

DESIGN AND TEXTILES

<p>Paper 9631/01 Fibres, Fabrics and Design</p>

Key messages

- Candidate knowledge of protein and regenerated fibres was good, however there was some confusion about the origin. Candidate responses showed awareness of new developments in fibre and fabric technology and discussed some of the advantages. If named examples are required by the question, candidates must provide them.
Candidate responses showed some confusion about the construction of woven terry towelling.
- Centres should encourage candidates to develop a good understanding of design principles.
- Candidate knowledge of one-off production was very good. However, centres should also encourage candidates to develop knowledge about other manufacturing methods. Candidates struggled to compare industrial methods of pressing garments.
- The candidate responses showed a reasonable knowledge and understanding of design and textiles. Candidates should be encouraged to read the questions carefully and respond to key words and command words to ensure that the answers are relevant to the question.

General comments

Responses generally covered the range of items on the paper with a few areas where some of the responses were missing. Candidates answered the correct number of questions and all questions were attempted.

Centres should encourage candidates to use clear and legible handwriting to gain maximum marks for their responses.

Comments on specific questions

Section A

Question 1

- (a) (i) This question was well answered.
- (ii) Candidates named one regenerated fibre, but there was some confusion about the origin.
- (b) This question was well answered and some good comparisons were made.
- (c) Candidates answered this question fairly well and most responses gave examples of regenerated fibres.
- (d) There were lots of good responses which named examples of smart and modern materials.

Question 2

- (a) (i) Needle-punched fabrics – this question was answered quite well although there was some confusion about fibres and fabrics.
- (ii) Woven terry towelling – candidate responses did not show a good understanding of pile fabrics and this was not a very well answered question overall.

- (b) Candidates answered this question quite well and gave examples to support their answers. There were quite a few references and examples to COVID-19 including face masks, etc.
- (c) Candidate responses discussed the performance characteristics of woven terry towelling fabrics in relation to their end uses quite well. However, the knowledge of knitted tricot fabrics was limited and not many marks in the higher band were achieved.

Question 3

- (a) Candidate responses showed that this question was quite difficult to answer. Some candidates misunderstood what the question was asking, while other candidate responses showed a good understanding and therefore answered the question well.
- (b)(i) This question was answered very well with candidates producing some beautiful designs which included shape, balance and texture. The designs were labelled neatly.
- (ii) This question was not answered well and candidate responses showed that candidates did not understand what the question was asking.
- (c) Many candidate responses showed an understanding of the advantages of using CAD to create design ideas. Some candidates wrote a comparison and discussed the disadvantages.

Question 4

- (a) The majority of candidate responses achieved 2 marks and defined the term very well.
- (b) Candidates answered this question quite well and most responses explained each of the production methods to some extent and showed an understanding of their differences.
- (c) Candidate responses showed a good knowledge of pattern making in one-off production. However, the knowledge of pattern making in batch production was limited.
- (d) This question was not answered very well overall.

DESIGN AND TEXTILES

Paper 9631/02
Practical Test

Key messages

- Centres should encourage candidates to include a time plan in their production plans.
- Justification of choice, planning and evaluation should include more detail to show candidates' understanding and thought process.
- Centres should send the pattern pieces together with the completed garment.
- Centres should encourage candidates to show the fabric fold in the plan for laying out the pattern pieces, and to show the pattern pieces correctly and in the right places.

General comments

The set of tasks tested the skills related to working with seams, gathering, in seam pockets, waistband, zip and hem. Some candidates worked with different types of fabric. Centres should encourage candidates to make a better use of the overlocker to avoid part overlocked and part raw edges. Candidates should also be encouraged to develop a better understanding of the fabric components including fibre content, properties and structure.

Comments on specific questions

Question 1

Task Analysis and Planning

- (a) Candidates showed a good understanding of the tasks set by the centre.
- (b) A simple list of resources was given, however there was a lack of explanation what the fabric was made from, e.g. cotton.
- (c) Some candidates gave a good justification. Majority of the candidates gave generic information which was not specific to the skirt or the materials they were using. Many candidates used the 'gathering' and the 'zip' as a choice, which was the task and not a choice made by them. A more detailed justification is needed to achieve higher band marks.

