

Contents

WJEC GCSE in HOME ECONOMICS: TEXTILES

For Teaching from 2012 For Award from 2014



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This is a linear specification: all assessments must be taken at the end of the course.

HOME ECONOMICS: TEXTILES

SUMMARY OF ASSESSMENT

Unit 1: Principles of Textiles and Fashion (40%) Written Paper: 1½ hours 80 marks (80 UMS)	
<p>One paper which will be externally set and marked, targeted at the full range of GCSE grades. The paper will contain short-answer, structured and free response questions drawn from all areas of the specification and will assess the quality of written communication.</p>	
Unit 2: Textiles and Fashion Practical Tasks (60%) Controlled Assessment 120 marks (120 UMS)	
(i)	Task 1: (20%) One task to be selected from a bank of three tasks set by WJEC to include investigation and production. Duration: 10 hours to be carried out within the centre to commence in the first half of the course. Internally assessed using WJEC set criteria and externally moderated.
(ii)	Task 2: (40%) One task to be selected from a choice of two tasks set by WJEC to include researching, planning, making and evaluating. Duration: 20 hours to commence in the second half of the course. Internally assessed using WJEC set criteria and externally moderated.

AVAILABILITY OF ASSESSMENT AND CERTIFICATION

	Entry Code		June 2014 and each year thereafter
	Subject	Option*	
Unit 1	4311	01 or W1	✓
Unit 2	4312	01 or W1	✓
Subject Award	4310	LA or UL	✓

* Option Codes

English Medium 01, Welsh Medium W1 - for units
 English Medium LA, Welsh Medium UL - for subject award

Qualification Accreditation Number: 500/4400/X

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HOME ECONOMICS: TEXTILES

1

INTRODUCTION

1.1 Rationale

The specification is designed to give candidates an opportunity to extend and apply their skills, knowledge and understanding of textiles and fashion within a variety of contexts while maintaining the coherence inherent in this subject area. It will enable candidates to extend their design and technological capability in order to meet human needs and opportunities which have direct implications on the lifestyles and environment of people. It will provide opportunities to develop interdisciplinary skills including key skills and their capacity for imaginative, innovative thinking, creativity and independence relating to their personal interest.

The specification will provide opportunities for candidates to develop their critical thinking and to manage a range of resources in order to develop textile items which are suited to the needs of individuals or families, and to recognise the influence of current trends, and technological change as detailed in the aims. The course reflects the view that GCSE Home Economics: Textiles should provide a variety of experiences whilst focusing on concepts, themes and issues relevant to the subject content.

1.2 Aims and Learning Outcomes

Following a course in GCSE Home Economics: Textiles should encourage candidates to:

- be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study
- develop the knowledge, understanding and skills required for textiles
- develop their knowledge and understanding of human needs within a diverse society
- increase their knowledge and understanding of relevant technological and scientific developments
- develop a critical and analytical approach to decision making and problem-solving in relation to the specified context
- examine issues that affect the quality of human life including an appreciation of diversity
- evaluate choices and decisions to develop as informed and discerning consumers
- actively engage in the processes of home economics to develop as effective and independent learners.

1.3 Prior Learning and Progression

Although there is no specific requirement for prior learning, this specification builds upon the Programmes of Study for Design and Technology in Key Stages 1-3.

This specification may be followed by any candidate, irrespective of their gender, ethnic, religious or cultural background. This specification is not age specific and, as such, provides opportunities for candidates to extend their life-long learning.

The specification provides a suitable basis for further study at 16+ offering progression on to academic and a variety of vocational courses including A/AS Home Economics, Design and Technology (Textiles) and Art. It provides progression opportunities into other qualifications, within the same or a related area. It could enhance career opportunities or provide a coherent, satisfying and worthwhile course of study for candidates who do not progress to further study in the subject.

1.4 Equality and Fair Assessment

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria have been reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance: Access Arrangements, Reasonable Adjustments and Special Consideration*. This document is available on the JCQ website (www.jcq.org.uk).

Some aspects of the controlled assessment may present difficulties to candidates with particular disabilities, however, the choice offered within the tasks will mitigate the effects of this potential barrier.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in future.

1.5 Classification Codes

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 3370.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

2

CONTENT

The specification content is divided into **four** compulsory **areas of study** which must be interrelated whenever possible. The following content should be taught in the context of the assessment objectives.

