guide looks at the style of questions your students will be faced with when they sit the written paper. Those of you already familiar with the current format of Edexcel's GCSE D and T paper will clearly recognise the style of most of the questions in the sample assessment material although clearly, to comply with QCA regulations there are some differences, notably introduction of questions that require some extended writing. It should be highlighted, that this change is a small percentage of the examination and therefore its impact on students should be minimal. Another change is the inclusion of some multiple-choice questions to give students confidence at the start of the paper.

The examination paper is 'ramped' and within each question the sub-questions are ramped as well. The advantage of ramping the whole paper is that the questions at the beginning of the paper are accessible to the whole ability range, thereby easing the student into the paper and allowing them to work with confidence. As they work through the paper, the questions will get progressively more challenging as they move through the grade range G-A*.

However, students are advised to attempt all questions as there will be opportunities to gain marks throughout the paper.

The examination paper contains different types of questions:

- multiple choice
- short answer
- design questions
- extended writing.

Each textiles exam paper will be structured in the following way.

Questions 1-10	Question 11 a	Question 11 (b) – (f)	Question 12	Question 13	Question 14
Multiple choice	Name and give the use of tools and equipment	Knowledge and understanding of textiles technology. Short-answer style questions.	Designing products	Analysing products	Knowledge and understanding of textiles technology. Short-answer and extended-writing type questions.
10 marks	4 marks	15 marks	16 marks	16 marks	19 marks
				TOTAL	80 marks

Command words

Students should be reminded to always read each question carefully before they respond. They should always look at the amount of marks awarded for each question in brackets. This will give them a good indication of how many points need to be raised in their response. As a general rule of thumb, look at the following command words and what students have to do in order to gain the marks.

Command word	Marks awarded	Description
Give/State/Name	(1 mark)	These types of questions will usually appear at the beginning of the paper or question part and are designed to ease students into the question with a simple statement or short phrase.
Describe/Outline	(2 + marks)	These types of questions are quite straightforward. They ask students to simply describe something in detail. Some questions may also ask students to use notes and sketches, therefore, they can gain marks with the use of a clearly labelled sketch.
Explain/Justify	(2 + marks)	These types of questions will be commonplace in this exam. They are asking students to respond in detail to the question – no short phrases will be acceptable here. Instead, students will have to make a valid point and justify it.
Evaluate/Discuss/ Compare	(4 + marks)	These types of questions will appear towards the end of the paper and are designed to stretch and challenge the more-able student. They will always be awarded the most amount of marks because they require students to make a well-balanced argument, usually involving both advantages and disadvantages.

Questions 1–10: Multiple choice (10 marks)

New to D and T exam papers. This paper starts off with 10 multiple-choice questions which become gradually more difficult. These questions can cover any part of the specification. For example:

Please mark a cross (☒) in the correct box.

3 An example of a natural fibre is:

☒ A Wool

☒ B Acrylic

☒ C Viscose

☒ D Polyester. (1 mark)

Answer

☒ **A** Wool

Examiner comments

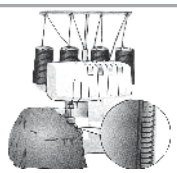
Students simply have to enter a cross into the relevant box to record their response. An extremely straightforward question which applies knowledge and understanding from Topic 1.1 Natural fibres.

Question 11(a): Name and give the use of tools and equipment (4 marks)

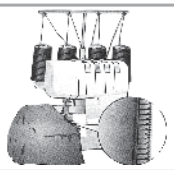
Question 11 starts with 4 marks awarded to students for either naming or giving the use of tools and equipment related to textiles technology. The tools and equipment will be laid out in a table format, for example:

11 (a) The table below shows some components and equipment.

Complete the table below by giving the missing names and uses.

Components/Equipment	Name	Use
		Stitching and trimming seams in one operation

Answer

Components/Equipment	Name	Use
	overlocks	Stitching and trimming seams in one operation

Examiner comments

Students have to write clearly within the relevant box. The student has stated 'overlocks' instead of overlocker. An examiner would not penalise a student for shortening this word as the meaning is still very clear. However, we strongly encourage the correct use of specialist technical terminology throughout this paper to avoid any potential miscommunication.

Students should be familiar with a wide range of specialist tools and equipment through the course of their design and make activities and Topic 1.7: Components, materials, equipment and processes.

Question 11(b)–(f): Knowledge and understanding of textiles technology (15 marks)

Subsequent question parts comprise short-answer type questions, for example:

11 (f) CAD software is used by textile designers in the development stage of garment production.

Explain one benefit for the designer of using 2D modelling software to create and modify designs.

(2 marks)

Answer

An `explain' type question requires a statement and then a justification in order to be awarded full marks, for example:

Designs can be adapted easily **(1),** *so that the designer does not have to start again from scratch.* **(1)**

Examiner comments

Note: 'triggers' are indicated in brackets where the examiner has awarded marks that relate to the mark scheme.

This question focuses on Topic 2.2 Modelling and prototyping. Students need to learn the processes, application and advantages/disadvantages of 3D models and prototypes including toiles, CAD software to create and modify designs and 2D/3D modelling as stated in the specification content.

Question 12: Designing products (16 marks)

Question 12 enables students to respond creatively to a given need and a detailed specification, for example:

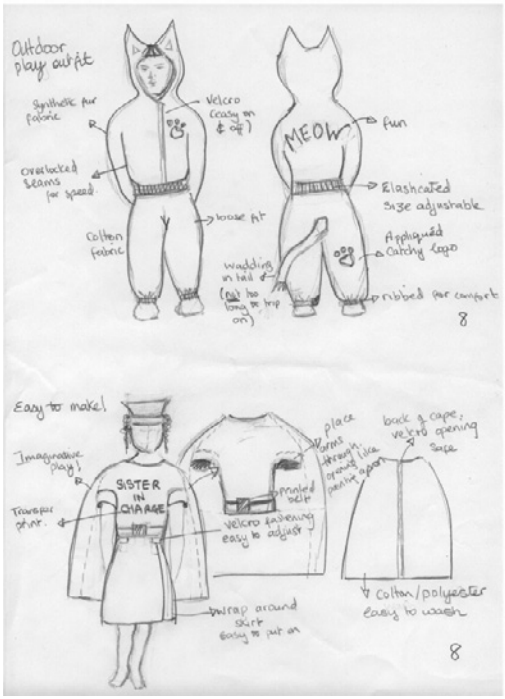
12. You have been asked to make an outfit for a five-year-old child to encourage imaginative play.

The specification for the outfit is that it must:

- be cheap to make
- be fun to wear
- encourage imaginative play through an effective disguise
- be safe to wear
- use decorative techniques
- be easy to put on and take off
- consist of two separate garments
- be suitable for one-off production in the classroom.

(16 marks)

Answer



Examiner comments

Students must use annotated sketches in order to design a product that satisfies the criteria outlined in the design specification. The student has used a simple 3D and 2D sketch to convey their design idea. No drawing equipment needs to be provided for this exam so clear annotated sketches are sufficient. The annotation is extremely important for showing the examiner how the design idea satisfies each of the specification criteria.