Question 2

Preparation

- (a) Centres should submit patterns with the candidates' work. These should be included with the garment whether bought or drafted, and drafted patterns should be fully labelled. All patterns should have any adaptations or alterations marked clearly.
- (b) Candidates wrote a simple list for a production plan. No time plans, images or pattern changes were included.
- (c) Most candidates gave a simple lay out diagram, which showed the pattern pieces placed in the centre of the fabric. The grain was shown, but the layout diagram made no indication of the patterns being placed on the fold, or the names of the pieces, or any alterations.

- (d) Marks for the testing and the fit were carried forward. More specific comments should be given to justify the mark awarded.

Question 3

Implementation

- (a) Comments and marks were carried forward.

Tasks

- (b) Make a skirt

Attach front, back and work seams

Some candidates showed a good tension giving strong seams. The use of the overlocker on the edges of the seams should be consistent. A few skirts had parts of seams not stitched down at the hem. Overlocking should be completed before joining all pieces together to stop having seams raw in some places where the machine cannot reach. Many seams were not in the correct place due to the gathering.

Gathering of a skirt waist

Majority of the gathering was uneven, and this caused problems in the fullness of the skirt in some areas.

In seam pocket

Inserting a pocket was challenging to most of the candidates: Issues observed were: pocket upside down, small opening for hand, not completely sewn up, poor tension and different colour due to not enough fabric ordered. Some pockets were overlocked around the edges which gave good strength.

Waistband

Waistbands were made in a few different widths and this could relate to the style or fashion. A few successful candidates created a waistband that was one piece of fabric equal in width, attached with a straight row of stitching and tidily finished by the zip. Less successful candidates had an uneven width, a seam in the fabric, untidy stitching and the end did not sit right with the zip. Most candidates had a combination of successful and not successful applications.

Zip and hem

Some successful candidates had straight stitching on both the hem and the zip, and the top of the zip was well placed with the waistband. Candidates struggled with the top of the zip and its attachment to the waistband. Most of the candidates' hems showed a good straight stitching. Hems need to be stitched after the seams are sewn to form one continuous finished edge.

Question 4

Evaluation

- (a) Most conclusions were simple, brief and generic.
- (b) Candidates discussed their achievements but did not give enough reference to moving forward with ideas for amending any issues.
- (c) Successful candidates gave a logical thought processes and explained how things were achieved.

DESIGN AND TEXTILES

Paper 9631/03
Textile Applications and Textile
Technology

Key messages

- Candidates should be encouraged to develop their knowledge of a variety of different fabrics and their suitability for a range of activities or uses, such as outerwear. Candidates should also be able to justify their choices of fabrics and relate their knowledge of fibres and fabrics to the specific uses.
- Candidates should have a good knowledge of how speciality yarns are produced and how they can be used creatively.
- Centres should encourage candidates to respond to key words and command words in the questions to ensure that the answers are relevant to the question. If the question is asking to **evaluate** methods of manufacturing, writing about the different methods is not sufficient to achieve marks in the higher band.
- Candidates should be encouraged to plan their answers carefully to achieve the higher band marks.

General comments

Candidates attempted most of the questions and overall marks achieved were good. The correct number of questions was answered.

Three questions asked candidates to sketch items. Although there were some very good sketches, some candidates did not include all the labels.

Question 5 was attempted by the least candidates, with most of the candidates opting for **Questions 3** and **4** instead.

Candidates should be encouraged to read the questions carefully.

Centres should encourage candidates to write in a neat and legible handwriting to achieve full marks for their responses.

Comments on specific questions

Question 1

- (a) This was a well answered question with many candidates achieving maximum marks.
- (b)(i) Some good design work was done in response to this question. However, not all candidates considered children in their designs, and this was reflected in the style features which were sometimes not appropriate for a child. Fabrics chosen were often unsuitable for raincoats.
- (ii) This question was answered well with many candidate responses justifying the choices clearly.
- (c) This question was answered quite well by the candidates who had a knowledge of what a product specification is.
- (d) This question was not answered very well. Candidate responses gave the names of different performance finishes but did not always explain how they would be used. A few candidates wrote about calendaring and other finishes, which would affect the appearance rather than the performance.

Question 2

- (a) This question was answered well with the majority of the candidate responses showing an understanding of the difference between staple and filament yarns.
- (b)(i) There were some unique design ideas showing different style features. Most designs were labelled and showed the use of speciality yarns.
- (ii) Most candidate responses achieved one mark but did not provide a clear justification for the uses of creative techniques.
- (iii) This question was not answered very well with many candidate responses describing what the technique was instead of how the technique would be worked on the bag.
- (c) Candidate responses did not list many examples of speciality yarns and this question was not answered well overall.