- 1 – Fibres and Fabrics
- 2 – Textile Design
- 3 – Construction and Decoration of Textiles
- 4 – Consumer Choice

Textiles (Home Economics) is a practical subject. Candidates develop knowledge and understanding of textiles through practical activities.

The order in which the specification content is presented does not imply a proposed teaching order.

1 : Fibres and Fabrics	
Topic	Candidates should be able to:
Classification and Sources of Fibres	recognise the origin and composition of natural and man-made fibres, natural – cotton, wool, silk, linen; regenerated – viscose, acetate; synthetic – polyamide, polyester, acrylic, polypropylene, PVC, elastane, glass fibre
Yarn Production	describe the development of fibres into yarn and how this affects their behaviour, stretch, strength, Z twist and S twist
Fabric Construction	identify the basic methods of fabric construction; weaving, knitting, bonding, felting and lace
Fabric Testing	identify and evaluate the physical and chemical properties of fibres/fabrics. Fabric testing for strength, colour fastness, identification
Fabric Mixtures and Blends	understand the basic principles/reasons for fabric mixtures/blends
Performance Characteristics	understand the inherent properties and performance of fabrics. Their suitability for different purposes, e.g. warmth, comfort, appearance, stretch, stretch and recovery, handle and drape. Indicate the finishes applied to fabrics in order to enhance their aesthetic and functional qualities, anti-static, brushing, crease-resistant, dirt and stain resistant, water-repellent, flame retardant, shrink-resistant, elasticity, porosity, flexibility, strength and durability, warmth/cooling
Fabric Choices	make justified fabric choices in relation to fitness for purpose/quality and cost, clothing for a variety of needs and soft furnishings
New Fabrics	recognise the influences of sustainable and new developments in relation to fabrics, e.g. gore-tex, tencel, teflon coating, polartec, lyocell, metallics, sympatex, micro-fibres, tactel, synchilla, fleece. Smart fabrics – thermo chromic, photo chromic, micro encapsulated

2 : Textile Design	
Topic	Candidates should be able to:
The Principles of Design	identify and understand the importance of shape/line/texture and colour
Self-Image	appreciate the importance of design in relation to self and family image, recognise and analyse how fashion can be used as a means of self expression, taking into account human needs according to age, gender, culture and occupation
Design in the Home	appreciate the importance of design in relation to the home, recognise and analyse how colour, room shape, style features, cultures and trends influence design in the home
Design Ideas	identify the principles of design; line, shape, colour, texture, pattern
Interior Designers	research and study past and present interior designers, e.g. William Morris, Rennie Mackintosh, Laura Ashley, Lawrence Llewellyn Bowen
Design/Safety Procedures	appreciate the need for quality of design and manufacture, and relate to the safety of textile products
Design Resources	use appropriate tools and skills to develop and communicate decisions related to design and the suitability of textile items – ICT, commercial patterns, use of colour
Design Qualities	appreciate the importance of good design on self-image and the enhancement of home aesthetics, fitness for purpose
Creative Design	understand and apply the design principles in relation to creative design

3 : Construction and Decoration of Textiles	
Topic	Candidates should be able to:
Fashion Trends and Influences	describe and illustrate current fashion trends in relation to clothing, the family and textile items within the home. Identify and explain the influences which affect fashion, e.g. economic factors, designers, icons, personal image, mass-media, cultural factors, leisure and periods of history
Fashion Designers	research and study past and present fashion designers, e.g. Chanel, Yves Saint Laurant, Vivienne Westwood, Julien McDonald, Mary Quant
Fashion Research	use relevant data/information regarding fashion predictions, styles, fabrics and designs
Construction Techniques	use a range of construction processes which can be used to construct textile items/clothing, e.g. hand/machine stitching, seams, fastenings, disposal of fullness, collars, sleeves, hems, pockets and facings
Skills Resources	show knowledge of an appropriate selection of tools and equipment when constructing textile items, understand commercial patterns and simple adaptations, use and maintain tools and equipment safely and appreciate the need for a safe working environment
Decorative Techniques	use a range of decorative techniques, e.g. quilting, patchwork, appliqué, dyeing, surface embroidery, beadwork, machine embroidery and discuss their uses for a variety of purposes in relation to clothing, the family and enhancing the home environment