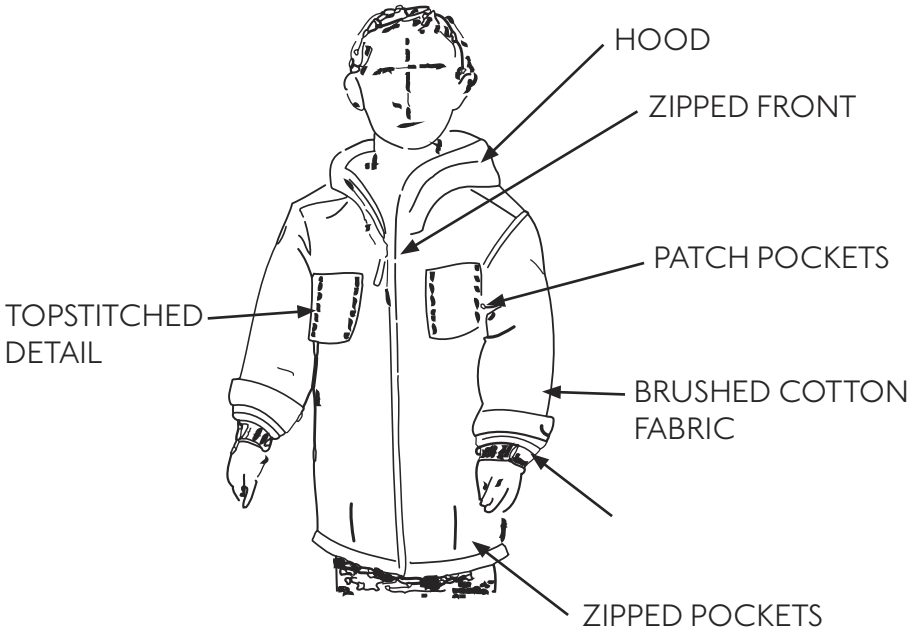
For example, the annotation point `wadding in tail' addresses two criteria:

- be fun to wear (including wadding in the tail adds to the character of the costume by giving the tail more body)
- be safe to wear (the note recognises the risk of tripping).

Question 13: Analysing products (16 marks)

In question 13, students will be given a labelled diagram of a specific product and are required to answer a series of questions relating to it, for example:

13. The drawing below shows a picture of a child's coat.



(a) The coat is made from brushed cotton.
Give **two** properties of brushed cotton that make it a suitable material for the coat.
For each property, justify your answer.

(4 marks)

Answer

For example:

Property 1: Absorbent (1)

Justification: Will absorb perspiration whilst playing (1)

Property 2: Durable (1)

Justification: Children are active so need to withstand wear and tear (1)

Examiner comments

This short-answer type question is very similar to an 'explain' question. The student must state two properties of brushed cotton and justify both. This question requires students to apply their knowledge and understanding of Topic 1.1 Natural fibres – cotton – functional properties and Topic 2.5 Finishing processes – physical – raising.

This answer is awarded 4 marks.

Question 14: Knowledge and understanding of textiles technology including extended-writing style questions (19 marks)

The last question on the paper will include an extended-writing type question, for example:

14 (e) Care of the environment has become an increasing concern for society.
Discuss the ways in which textile manufacturers could reduce their environmental impact.

(6 marks)

Answer

The development of new fabrics such as Llyocell can reduce the environmental impact textiles has on the environment as they are made from sustainable forests and the processes they go through uses less harmful chemicals. They are also biodegradable so they will reduce waste in landfill sites.

Manufacturers can use renewable sources of energy for example Wind energy using turbines and wind farms, Solar energy using solar cells and photo-voltaic cells as alternatives to traditional non-sustainable energy sources.

Biomass can also be converted into biofuels so reducing the carbon footprint when transporting textiles goods.

Manufacturers can take apart fabrics, garments or products to use the recycled fibres and fabrics to create new products for retail that carry a recycled logo to make them more popular.

Examiner comments

This 'discuss' question requires a student to write an essay style response.

This question has a levels mark scheme. The student response fits into **Level 3** (5–6 marks).

Student identifies a range of impacts with associated developments showing a detailed understanding of the impacts. Writing communicates ideas effectively, using a range of appropriately selected D&T terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy.

Controlled assessment

About the controlled assessment

Controlled assessment is similar to coursework except that controls have been added to ensure that all of the work is the student's own.

The level of control for each activity in each subject is specified by QCA. This section explains the level required for each activity and what it means for you and your students, and the frequency of change.

Task setting

What is the level of control?

High.

What does this mean?

Tasks will be set by Edexcel and centres will choose from a list available on our website in September at the start of each academic year. Centres can contextualise the task(s) to best suit their specific circumstances, which includes the availability of and access to resources.

How often will the tasks change?

Edexcel will review the tasks every two years. Edexcel will look at the tasks in the light of student performance and make any amendments necessary to make the tasks clearer.

Any students wanting to retake the controlled assessment unit will need to use the one available for the session in which they are retaking, regardless of what task they did originally. If students are taking the same task, they must start from scratch and do the whole task again.

Task taking

The task taking controls have been designed to ensure that the task is carried out by the student and that all the work is their own. This means that students cannot carry out work at home and bring it to the classroom.

The task is split into two phases:

- initial research
- design and make tasks.

The levels of control and the effect are different for each part.

What is the level of control?

Initial research

Low.

Design and make tasks

Medium.

Task taking (continued)

What does this mean?

Initial research

Students can undertake research to locate sources outside of the classroom without supervision. They can locate as many sources as they wish to take into the write-up phase.

Design and make tasks

The student must complete the following under classroom supervision:

- write up of their portfolio
- making of their product.

However, students are allowed to use the following to help them complete their task:

- the initial research they have undertaken outside of the classroom to produce focused selective research for their portfolio
- sources the centre provides.

A student can bring in additional research notes at any time provided the write up of their research is carried out under the same supervised conditions.

Students cannot take any information away from the classroom to complete. They can make an outline plan for the task beforehand and bring it to the classroom.

You will need to monitor the student in the classroom to ensure the whole of the task is their own work. You can answer questions but you must not guide students along a particular path or advise on how to approach the task.

This stage is not an exam and requires supervision, not invigilation. There is no need to set up the room like an exam or for the room to be silent. The key requirement is that students are supervised at all times.

The task must be taken during curriculum time.

Task marking

This is similar to the current arrangements, so will be familiar.

What is the level of control?

Medium.

What does this mean?

You will mark all the tasks. You then fill in a form to show all the marks achieved. Edexcel will ask for a sample of the work to moderate, including student work with the highest and lowest scores.

Edexcel will moderate the work and you will receive a summary report on results day.

Training courses on marking tasks will be available to help you mark the work effectively. Our specification experts can also provide support, just email dandt@edexcelexperts.com

Controlled assessment exemplars

Centres will appreciate that no student has actually submitted controlled assessment work under the new specification at the time of publication. Therefore, existing examples of students GCSE Textile Technology work have been modified by the Principal Moderator for illustrative purposes.

Suggested timings

As a guideline only, we have suggested times for each stage in the design and make activity. Obviously, you as the teacher will be best suited to gauge the times needed to complete each task, as you know your students best.

