

Fashion & Textiles / Product Design AS Level: The Exam: 50%

This summary is our one page interpretation of the specs & sample exam papers. This is our opinion only & it's essential departments do their own comparisons. Information may change depending on what specs have been accredited & if we've had time to update the sheet so it's important departments check the most up to date information on exam board websites before making decisions.

OCR	AQA	Edexcel	Eduqas
3 endorsed routes: Design Engineering Fashion & Textiles Product Design	2 endorsed routes: Fashion & Textiles Product Design	1 endorsed route: Product Design	2 endorsed routes: Fashion & Textiles Product Design
1hr 45 mins 90 marks	1hr 30 80 marks	2 hours 100 marks	2 hours 30 mins 100 marks
Highest mark in the sample paper is 8 (several questions). Questions include blank pages that require notes & sketches. One of the questions on the Product Design sample paper has a textiles focus.	There are a number of extended answer questions with the highest mark in the sample paper being 9 on F&T & 8 on PD (several questions). 6 mark questions are popular across both papers. There are a small number of multiple choice questions.	Highest marks on the sample paper is 12 marks with the most popular mark being 6 mark questions.	Number of extended answer questions with the highest marks 9 & 12 on the sample paper plus range of lower mark questions. On the F&T sample paper one question relates to metal 3D printing for components used on textiles products (maths question).
<ul style="list-style-type: none"> • Spec includes maths mapped against GCSE maths with formulas etc. (& GCSE Combined Science). • Spec includes appendix with a detailed glossary. • Specs for all material areas are set out in one booklet 	<ul style="list-style-type: none"> • Specs published as two separate booklets, one for each material focus. • Appendix has basic mapping of maths & science content. • NEA sample contexts are very fashion biased as are many of the product examples in the exam (most of which are targeted at girls) 	<ul style="list-style-type: none"> • Appendices has glossary of command words & info on links between D&T & extended project qualification. • Website has document mapping old A level against new A level & one on curriculum models & a SOL. • No F&T endorsed route but textiles are listed under the materials section of the spec. Sample contextual challenges also refers to clothing as a potential outcome (although the overall feel of the learning in the spec is RM based) 	<ul style="list-style-type: none"> • Specs for all material areas are set out in one booklet. • Images used in the Fashion & Textiles exam paper feel more targeted at girls
<ul style="list-style-type: none"> • All qualifications are designed to be co-taught with the A level. There is also common content across F&T and PD so some elements across the material areas could be co-taught. • OCR is based on Designing Our Tomorrow research (DOT) focusing on authentic, real world design problems. • All exams have increased focus on science & maths including a 15% maths requirement equivalent to higher tier GCSE maths • Graded A - E • Answers are written on the exam paper for all exam boards 			

The Non Exam Assessment (NEA): 50%

OCR	AQA	Edexcel	Eduqas
45 hours (approximately) 90 marks	Not specified 80 marks	Hours not specified 100 marks	40 hours 100 marks
No page limit as e-portfolio required & formats can vary (guideline of 30 pages of A3)	Recommended 35 pages	20 – 30 pages of A3	Pages not specified
NEA described as a 'small scale design, make & evaluate activity that allows learners to reposition or further develop an existing product in relation to a given context'. Aim is to identifying opportunities for further development of a product rather than to completely redesign it. The contexts are open ended and are suitable for all materials areas to interpret any way they wish. Digital design & manufacture must be used in the development of the final solution or when making the final prototype.	NEA described as a 'small scale design, make & evaluate project in response to a realistic contextual challenge'. The sample contexts for F&T are very fashion based & teachers should seek clarification as to whether the term 'fashion product' refers only to a garment/accessory etc. or whether it could be any textiles product.	NEA described as a 'small scale design, make & evaluate project in response to a realistic contextual challenge set by Pearson, taking into account the needs and wants of the user'. The contexts are open ended. Students write their own design brief.	NEA contexts are open ended and are suitable for all materials areas to interpret any way they wish.

<ul style="list-style-type: none"> • Protection of personal identity in public spaces • Kitchens for an ageing population • Cooling the body in a world of global climate change 	<p>Fashion & Textiles</p> <ul style="list-style-type: none"> • Environmentally friendly fashion items. Design & make prototype(s) for a fashion product using only sustainable materials. • Sub-cultures are values & norms distinct from those of the majority. Design & make prototype(s) for a fashion product for an emerging sub-culture within the teenage market. • Religious & cultural celebrations. Design & make prototype(s) for a fashion product to be worn at a religious or cultural celebration. <p>Product Design</p> <ul style="list-style-type: none"> • Disaster relief. Design & make prototype(s) for a product that could be used to aid victims caught in natural disasters • Inclusive product. Design & make prototype(s) for a product that will assist disabled consumers but could be used by & appeal to a wider range of society. • Animal care. Design & make a prototype(s) for a product that could be used to assist in the care of animals or improve human interaction with animals. 	<p>Combining living & working</p> <ul style="list-style-type: none"> • Multi-purpose furniture, furnishings or equipment • Smart living and working spaces • Multi-functional clothing or wearable accessories • Sustainable living & working • Multi-purpose working & leisure spaces or environments 	<ul style="list-style-type: none"> • How to improve the daily lives of people who have difficulty with mobility (Learners are expected to consider this group of people, their needs, and any issues they have with performing everyday tasks) • Improving the function of a household product (Learners are expected to identify a household product and consider how its function and use can be improved for a specific group of users) • Sustainability in the home and our future needs (Learners are expected to consider issue related to sustainability in the context of the home environment and ways to accommodate our present & future needs).
<p>Explore 24</p> <p>Create: Design Thinking 16</p> <p>Create: Design Communication 12</p> <p>Create: Final prototype 15</p> <p>Evaluate 23</p>	<p>Identifying & investigating design possibilities 16</p> <p>Producing a design brief & specification 8</p> <p>Development of design proposals 20</p> <p>Development of design prototypes 20</p> <p>Analysing & Evaluating 16</p>	<p>Investigation of needs & research 10</p> <p>Specification 10</p> <p>Design ideas 6</p> <p>Review of initial ideas 6</p> <p>Development of design ideas into a final design 8</p> <p>Review of development and final idea 12</p> <p>Communication of design ideas 6</p> <p>Making a final prototype 12</p> <p>Quality and accuracy 18</p> <p>Testing and evaluation of ideas 12</p>	<p>Identifying & investigating design possibilities 15</p> <p>Developing a design brief & specification 15</p> <p>Generating & developing ideas 25</p> <p>Manufacturing a prototype 25</p> <p>Analysing & evaluating design decisions & prototypes 20</p>
<ul style="list-style-type: none"> • NEA is controlled assessment & learners must be under direct supervision & work in supervised conditions. • The context for NEA is set by the exam board & this is released on 1st June in year prior to qualification taken. • Students write their own design brief based on the context. • Photos / videos must be taken of product throughout the design and make process • Referencing & sourcing of research and information must be included in the folder • Emphasis on the planning and management of projects 			

Note the AS level is a standalone qualification and although it has content that is the same as the full A level the two qualifications are separate and the AS does not count towards the A level.