4 : Consumer Choice	
Topic	Candidates should be able to:
Consumer Research	research market potential for fashionable garments and textile items for the home. Use relevant data to help to make justified choices of textile materials and equipment, e.g. consumer magazines, websites
The Purchase of Textile Goods	discuss the principles of discriminative buying and budgeting of goods
Advertising	discuss the effect of various marketing and advertising techniques and their affect on the consumer
Methods of Purchase	compare the methods of buying and purchasing goods – cheques, credit cards, debit cards, store cards and internet shopping
Labelling	recognise and use effectively informative labels and instructions relating to fibre content, care, quality and safety
Legislation	use and understand current legislation in order to meet the needs of consumers. Consumer Protection Act; Trade Descriptions Act; Consumer Safety Act; Sale and Supply of Goods Act; Consumer Credit Act; Health and Safety Act

3 SCHEME OF ASSESSMENT

3.1 Scheme of Assessment

Assessment for GCSE Home Economics: Textiles is untiered, i.e. all components cater for the full range of ability and allow access to grades A*-G.

The scheme of assessment will consist of:

Unit 1

Written Paper (1½ hours 40%)

An un-tiered paper which will be externally set and marked at the end of the course.

Candidates will be required to respond to short-answer, structured and free response questions drawn from all areas of the specification. Some questions will require extended writing and will assess the quality of written communication. The examination paper will be presented in the form of a question and answer booklet.

Unit 2

Controlled Assessment (30 hours 60%)

- (i) Task 1: (20%) **One** task to be selected from a bank of **three** tasks set by WJEC.

Internally assessed using WJEC set criteria and externally moderated.

Duration: 10 hours to be carried out within the centre.

- (ii) Task 2: (40%) **One** task to be selected from a choice of **two** tasks set by WJEC.

Internally assessed using WJEC set criteria and externally moderated.

Duration: 20 hours to commence in the second half of the course and carried out within the centre.

The controlled assessment is a compulsory component of GCSE Home Economics: Textiles. It complements the external examination by offering a distinct means of assessment.

It enables candidates to:

- Plan investigations and tasks
- Carry out investigations and tasks
- Apply skills in the context of textiles, including techniques used in the design, construction and decoration of textiles
- Analyse and evaluate evidence
- Make reasoned judgements and present conclusions

Levels of Control

The regulation of controlled assessment in GCSE Home Economics: Textiles is split into three stages:

- task setting
 - tasks are set by WJEC
 - centres choose from banks of comparable tasks which can be contextualised
- task taking
 - all tasks are time controlled
 - all work must be supervised within the centre
 - appropriate research may take place outside the centre
- task marking
 - all work must be assessed by the centre according to criteria set by WJEC
 - all work will be moderated by WJEC

These controls will ensure that the assessment is valid, reliable and authenticated with a high degree of confidence.

3.2 Assessment Objectives

Candidates will be required to demonstrate their ability to:

Assessment objectives	
AO1	Recall, select and communicate their knowledge and understanding of a range of contexts
AO2	Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks
AO3	Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions

The weighting of assessment objectives across examination components is as follows:

	AO1	AO2	AO3	Total
UNIT 1	20%	7.5%	12.5%	40%
UNIT 2 (i) Task 1 (ii) Task 2	12.5%	36%	11.5%	60%
Total Weighting	32.5%	43.5%	24%	100%

3.3 Quality of Written Communication

For components involving extended writing, i.e. the written paper candidates will be assessed on the quality of their written communication within the overall assessment of that component.

Mark schemes for this component include the following specific criteria for the assessment of written communication:

- legibility of text; accuracy of spelling, punctuation and grammar; clarity of meaning;
- selection of a form and style of writing appropriate to purpose and to complexity of subject matter;
- organisation of information clearly and coherently; use of specialist vocabulary where appropriate.

4**AWARDING, REPORTING AND RE-SITTING**

GCSE qualifications are reported on an eight point scale from A* to G, where A* is the highest grade. The attainment of candidates who do not succeed in reaching the lowest possible standard to achieve a grade is recorded as U (unclassified) and they do not receive a certificate.