Design activity

Stage	Tasks	Suggested times
1. Investigate	1.1 Analysing the brief	1 hour
	1.2 Research	3 hours
	1.3 Specification	1 hour
2. Design	2.1 Initial ideas	5-6 hours
	2.2 Review	1 hour
	2.3 Communication	Evidenced throughout
3. Develop	3.1 Development	5-6 hours
	3.2 Final design	1-2 hours

Make

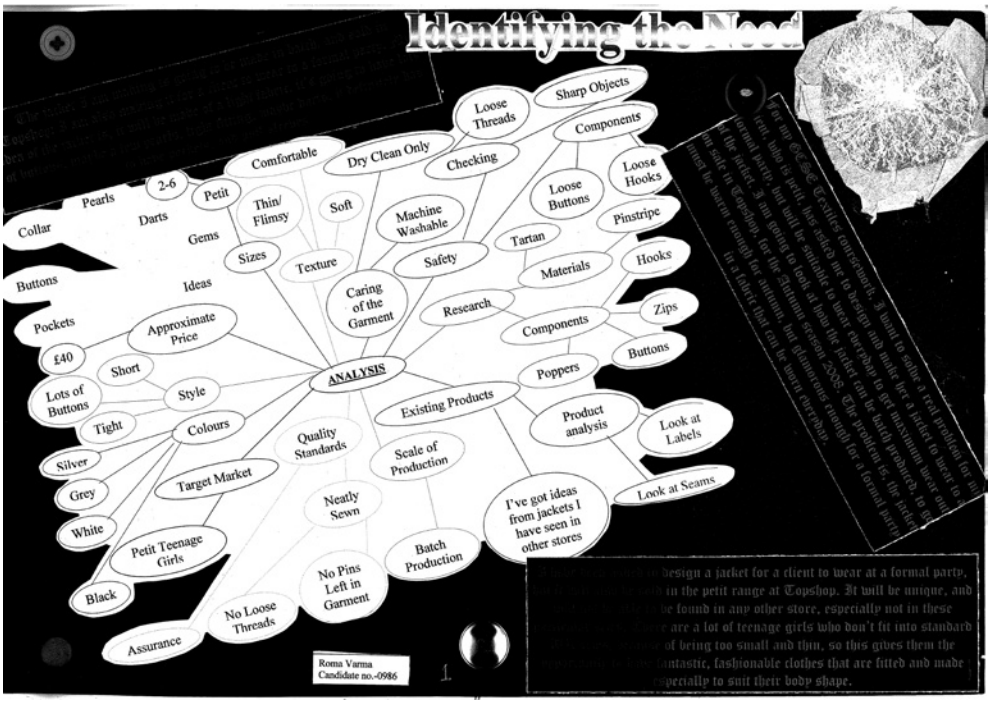
Stage	Tasks	Suggested times
4. Plan	4.1 Production plan	1-2 hours
5. Make	5.1 Quality of manufacture	16 hours
	5.2 Quality of outcome	
	5.3 Health and safety	
6. Test and evaluate	6.1 Testing and evaluation	1-2 hours

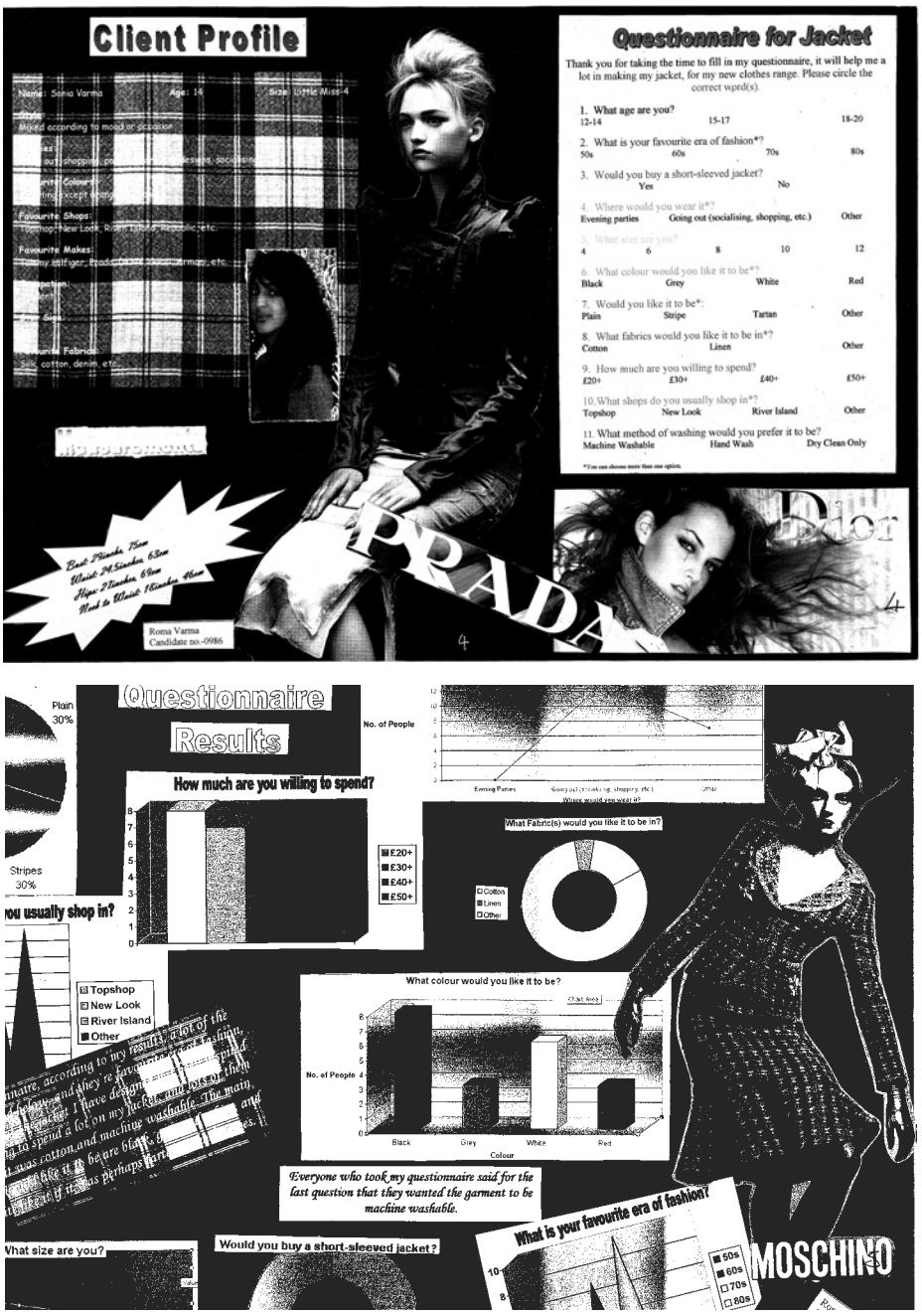
Student outcomes

The following examples of student work are to show indicative content only. As no student has yet submitted coursework under the new specification at the time of publication, existing examples of students' GCSE Textiles Technology work have been adapted for illustrative purposes.