Question 3

- (a)(i) Some very good cushion designs were given. Most were neatly labelled and included decorative techniques. Fabrics were not always labelled, even though candidates wrote about the fabric in response to the question **3(a)(ii)**. Some candidate responses included only a quick sketch.
- (ii) This question was misunderstood by many candidates and most of the responses explained how to complete the decorative technique or what it was, instead of justifying the choice.
- (b) Some good responses to this question assessed a range of decorative techniques to be used for enhancing home furnishings. However, some candidates misunderstood this question and instead explained ways to decorate soft furnishings by using techniques such as tie dye, embroidery, etc.
- (c) Many candidate responses gave examples of safe working practices, but in a classroom setting rather than in a workplace. Most of the responses gave many different points but did not relate these to the employee and employer.

Question 4

- (a) Some responses considered the environmental issues in the design and manufacture of textile products, but the majority did not relate the question to the coursework.
- (b) This question was not answered very well. Candidate responses showed that employees and wildlife could be harmed, but many did not develop their point.
- (c) Many candidates misunderstood this question and instead discussed environmentally friendly fabrics, dyes, etc.

Question 5

- (a) This question was answered well, and most of the responses explained the importance of producing and testing prototypes.
- (b) Most of the candidate responses showed the knowledge of seams, such as plain open, overlapped and French. However, suitable fabric examples and reasons for the choice were not always given, and candidate responses often did not relate these to the suitability for evening shirts.
- (c) This question was not answered very well. Candidate responses showed the understanding that care labels were of great importance, but many did not evaluate it. Some responses gave drawings of different symbols and labelled them.

DESIGN AND TEXTILES

Paper 9631/04
Coursework

Key messages

- Unprecedented year had a major impact on the world. Time constraints had an overall impact on what was realistically feasible to achieve.

General comments

Focused work with clear photographic evidence to demonstrate techniques and construction was submitted.

All work was complete and the theme was clear.

Candidates wrote about the lockdown and the effect that this had on their work and the speed which led to the outcomes they achieved.

A range of themes with lots of links to traditional culture was presented, particularly within the Architecture and decorative fabrics.

Administration

- All work was collated and labelled correctly.
- Candidates produced an A3 design folder and an A4 written folder, which were clearly labelled with the appropriate photographic evidence included.
- Good use was made of one theme, particularly with the constraints of time and pressure of the worldwide pandemic.

Research, aims and analysis

- Some interesting themes were developed, which enabled lots of thoughtful inspirational research to take place in terms of pattern and colour. Links to the current pandemic were made and how that has been incorporated into both pattern and development of functional objects such as face masks. This further demonstrated the impact that the outside world has had on design and functionality.
- Research was based on one theme and, made a good use of time constraints, allowing candidates to fully develop moodboards to ensure plenty of material to use within the design element.

Planning and development

- Folders showed an interesting range of ideas, which then evolved into simpler, more repetitive products, because of the global pandemic.
- Photographic evidence was clear in terms of practical sampling and development of products.
- Good use was made of CAD and Photoshop, where the emphasis on the pattern was paramount.

Process – Carrying out the Coursework Tasks

- Due to global pandemic the emphasis, was focused towards the surface design rather than three different products, because of the logistical limitations.
- A few candidates managed to create and develop three different products.
- All products were finished effectively to include overlocking on edges.
- Candidates should be encouraged to further consider the medium used on the material and how it affects the handle/drape and weight of a product. For example, painting of fabric needs to be used with the correct fabric dye or technique.

Realisation – Quality of the Outcome

- Most of the candidates produced three similarly shaped products with different designs on the surface.
- Products were repetitive in terms of shape, but not in terms of design.

Evaluation

- Evaluation was limited in majority of the folders and some noted that 'lockdown' limited time allowed for the work.
- The evaluation section also encompassed the presentation of the folder, how it is organised and whether the work is logical and supported by sound evidence.

Under normal circumstances candidates should be encouraged to continue to follow the below guidance:

- Write about the outcomes of the task and draw conclusions about the process.
- Consider the original aim of the projects and how it is evidenced in the final outcomes.
- Consider the strengths and weaknesses in each product.
- Consider how effective has the choice of techniques, materials, shape and size been (this could be annotated within the folder as it develops).
- Consider future developments that could be explored. For example, other products that would fit into the theme or similar products, which have been developed further.