This is a linear specification in which all assessments must be taken at the end of the course. Where candidates wish to re-sit, external components must be re-taken. The controlled assessment component may also be re-taken according to guidelines given in 'Administration of Controlled Assessment'. Alternatively, the UMS mark for this component may be carried forward for aggregation with the external components when these are re-taken.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

GRADE	MAX.	A*	A	B	C	D	E	F	G
Unit 1	80	72	64	56	48	40	32	24	16
Unit 2	120	108	96	84	72	60	48	36	24
Subject Award	200	180	160	140	120	100	80	60	40

5 ADMINISTRATION OF CONTROLLED ASSESSMENT

5.1 Tasks

The controlled assessment is structured as follows:

UNIT 2

(i) Task 1 - (20%)

Candidates will complete **one** investigative task chosen from the bank of 'live' tasks available via the subject home page on the website.

Task 1 requires the candidate to produce an investigational folio which reflects the acquisition of skills.

The folio should include details of:

(a) Investigation (16 marks)

Techniques and processes
Design ideas
Fabric testing
Selection of ideas/solutions

(b) Production (20 marks)

Samples and practical outcomes

(c) Evaluation (4 marks)

Effectiveness of the chosen techniques.

Centres should note: This work should be carried out within the centre using available resources.

Candidates are not expected to produce completed or expensive items. It should be regarded as an investigative task and preparation for further development/application during the course.

The folio will include all work carried out during the investigation and should be viewed as a working document. No marks are awarded for the presentation of the folio.

(ii) Task 2 - (40%)

Candidates will complete **one** task chosen from the bank of 'live' tasks available via the subject home page on the website.

Supportive Work – Guidelines

Your supportive work should show evidence of interpretation, research and investigation, including ICT where appropriate. The development of ideas should be clearly recorded, with reasons for selection and rejection at each stage. You may draw on work accomplished during the course. It is recommended that your work is limited to 10 pages of A3 paper or its equivalent.

The folio should include:

(a)	Investigation and research	10 marks
(b)	Selection and Development of Ideas/Techniques. Planning	15 marks
(c)	Production – practical outcome	45 marks
(d)	Evaluation	10 marks

5.2 Internal Assessments of Controlled Tasks

Unit 2 -Task 1

Include evidence of the following:

- | | | |
|-----|---------------|----------|
| (a) | Investigation | 16 marks |
| (b) | Production | 20 marks |
| (c) | Evaluation | 4 marks |

Section	Criteria for mark allocation	Marks
(a) Investigation (16 marks)	Candidates will be expected to: <ul style="list-style-type: none"> • recall and select appropriate ideas; • communicate their knowledge and awareness of fabrics and techniques; • apply knowledge and understanding to a variety of skills; • plan and carry out investigations into fabric choice and techniques appropriate to the task; • analyse and evaluate chosen fabrics and techniques. 	AO1 AO1 AO2 AO2 AO3
	Limited exploration of ideas with little organisation; limited awareness of fabrics and techniques and how they relate to the task; identify a restricted range of techniques/processes with no justification for choice of techniques. Information is poorly organised. Little or no use of specialist language and frequent errors in spelling, punctuation and grammar.	0 – 4
	Basic exploration of ideas with some organisation; demonstrates some awareness of fabrics and techniques appropriate to the task; explores a limited range of techniques/processes with some justification for choice of techniques. Information shows evidence of structure. Limited use of specialist language, expression conveys meaning but errors are apparent in spelling, punctuation and grammar.	5 – 8
	Clear exploration of ideas with satisfactory organisation; demonstrates sound awareness of fabrics and techniques appropriate to the task; explores a range of techniques/processes with sound justification for choice of techniques. Information is well organised. Good use of specialist language with some errors in spelling, punctuation and grammar.	9 - 12
	Sound exploration of a range of ideas with clear and precise organisation; demonstrates a well-informed awareness of properties of fabrics and the processes and techniques appropriate to the task; explores a range of appropriate and creative techniques with fully justified reasons for choice of technique and their relationship to the task. Information is well organised and presented in a highly appropriate manner. Very good use of specialist language with few errors in spelling, punctuation and grammar.	13 - 16