Investigate

Garments – for a special occasion – item for a formal occasion



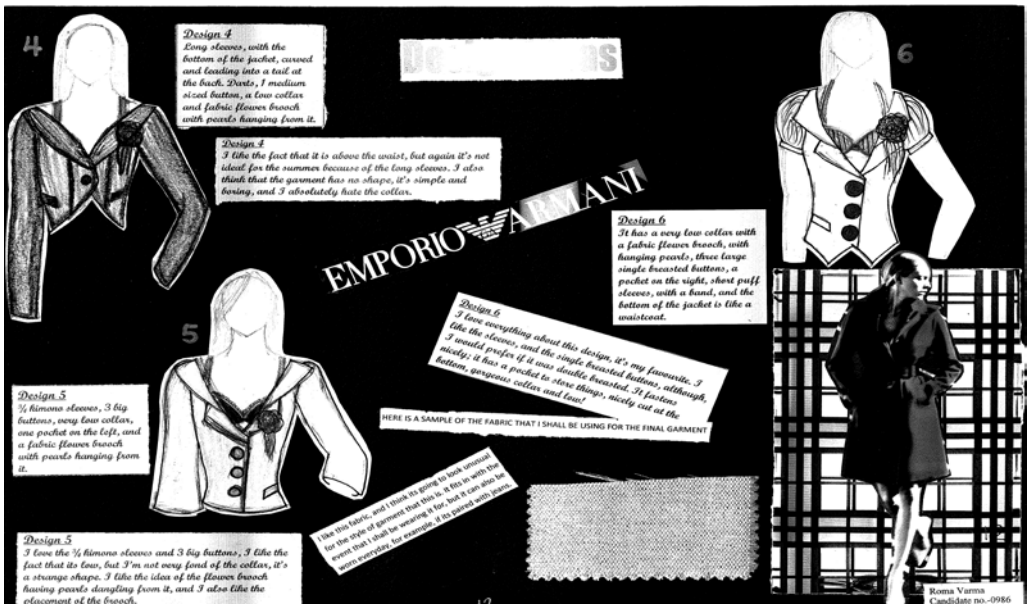


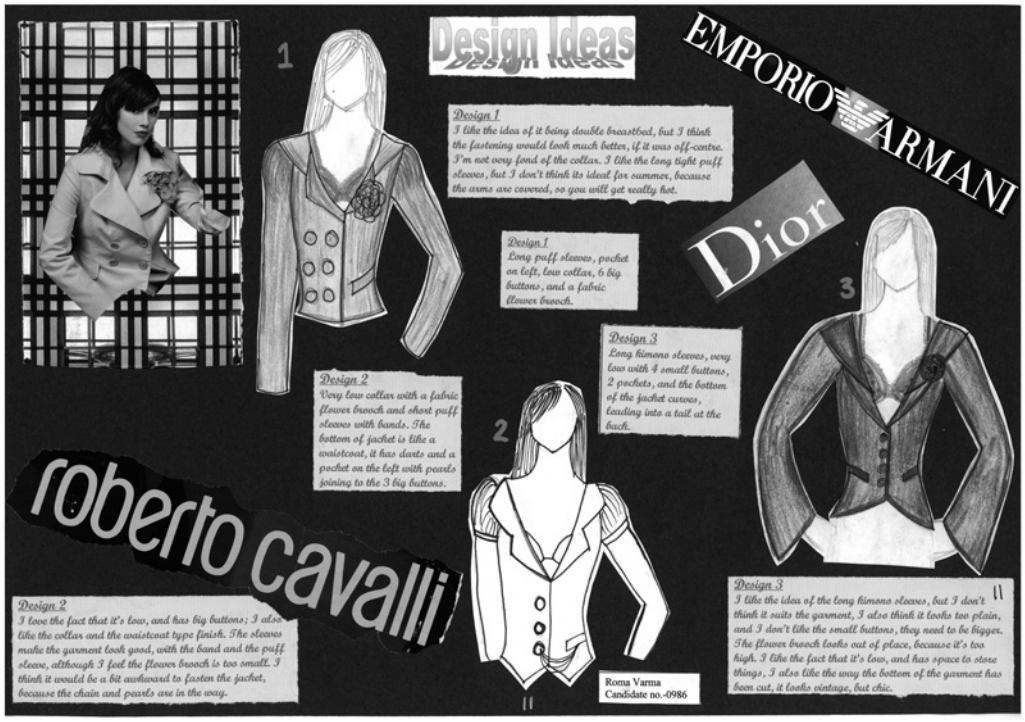
Moderator comments

You should encourage students to gather research that is focused and selective. Students should ensure their design area is not too wide, as this often results in research which does not inform the reader about the task being undertaken. Areas for useful research include analysis of similar products to establish the fabrics, methods of decoration and construction processes used with existing items. Market research should be used to determine potential user preferences and the priorities for the user group. A shop survey can be used to assess current trends and the opinions of the target user group. Selectivity, relevance and succinct presentation are necessary to demonstrate effective research. In the example shown, the student considers the needs of the user through an analysis; existing products are shown through a mood board but this needs to be analysed and evaluated to be useful. To learn about user needs and preferences a questionnaire is used and the results are analysed through graphs but the information lacks a written evaluation of the results.

