

Moderators' Report/
Principal Moderator Feedback

Summer 2015

Pearson Edexcel GCSE
Design and Technology
Textiles Technology Unit 1 (5TT01/01)
Creative Design & Make

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Introduction

Students are expected to Design & Make a textile product. This activity can be divided into two parts or worked on as a whole project.

It was interesting to see how many different ways students used the task titles to influence their project work. There was a good breadth of use of all of the task titles, with sustainability appearing to be the least popular. There was growing use of a separate Design and Make activity and this seemed to support student marks when employed.

Centres are reminded of a few practical details that aid the moderation process:

- Good quality, in focus, photographs of the final product are crucial; when dark fabric is used the photograph might need editing to improve the visibility of the features. It is essential we see reference to the inside of the products, especially when students are aiming for the very high marks.
- Every single page of student work needs clearly labelling with their student number and centre number. A lot of work was left unlabelled this year; CMRBs are removed from the portfolios and should not be the only form of identifying who the portfolio belongs to.

Analysing the Brief

Most low band students can identify the brief and mind map some possible solution 'words' that they need to consider. This is a very loose analysis. Mid band students can usually turn their mind-maps into a list of actions, usually not overly specific to their personal project: e.g. completing a questionnaire, analysing a product, and producing a mood board are all basic tasks. For high band achievement students will be able to explain: What product they will analysis and why? What benefit the task will have on the project? What information they need to find out and why?

Research

Questionnaires are becoming less evident in portfolios and more useful activities are being undertaken by students, for example: interviews with clients about their needs; annotated mood boards that explain why features on products are so interesting / useful; students using products and analysing what aspects they consider to be good/poor design and why; comparing two products at opposing ends of the specification needs (e.g. a student producing a costume and exploring a detailed construction of a high street dress in comparison to a pantomime costume for the local Amateur Dramatics Society).

Specification

There was growing understanding of the value of writing points that could be judged on a level of success. These students tended to be awarded high band marks and were also able to access high band marks for Test & Evaluate.

Initial Ideas

This criterion was generally assessed within exam guidelines with most centres being aware of the importance of strong technical language and design ideas that answered the Specification to achieve in the high band.

Review

A number of students seemed to produce tables that made positive and negative remarks about whether a specification point was met or not. These statements were often repetitive and often only worthy of very low band marks. Those students that merely ticked boxes were generally considered to have not offered anything worthy of credit.

Communication

There was mixed achievement in this criterion: most students achieved full low band marks, moving into the high band for full marks when evidence showed precise and accurate skills. It is worth noting that evidence for this criterion is only accessible in the Design Ideas, Develop and Final Design pages.

Development

This criterion received growing success from previous years with students exploring different decorative or construction options to solve identified problems. Fewer students used toiling to do this which appeared to help the process. Most students achieved in the high-low band to the high-mid band. Those students that were likely to achieve very high grades, tended to be the only students who achieved in the high band.

Final Design

Most students achieved in the high-mid or low-high band for this criterion with student recording most of the details need to produce the product illustrated.

Plan

Achievement within this band was often in the mid band with many students being able to identify the main stages of manufacture for their product. Some students were then able to extend this by being more explicit about the task involved (e.g. stipulating the seam type, width, pressing instructions, machine settings etc.) but very few students fully understand what a detailed quality control check is. To achieve full marks a student need to explain: what the quality standard is for each set task (e.g. a 1.5cm seam allowance); determine what standard is not acceptable; how to measure the success of the task; to then determine how to rectify the error if the task doesn't meet the standards.

Quality of Manufacture

Annotated visual diaries are a crucial aspect of this criterion if a student wishes to achieve in the high band. The annotations are going to support evidence that the student has knowledge and understand of the processes being completed. The witness statement is used to back up the findings in the diary. Sometimes they conflict, resulting in assessment appearing lenient. It is crucial to gauge the level of making to the ability of the student. Do seriously consider the complexity of the making activity, consider: the fabric choice, basic woven cotton and felt are easy to handle in comparison to satin; the construction processes, gluing Velcro onto fabric and sewing only straight lines are less complex than inserting a zip or applying an even gather or pleats; the decorative technique, operating a pre-set digital embroidery design or tie-dying is less challenging than applying a personally design applique.

Quality of Outcome

This criterion is about the quality and finish of the product. Most students finish their product they are making, and most make an adequate job of it. Sometimes products have poorly inserted zips, uneven gathering, badly finished hems, unfinished seams etc. These reduce the mark for this criterion. Often centres send us too few images to moderate this criterion easily.

Health & Safety

This is a centre assessed mark.

Test & Evaluate

Testing squares of fabric is generally more appropriate for Research. At this stage a range of points from the product specification should be tested. For example: those students that rely on testing observations e.g. that they product has a zip are likely to achieve low band marks; those students that explain the skirt needs to be easy to get in and explain it was, and why tended to achieve in the mid band; those students that judge how accessible their skirt is in comparison to another industrially manufactured skirt and justify their findings tend to achieve in the high band. Those students who are likely to achieve a B tend to achieve in the low-mid band, with high band marks generally limited to those students who are likely to achieve very high marks.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