Section	Criteria for mark allocation	Marks
(b) Production (20 marks)	Candidates will be expected to: <ul style="list-style-type: none"> • recall and select practical skills in the production of the chosen item; • show knowledge and understanding of skills through the making process; • show evidence of planning and carrying out the chosen task. 	AO1 AO2 AO2
	Samples/practical outcomes of poor appearance and demonstrating limited practical skills; techniques employed not appropriate to the fabric or the practical outcome, showing little initiative.	0 – 5
	Samples/practical outcomes suitable but demonstrating basic practical skills; has attempted to employ techniques suitable to the fabric/practical outcome, shows some initiative.	6 – 10
	Samples/practical outcomes are appropriate and demonstrate the acquisition of sound practical skills; has successfully carried out a range of techniques showing originality.	11 – 15
	Samples/practical outcomes are suitable showing a high degree of initiative and practical skills; a wide range of techniques demonstrating high level skills and an individual approach.	16 – 20

Section	Criteria for mark allocation	Marks
(c) Evaluation (4 marks)	Candidates will be expected to: <ul style="list-style-type: none"> • analyse and evaluate the effectiveness of the chosen techniques used in the final outcome; • present conclusion and suggestions for further work. 	AO3 AO3
	Very limited evaluation with no appreciation of the effectiveness of the chosen techniques. No conclusion made and no suggestion for further work, work is poorly organised. Little or no use of specialist language and frequent errors in spelling, punctuation and grammar.	0 – 1
	A reasonable attempt to evaluate the effectiveness of the chosen techniques. One or two conclusions made. No practical suggestion for further work. Written work shows evidence of structure. Limited use of specialist vocabulary with errors in spelling, punctuation and grammar	2
	A good attempt to evaluate the effectiveness of the chosen techniques. Basic conclusions made suggestions for further work. Written work in well-organised with good use of specialist language and few errors in spelling, punctuation and grammar.	3
	A comprehensive evaluation of the effectiveness of the chosen techniques sound conclusions made with realistic suggestions for further work. Written work focused and well structured with very good use of specialist language and correct spelling, punctuation and grammar.	4

Unit 2 - Task 2

Include evidence of the following:

- | | | |
|-----|---|----------|
| (a) | Investigation and Research | 10 marks |
| (b) | Selection and Development of Ideas/Techniques. Planning | 15 marks |
| (c) | Production – practical outcome | 45 marks |
| (d) | Evaluation | 10 marks |

The task should be assessed using the following criteria.

Section	Criteria for mark allocation	Marks
(a) Investigation and Research (10 marks)	Candidates will be expected to: <ul style="list-style-type: none"> • select and communicate the aims of their investigation; • communicate their knowledge and understanding to assemble relevant information. 	AO1 AO1
	Restricted aims, very basic approach with limited materials and resources, little or no originality demonstrated. Little evidence of research. Information is poorly organised. Little or no use of specialist language and frequent errors in spelling, punctuation and grammar.	0 – 2
	Adequate expression of aims, with evidence of background knowledge. Some use of application of research. A basic selection of appropriate material. Information shows evidence of structure. Limited use of specialist language, expression conveys meaning but errors are apparent in spelling, punctuation and grammar.	3 – 4
	Sound statement of aims. Some relevant areas identified. A fair selection of appropriate research. Good application of knowledge evident. Information is well organised. Good use of specialist language with some errors in spelling, punctuation and grammar.	5 – 7
	Well expressed statement of aims. Clear identification of relevant factors. Good selection of appropriate research showing evidence of an individual approach. Issues relating to the task discussed showing sound application of knowledge and information and communication technology (ICT), where appropriate. Information is well organised and presented in a highly appropriate manner. Very good use of specialist language with few errors in spelling, punctuation and grammar.	8 – 10

Section	Criteria for mark allocation	Marks
(b) Selection and Development of Ideas / Techniques / Planning (15 marks)	Candidate will be expected to: <ul style="list-style-type: none"> • select, communicate and explore possible ideas and techniques; • carry out investigation into chosen techniques; • apply knowledge and understanding to a plan of action; • analyse information to support final choice. 	AO1 AO2 AO3
	One idea which relates to the task with little supportive evidence of techniques. No evidence of planning. Information is poorly organised. Little or no use of specialist language and frequent errors in spelling, punctuation and grammar.	0 – 3
	A limited range of ideas / techniques which relate to the task with some supportive evidence for final choice. Limited presentation with lack of clarity. Some evidence of basic planning. Information shows evidence of structure. Limited use of specialist language, expression conveys meaning but errors are apparent in spelling, punctuation and grammar.	4 – 7
	The clear development of a range of suitable ideas / techniques showing supportive evidence for final choice. Clear presentation. Sound plan of action. Information is well organised. Good use of specialist language with some errors in spelling, punctuation and grammar.	8 – 11
	Evidence of a range of well developed ideas / techniques realistic, achievable and appropriate to the task. Clearly informed and fully justified decisions for choices and techniques used. Realistic, logical and detailed plan of action. Information is well organised and presented in a highly appropriate manner. Very good use of specialist language with few errors in spelling, punctuation and grammar.	12 – 15