Design

Task: 2.1 Initial ideas





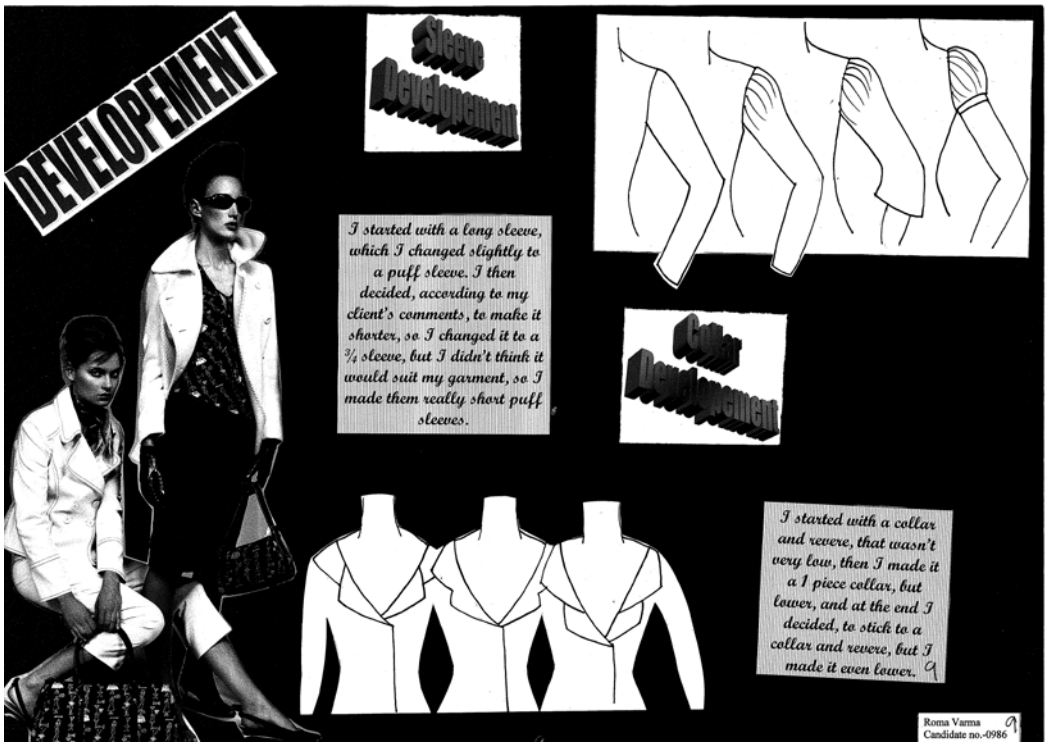
Moderator comments

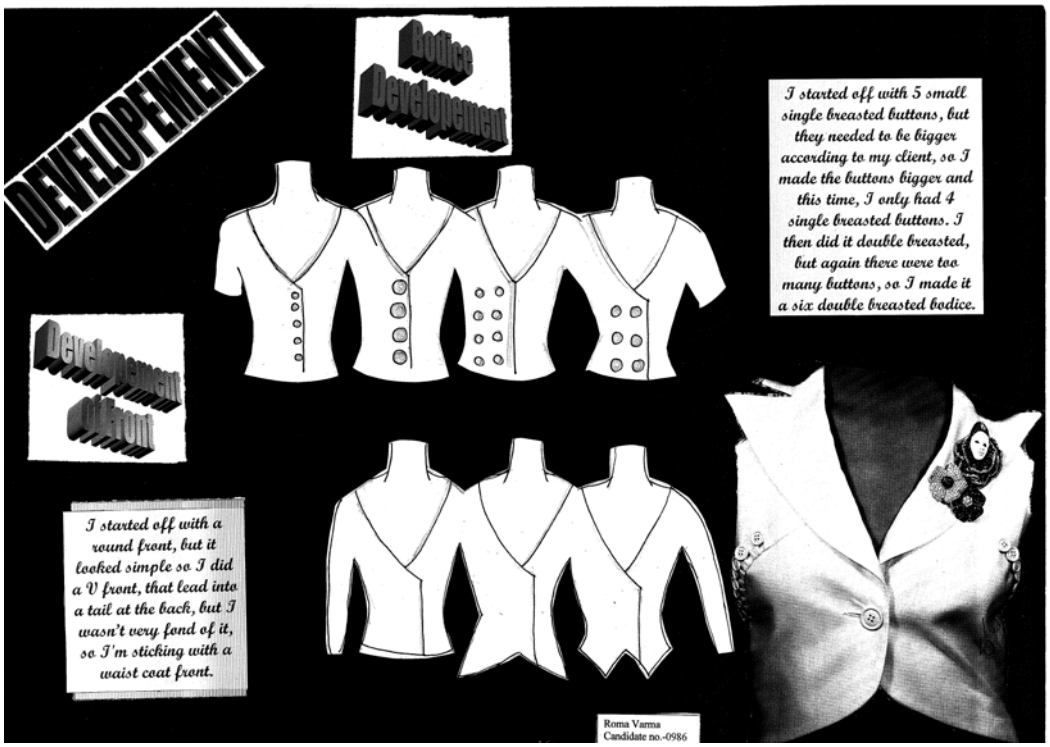
In this assessment criterion, it is expected that students will produce a range of alternative ideas that reflect their knowledge and understanding of the needs of the product specification.

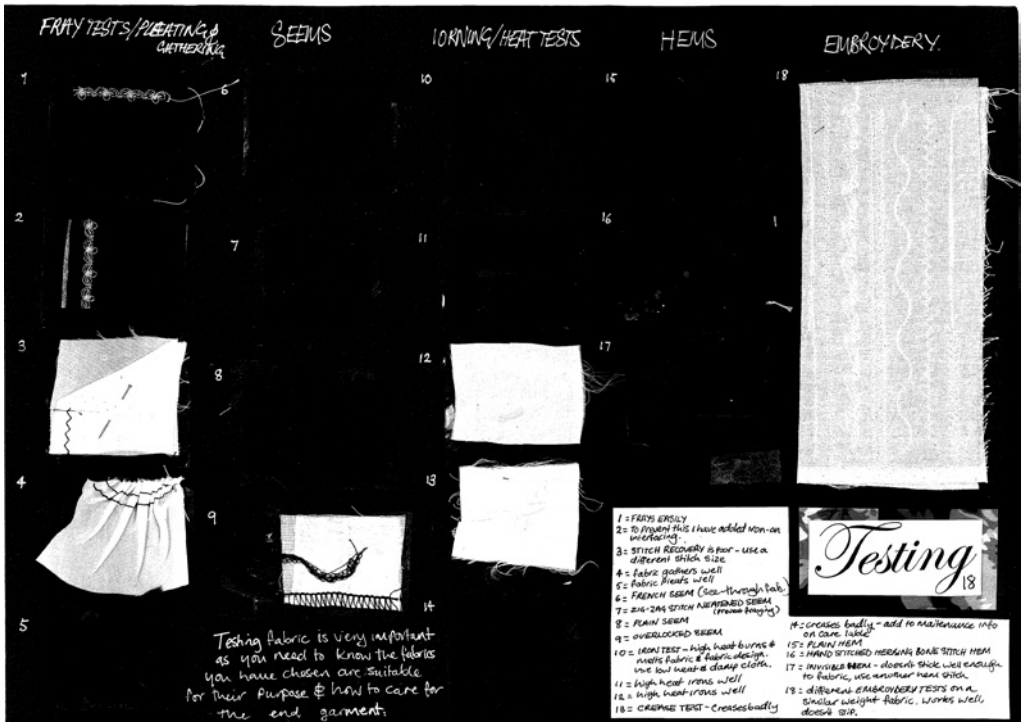
It is important that students avoid producing lots of work that does not progress. It is better to produce fewer ideas and concentrate on detailed, well-thought through work that is well annotated to include good technical understanding of materials, techniques and processes relating to a product. Ideas should be evaluated against the design specification in order to inform decisions when developing ideas.

Develop

Task: 3.1 Development







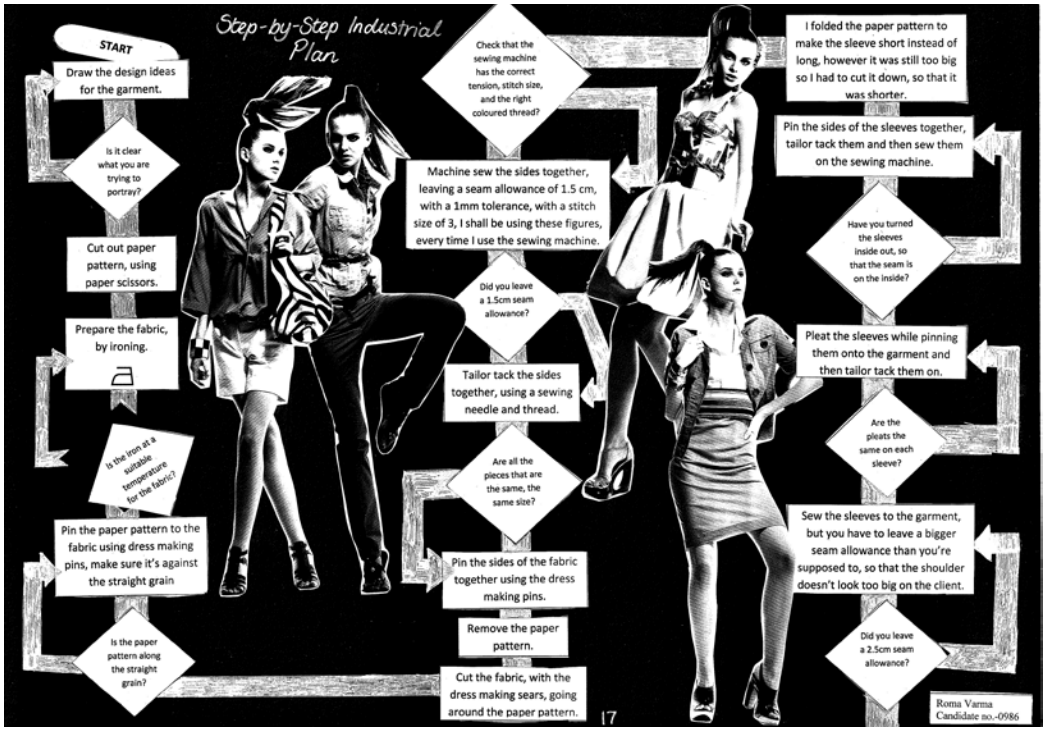
Moderator comments

In this section, students should use their initial ideas to develop a number of elements in order to decide on a final design for their product that matches most points of the product specification. Develop means 'change' and students should show how their final design has moved on from initial ideas to a point where it is ready to be made.