Section	Criteria for mark allocation	Marks
(c) Production - Practical Outcome (45 marks)	Candidates will be expected to: <ul style="list-style-type: none"> • apply skills, knowledge and understanding in making the chosen item; • use appropriate presentation of techniques for the practical outcome. 	AO2 AO2
	Outcome incomplete, of poor appearance and unsuitable for function or use. Basic and unoriginal ideas, showing little initiative. Continuous support given to complete practical outcome demonstrating a low level of practical skills and techniques. Limited understanding of the task.	0 – 10
	Outcome generally suitable for function and use, but limited in some detail in relation to choice of materials and techniques. Original ideas showing some initiative. An attempt to develop suitable techniques and standards. Some support necessary for completion of the task demonstrating a basic level of practical skills. A basic understanding of the task shown.	11 – 21
	Outcome very suitable for function and use, showing some originality. Ideas of a good quality displaying considerable initiative. Practical outcome completed to a good standard and of neat appearance. A clear indication of understanding the properties and availability of suitable materials. A good level of practical skills. Very little/no help needed to complete the task. General understanding of the task and good presentation and finish.	22 – 33
	Appearance, function and use highly suitable showing a high degree of initiative and an individual approach. Evidence of a clear understanding and exploration of the chosen materials for the task. Outcome displays complex techniques with a high quality of practical skills, appropriate finishes and fine attention to detail. Appearance/completed task is excellent with evidence of sound understanding of the task and a successful outcome.	34 – 45

Section	Criteria for mark allocation	Marks
(d) Evaluation (10 marks)	Candidates will be expected to: <ul style="list-style-type: none"> • analyse and evaluate the evidence of their <ul style="list-style-type: none"> - planning - investigation - carrying out task; • make reasoned judgements and present conclusions. 	AO3 AO3
	<p>Very poor analysis, with limited comments on planning, organisation, resources, costs, techniques and construction. Very limited suggestions for improvement of work. No mention of further development. Very limited appreciation of the strengths and weaknesses of the task.</p> <p>Information is poorly organised. Little or no use of specialist language and frequent errors in spelling, punctuation and grammar.</p>	0 – 2
	<p>A reasonable attempt at analysis and justification of planning, organisation, costs, techniques and construction, supported by an appreciation of strengths and weaknesses. Some understanding of limitations of task with a few suggestions for further work.</p> <p>Information shows evidence of structure. Limited use of specialist language, expression conveys meaning but errors are apparent in spelling, punctuation and grammar.</p>	3 – 4
	<p>A good attempt at analysis and justification of planning, organisation, costs, techniques and construction, supported by an appreciation of strengths and weaknesses. An understanding of limitations. Suggestion for further developments and further work.</p> <p>Information is well organised. Good use of specialist language with some errors in spelling, punctuation and grammar.</p>	5 – 7
	<p>A comprehensive analysis and justification of planning decisions, organisation, resources, costs and outcomes, techniques and construction. A good appreciation of the limitations of the task giving suggestions for future developments.</p> <p>Information is well organised and presented in a highly appropriate manner. Very good use of specialist language with few errors in spelling, punctuation and grammar.</p>	8 – 10

TEXTILES

UNIT 2 TASK 1	AO1	AO2	AO3	TOTAL	QWC
Investigation	8	6	2	16	✓
Production	2	18	-	20	-
Evaluation	-	2	2	4	✓
TOTAL	10	26	4	40	

UNIT 2 TASK 2	AO1	AO2	AO3	TOTAL	QWC
Investigation/Research	10	-	-	10	✓
Selection / Development Planning	6	3	6	15	✓
Production	-	45	-	45	-
Evaluation	-	-	10	10	✓
TOTAL	16	48	16	80	

5.3 Authenticity Control

The research work must be supervised by the teacher and guidance given regarding the appropriate sources of research that are applicable for the chosen task. The research should include, where appropriate, books, newspapers, the internet. In the case of primary research where questionnaires are to be used, the questions should be devised in class under teacher supervision but gathering the research data can be carried out off-site.

Teachers must keep a log of any general advice given to all candidates. Copies of the advice given must be submitted to the moderator with the sample of the task.

It is sometimes necessary for the teacher to provide some research material to all candidates. This is because gaining access to such material may be problematic for some candidates. All resources should be acknowledged.

5.4 Time Control

The total time allocated to the tasks of the controlled assessment should be 30 hours. This time span is designed to give maximum flexibility for the conducting of the task and to accommodate the needs of those candidates who need extra time due to for example learning difficulties. (This complies with the JCQ document *Access Arrangements and Special Consideration*.)

Time must be recorded on the coversheet TX3 and signed by both candidate and teacher.

5.5 Annotation of Controlled Assessment

This should be achieved by:

- (i) summative comments on the Controlled Assessment coversheet (TX4);
- (ii) annotation of the candidates' Controlled Assessment, i.e. in the margin or in the text. This should be brief and to the point. Attention should be drawn where candidates provide evidence of attaining a certain level of performance in relation to the assessment objectives or where there are clear errors (e.g. errors of fact, interpretation, definition and theory) and where the work is irrelevant.

Annotation is to help the moderator understand more fully how the teacher has arrived at the mark awarded to the candidate.

5.6 Internal Moderation of Controlled Assessment

Centres must ensure that careful moderation is carried out where more than one teacher is responsible for the marking of the Controlled Assessment. This is necessary to ensure uniformity of standards within a centre. Where internal moderation is necessary the teacher assuming overall responsibility for this process should provide a written outline of the procedures that have been adopted for the external moderator.

5.7 External Moderation of Controlled Assessment

The moderation of teacher assessment will be provided by inspection of the Controlled Assessment by WJEC. Centres will be informed of the submission date for the Controlled Tasks in the published Examinations Timetable and the name of their moderator will be issued in the spring term prior to accreditation.

WJEC's *Internal Assessment Manual* gives instructions about selecting and despatching samples of work to the moderator.

As a result of the moderation, the marks of candidates may be adjusted to bring the centre's marks into line with the national standard. If required, the moderator will ask for additional samples of work and if necessary, the work of all candidates may be called for and externally moderated regardless of entry numbers. In this case, all of the Controlled Assessments will be posted to the moderator.

In the event of concern over the awarding procedures, the normal appeals process will apply.

5.8 Authentication

Candidates will be required to confirm in writing, with any exceptions stated, that the work has been completed unaided. This will be achieved by signing the (TX3) cover-sheet.

Teachers will be required to confirm in writing that, to the best of their knowledge, all the work submitted for moderation, with any exceptions stated, is the candidate's own unaided work. This will be achieved by signing the composite marksheets (TX1/2) and the Controlled Assessment coversheet (TX3).

Full details of any assistance given to particular candidates which is beyond that given to the teaching group as a whole should be indicated on TX3 and this should be taken into account when assessing.

5.9 Recording of Controlled Assessment Marks

Forms TX1, TX2 and TX4 will be used for recording marks to be sent to the moderator.

Instructions for the administration of internally-assessed work are given in the WJEC *Internal Assessment Manual*.

Marks will also need to be submitted via the on-line submission area of the WJEC secure website.

5.10 Submission of Controlled Assessment

The following should be submitted:

- copies of the assignments;
- general notes of guidance given to candidates;
- a list of resource materials given to candidates;
- the composite marksheets TX1, TX2 and TX4;
- the Controlled Assessment in soft covered binders or folders with the coversheet (TX3) placed at the front.

Material that candidates may have acquired in their research such as multiple copies of questionnaires and pre-printed material from industry should not be submitted.

5.11 Return of Controlled Assessment

Work will be returned to centres by the moderator when the moderation process is complete. A sample of work will be sent to the Chief Moderator and may be retained for use at Awarding or CPD or as exemplar material.

5.12 Retention of Controlled Assessment

Centres need to retain the Controlled Assessments until the end of November following the Summer Examination.