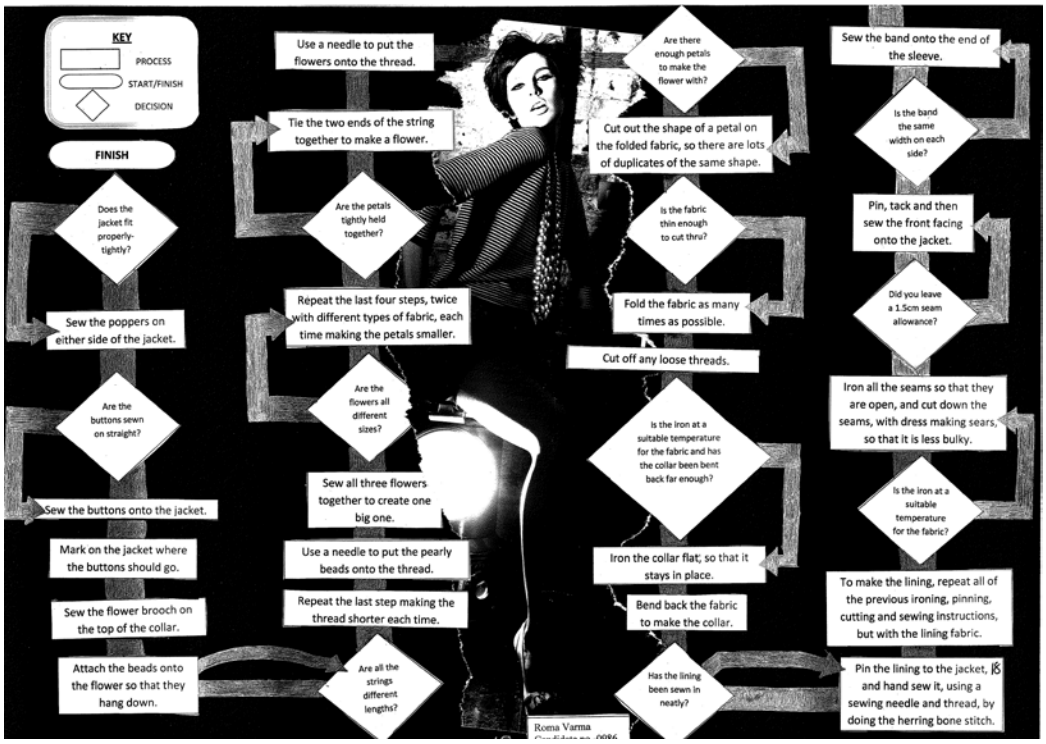
Modelling is an important part of development. Students are expected to test fastenings; types of decoration; use of seams and other construction processes and these samples should be presented in the folder. These developments should be tested against the specification requirement. Students can include the use of 2D and 3D CAD to test ideas against the specification requirement. There must be a point to modelling and this should be explained, for example to test proportions, materials etc.

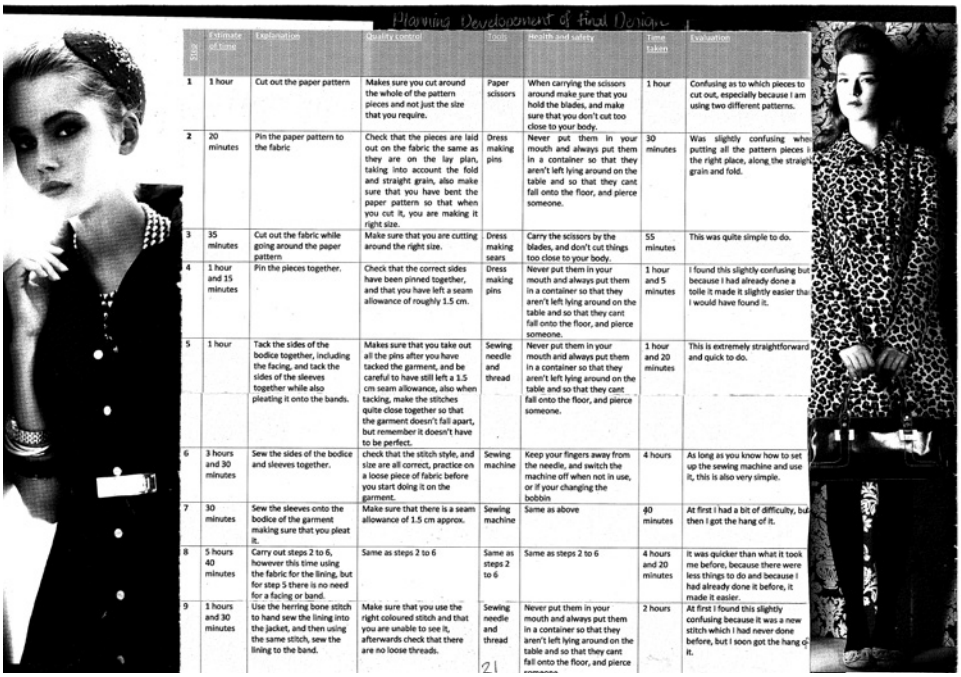
In the example, the student has shown drawn design developments but the ideas are very similar and do not show a significant move forward. The student can test proportions and the proposed colour scheme of the product. The third sheet shows the simple type of modelling students can undertake.

Plan



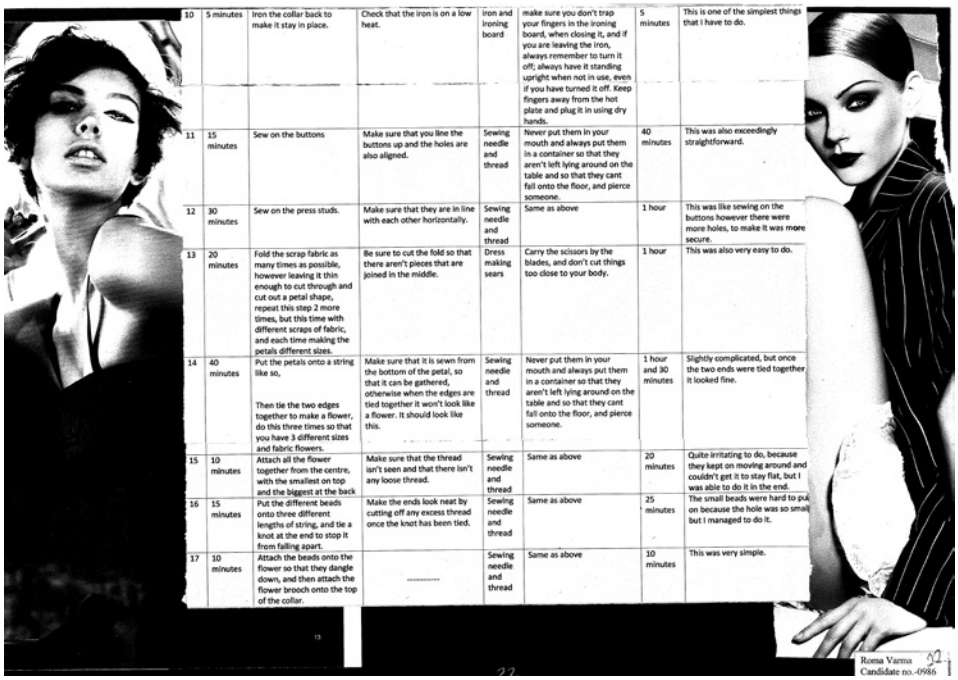
Task: 4.1 Production plan





Planning Development of final Design

Step	Estimate of time	Explanation	Quality control	Tools	Health and safety	Time taken	Evaluation
1	1 hour	Cut out the paper pattern	Makes sure you cut around the whole of the pattern pieces and not just the size that you require.	Paper scissors	When carrying the scissors around make sure that you hold the blades, and make sure that you don't cut too close to your body.	1 hour	Confusing as to which pieces to cut out, especially because I am using two different patterns.
2	20 minutes	Pin the paper pattern to the fabric	Check that the pieces are laid out on the fabric the same as they are on the lay plan, taking into account the fold and straight grain, also make sure that you have bent the paper pattern so that when you cut it, you are making it right size.	Dress making pins	Never put them in your mouth and always put them in a container so that they aren't left lying around on the table and so that they cant fall onto the floor, and pierce someone.	30 minutes	Was slightly confusing when putting all the pattern pieces in the right place, along the straight grain and fold.
3	35 minutes	Cut out the fabric while going around the paper pattern	Make sure that you are cutting around the right size.	Dress making sears	Carry the scissors by the blades, and don't cut things too close to your body.	55 minutes	This was quite simple to do.
4	1 hour and 15 minutes	Pin the pieces together.	Check that the correct sides have been pinned together, and that you have left a seam allowance of roughly 1.5 cm.	Dress making pins	Never put them in your mouth and always put them in a container so that they aren't left lying around on the table and so that they cant fall onto the floor, and pierce someone.	1 hour and 5 minutes	I found this slightly confusing but because I had already done a toile it made it slightly easier than I would have found it.
5	1 hour	Tack the sides of the bodice together, including the facing, and tack the sides of the sleeves together while also pleating it onto the bands.	Makes sure that you take out all the pins after you have tacked the garment, and be careful to have still left a 1.5 cm seam allowance, also when tacking, make the stitches quite close together so that the garment doesn't fall apart, but remember it doesn't have to be perfect.	Sewing needle and thread	Never put them in your mouth and always put them in a container so that they aren't left lying around on the table and so that they cant fall onto the floor, and pierce someone.	1 hour and 20 minutes	This is extremely straightforward and quick to do.
6	3 hours and 30 minutes	Sew the sides of the bodice and sleeves together.	check that the stitch style, and size are all correct, practice on a loose piece of fabric before you start doing it on the garment.	Sewing machine	Keep your fingers away from the needle, and switch the machine off when not in use, or if your changing the bobbin	4 hours	As long as you know how to set up the sewing machine and use it, this is also very simple.
7	30 minutes	Sew the sleeves onto the bodice of the garment making sure that you pleat it.	Make sure that there is a seam allowance of 1.5 cm approx.	Sewing machine	Same as above	40 minutes	At first I had a bit of difficulty, but then I got the hang of it.
8	5 hours 40 minutes	Carry out steps 2 to 6, however this time using the fabric for the lining, but for step 5 there is no need for a facing or band.	Same as steps 2 to 6	Same as steps 2 to 6	Same as steps 2 to 6	4 hours and 20 minutes	It was quicker than what it took me before, because there were less things to do and because I had already done it before, it made it easier.
9	1 hours and 30 minutes	Use the herring bone stitch to hand sew the lining into the jacket, and then using the same stitch, sew the lining to the band.	Make sure that you use the right coloured stitch and that you are unable to see it, afterwards check that there are no loose threads.	Sewing needle and thread	Never put them in your mouth and always put them in a container so that they aren't left lying around on the table and so that they cant fall onto the floor, and pierce	2 hours	At first I found this slightly confusing because it was a new stitch which I had never done before, but I soon got the hang of it.



10	5 minutes	Iron the collar back to make it stay in place.	Check that the iron is on a low heat.	Iron and ironing board	make sure you don't trap your fingers in the ironing board, when closing it, and if you are leaving the iron, always remember to turn it off; always have it standing upright when not in use, even if you have turned it off. Keep fingers away from the hot plate and plug it in using dry hands.	5 minutes	This is one of the simplest things that I have to do.
11	15 minutes	Sew on the buttons	Make sure that you line the buttons up and the holes are also aligned.	Sewing needle and thread	Never put them in your mouth and always put them in a container so that they aren't left lying around on the table and so that they cant fall onto the floor, and pierce someone.	40 minutes	This was also exceedingly straightforward.
12	30 minutes	Sew on the press studs.	Make sure that they are in line with each other horizontally.	Sewing needle and thread	Same as above	1 hour	This was like sewing on the buttons however there were more holes, to make it was more secure.
13	20 minutes	Fold the scrap fabric as many times as possible, however leaving it thin enough to cut through and cut out a petal shape, repeat this step 2 more times, but this time with different scraps of fabric, and each time making the petals different sizes.	Be sure to cut the fold so that there aren't pieces that are joined in the middle.	Dress making sears	Carry the scissors by the blades, and don't cut things too close to your body.	1 hour	This was also very easy to do.
14	40 minutes	Put the petals onto a string like so, Then tie the two edges together to make a flower, do this three times so that you have 3 different sizes and fabric flowers.	Make sure that it is sewn from the bottom of the petal, so that it can be gathered, otherwise when the edges are tied together it won't look like a flower. It should look like this.	Sewing needle and thread	Never put them in your mouth and always put them in a container so that they aren't left lying around on the table and so that they cant fall onto the floor, and pierce someone.	1 hour and 30 minutes	Slightly complicated, but once the two ends were tied together it looked fine.
15	10 minutes	Attach all the flower together from the centre, with the smallest on top and the biggest at the back	Make sure that the thread isn't seen and that there isn't any loose thread.	Sewing needle and thread	Same as above	20 minutes	Quite irritating to do, because they kept on moving around and couldn't get it to stay flat, but I was able to do it in the end.
16	15 minutes	Put the different beads onto three different lengths of string, and tie a knot at the end to stop it from falling apart.	Make the ends look neat by cutting off any excess thread once the knot has been tied.	Sewing needle and thread	Same as above	25 minutes	The small beads were hard to put on because the hole was so small but I managed to do it.
17	10 minutes	Attach the beads onto the flower so that they dangle down, and then attach the flower brooch onto the top of the collar.	.....	Sewing needle and thread	Same as above	10 minutes	This was very simple.