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GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidate's performance in the assessment may be balanced by better performances in others.

Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of home economics.

They apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with a high degree of precision.

They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions.

Grade C

Candidates recall, select and communicate sound knowledge and understanding of aspects of home economics.

They apply suitable knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with precision.

They review the evidence available, analysing and evaluating some of the information clearly, and with some accuracy. They make judgements and draw appropriate conclusions.

Grade F

Candidates recall, select and communicate knowledge and understanding of basic aspects of home economics.

They apply basic knowledge, understanding and skills to plan and carry out simple investigations and tasks, with an awareness of the need for safety and precision. They modify their approach in the light of progress.

They review their evidence and draw basic conclusions.

7 THE WIDER CURRICULUM

Key Skills

Key Skills are integral to the study of GCSE Home Economics: Textiles and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification at levels 1 and 2:

- Communication
- Problem Solving
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance

Mapping of opportunities for the development of these skills against Key Skills evidence requirement is provided in 'Exemplification of Key Skills for Home Economics: Textiles', available on WJEC website.

Opportunities for Use of Technology

Candidates are expected to make effective use of ICT in ways that are appropriate to the needs of the subject. Opportunities will arise in Controlled Assessment where they will be expected to find, select and synthesise information from a variety of primary and secondary sources. Opportunities will also arise during normal classroom activities to:

- demonstrate where appropriate an awareness of the use of computers within a home economics context, e.g. use suitable database programs to interrogate pre-recorded information bases;
- use word processing/publishing packages and graphics to produce documents and plan activities, etc;
- use basic sewing machines which are operated by a micro-processor;
- use CAD.

This work will generate evidence for assessing the ICT key skill.

Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

This specification provides a framework and includes specific content through which individual courses may address spiritual, moral, ethical, social, cultural and other issues.

The specification provides opportunities for candidates to make judgements and decisions and will contribute substantially to their understanding of these issues.

There is ample scope for candidates to reflect on the significance and meaning of life; to recognise their own worth and value other individuals and communities; to express personal views and consider socially-accepted codes of behaviour within a culturally-diverse society. The following topics illustrate how these issues can be considered in this specification:

Spiritual issues

- Personal image/fashionable images.
- Religious embroidery/embellishment.
- Fashion and textiles related to different groups of people and their religions.
- Self-expression in relation to fashion/home/family.

Moral and Ethical issues

- Eco friendly fibre production.
- Safety of textile products.
- Safe working environments.
- The needs of the consumers.
- Discriminative buying and budgeting.
- Fair trade production of products/textiles.

Social issues

- Human needs in relation to clothing for different members of the family.
- Understanding that opinions and choices vary.
- Body shape/size in relation to clothing.
- Health and economic issues of clothing and textiles.
- Advertising and marketing techniques.

Legislative

- Consumer safety/legislation.
- Informative labelling.
- Risk assessment.

Economic

- Use of re-cycled fibres/fabrics including second hand goods.
- Consumer choice.

Cultural issues

- Fabric construction in a variety of cultures.
- Ethnic textiles/influences.
- Cultural differences and influences on clothing the family and textiles in the home.
- Multicultural fashion trends.
- Textile labelling.

Sustainable Development, Health and Safety considerations and European Developments, consistent with international agreements

Sustainable Development

Opportunities for the consideration of environmental issues will occur in this specification through a study of:

- eco friendly fibre production;
- properties of fibres/fabric;
- aesthetics and the environment;
- re-cycling of fabrics;
- safe working environment;
- informative labelling.

Health and Safety Considerations

Health and Safety underpin all aspects of the specification and are expected to be an integral part of all teaching. Candidates will be expected to consider and apply these factors when carrying out their tasks and practical activities. Health and Safety must be addressed in the following areas of content:

- when undertaking fibre identification and experimental procedures;
- when applying resource management skills;
- when demonstrating relevant practical and organisational skills in a working environment;
- knowledge of relevant health and safety issues.

European Developments

This specification where appropriate (for example ITCLC labelling, EC safety regulations, marketing and advertising) supports environmental education, the European dimension and health education, consistent with current EC agreements. The approach conforms with the aspirations expressed in the 1998 Resolutions of the European Community and the Ministers of Education meeting within the Council, concerning the European dimension in education and environmental education, particularly those intended at the level of member states.