Roma Varma
Candidate no.-0986

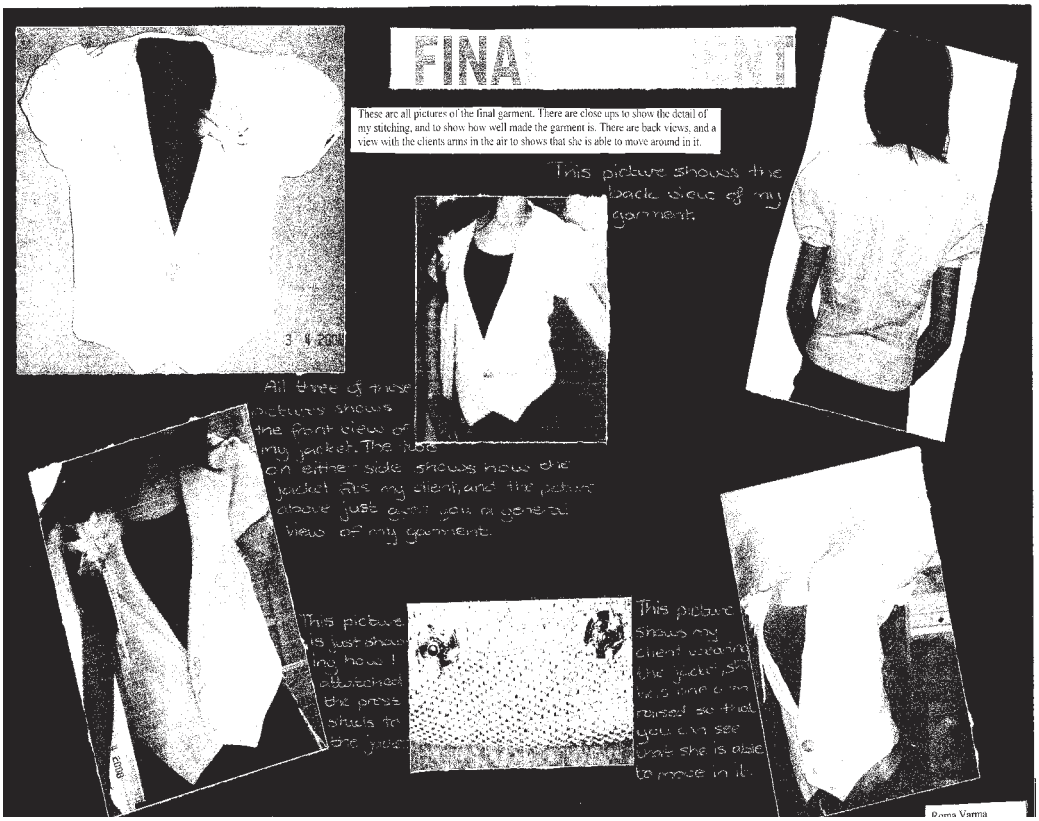
Moderator comments

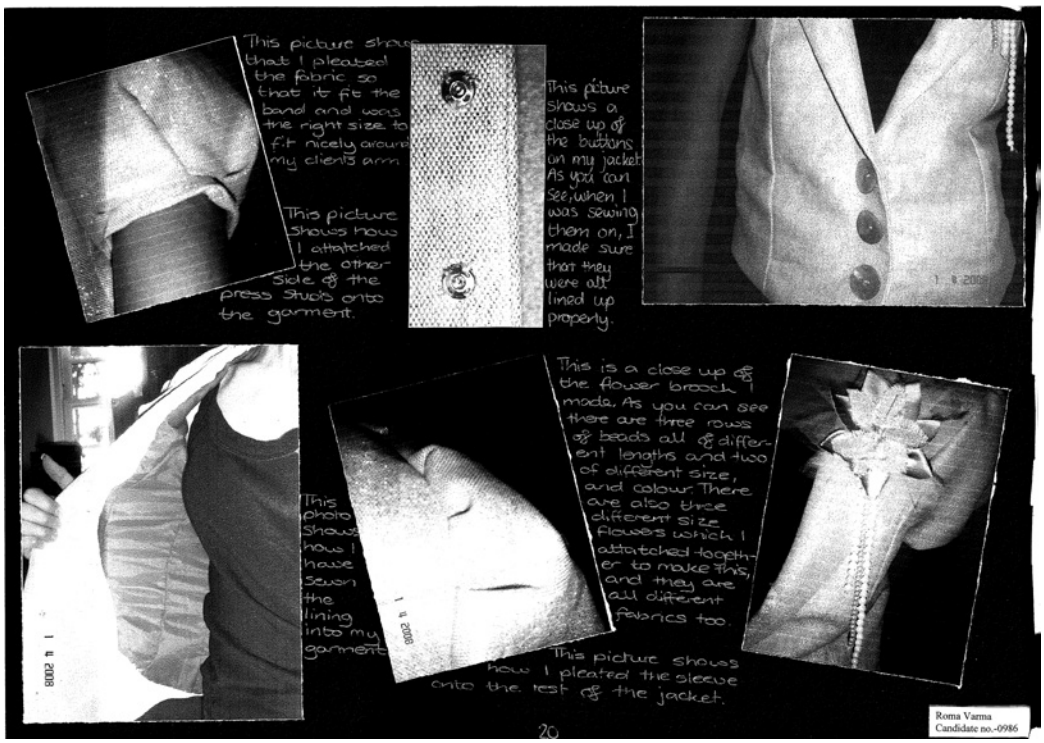
The production plan should show the correct sequence of processes carried out during the student's intended product manufacture and this can be done through a flow chart that covers the stages of production and identifies where quality checks can be made. Planning requires a consideration of time and this can be done through a Gantt chart, which can be used to map time against task.

The example here shows a comprehensive flow chart and the student has also included detailed timings, quality control points and health and safety issues – these are required to achieve full marks.

Make

Task: 5.1 Quality of manufacture and 5.2 Quality of outcome



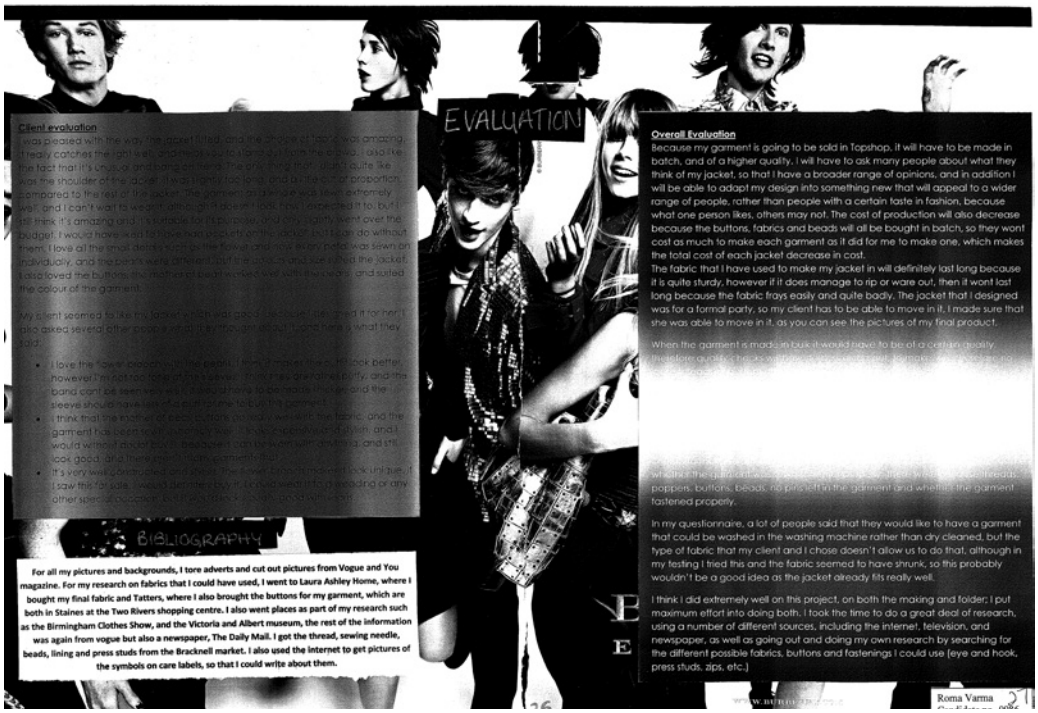


Moderator comments

It is essential that students provide detailed evidence of them making their product and this should be done through a series of clear photographs that illustrate the processes, techniques and skills involved. Photographs of making in progress, and the final outcome, are the only evidence a moderator will see, so it is essential that images are detailed in order to show what the student has done. In the images shown here, the student has provided sound evidence of a range of skills and processes that support the final product. The working drawing from the development section is used as an essential part of manufacturing.

Test and evaluate

Task: 6.1 Quality of manufacture and 5.2 Quality of outcome



Moderator comments

It is important that final products are tested and evaluated to establish whether or not they have been successful. There is not a requirement to evaluate the whole folder or the entire process – it is the outcome of the final product that is evaluated. In the example shown, the student has completed an integrated design and make activity, so the original product specification can be used to measure the performance and quality of the product.

If separate design and make activities had been set, a manufacturing specification would have been given to students and this would have been used to test the performance of the product.

Evaluations should be based on evidence gained from the intended user. Subjective comments have very little value. Evidence for the evaluation can be gathered using a questionnaire or by interviewing members of the target market.

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