

# DESIGN AND TEXTILES

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Paper 9631/01  
Fibres, Fabrics and Design

## Key messages

Overall, candidate's knowledge and understanding of fibres, fabrics and design is good.

Candidates were able to identify and describe natural and synthetic fibres; however, many did not know what luxury hair fibres were. Knowledge of the different types of weaves was good, but candidates did not always understand how the weave affected the performance characteristics of fabrics. This was the case with knitted fabrics; the candidates understood about different types of knitting but were not so good at relating them to a particular purpose such as sportswear.

Candidates were aware of the advantages of using non-woven fabrics for disposable products in the healthcare industry. However, their answers were often a list of points rather than an assessment.

There seemed to be some confusion between the role of the designer and the manufacturer in the planning and production of textile products.

Candidate's knowledge of why linings are used in garments was good, but their understanding of the stages involved in pattern making could be improved.

## General comments

Candidates need to have a better understanding of the key words at the beginning of the questions e.g. explain, discuss, compare, assess, evaluate etc. Candidates often answered discussion questions as a list of points, and this will not gain them marks in the higher mark band.

Responses generally covered the range of items on the paper with few areas where a minority of candidates were unable to respond.

Candidates had answered the correct number of questions and the majority of questions had been attempted by all candidates. **Question 3** was more popular than **Question 4**.

Candidates must read the questions carefully and respond to key words/command words to ensure that their answers are relevant to the question posed.

It is important that handwriting is neat and legible in order for candidates to gain maximum marks for their responses.

## Comments on specific questions

### **Section A**

#### **Question 1**

- (a) (i) Most candidates gave a correct answer usually cotton or linen. Some candidates took the word 'natural' to also mean silk or wool.
- (ii) Boll or pod accepted as long as linked with the cotton 'plant'. Most candidates were able to explain where cotton and linen are obtained. Candidates credited if explained silk or wool, despite being incorrect in 1 (a) (i).

- (b) Very few candidates used the correct terminology 'shearing' and most gave simple 'clean', 'cut', 'brush', 'twist'. Many answers were not given in much depth.
- (c) Many candidates included little information of how blending of the luxury hair fibres can have desirable qualities. Many candidates related luxury hair to wool and silk. Those that did answer the question correctly gave some good responses.
- (d) Many candidates were able to describe different types of weaves, but some found it hard to relate them to fabrics and garments. Those that did complete it well were able to discuss the weaves in relation to performance characteristics and include weave, fabrics, and garments.

## Question 2

- (a) (i) and (ii) Mainly well answered with simple responses, but most with an understanding of both aramid and elastane fibres.
- (b) In most cases this was answered correctly.
- (c) Many candidates talked about the weft and warp methods of knitting but it lacked the depth to correctly answer the question. Most popular answers involved discussing stretch and ease of movement, with very few fabrics mentioned as examples.
- (d) This was mostly answered as a list of bullet points with lots of repetition and references to Covid. Some candidates explained how non-woven fabrics were made and how this added to the advantages. Many continually referred to the fact that they were disposable, which was a repetition of the question.

## Section B

### Question 3

- (a) Many candidates answered this correctly, referring to 2 fastenings and describing their suitability. Some candidates referred to some fastenings which were unsuitable and some talked about disadvantages which was not a requirement of the question.
- (b) Some candidates showed little understanding of what the question required. Many talked about using natural dyes and did not talk about using nature for design. Very few related it to products in the home.
- (c) In many cases this was answered simply, and in some cases answers failed to refer to the manufacturer but referred instead to the factors that a designer would consider.
- (d) This answer, in many cases, became a list of repetitive answers without any assessment. Very few talked about the disadvantages.

### Question 4

- (a) (i) Most sketches were of a good level with detail, and most candidates were able to achieve full marks.
- (ii) Those who answered this well gave good descriptions of why their design was suitable for a party.
- (b) A relatively straightforward 4 marks when answered correctly, and most candidates managed to get 3 or 4 marks.
- (c) Answers considered a number of different factors and showed mostly a good understanding of the question.
- (d) Very few candidates made comparisons and just created a general bullet point list, missing out some of the key areas and showing little understanding of the different stages. Candidates mainly talked about pattern construction, grading and cutting.

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**Paper 9631/02**  
**Practical Test**

## **Key messages**

- Evaluation section for all candidates shows a need for more structure and depth of analysis. On the marking criteria there are three sections – Conclusion, Findings and Results. It is important that the candidates show reference to all these aspects and not just strengths and weaknesses.
- Task analysis and planning is related to Analysis, Planning and Justification. More in depth evidence is needed to gain higher level marks in this section. More emphasis is needed on the analysis of the task in future work.
- Teachers are reminded not to send excess fabric or pattern pieces as these are not required by the Examiner.
- Teachers are reminded not to send work that contains pins.
- When creating the task teachers should take into consideration the number of tasks that they are expecting candidates to complete. Very few candidates failed to complete all the tasks set in the time set.

## **General comments**

Thank you to teachers who gave comments that the Examiner was able to relate to areas such as:

- Layout/cutting
- Testing/fit
- Organisation and time management.

These are areas which only the teacher can comment on as they occur within the school during the sessions and the Examiner cannot see them. The Examiner relies on the teachers comments to justify the marking.

It was good to see the skills of those candidates who had completed all tasks and finished the garments.

## **Comments on specific questions**

### **Question 1**

#### **Task Analysis and Planning**

This section of the task was not well answered. The three sections should be looked at as individual actions and related to each other to give an overall presentation for the beginning of the activities. Setting the scene with reference to the task and planning is important and required.

- (a) Candidates should be encouraged to analyse the task and show an understanding of the opportunities relevant to the task.
- (b) Most candidates completed shopping list and resources. Instead of just writing a list, candidates should think about what is needed and why.
- (c) Some candidates justified their choices with reasoning and talked about the fabrics and their properties and other resources in detail. These candidates showed greater understanding and gained higher marks.

### **Question 2**

## Preparation

- (a) Most candidates made the alterations to their patterns and sent the altered or remade pattern pieces as evidence. Reference to this could also be made in the planning section.
- (b) Most candidates' plan of action included timings. The more detailed ones also left a space for the actual time that activities took, however none of them took the opportunity to complete the actual time taken. This would be a good practice in the future as it would help with evaluation.
- (c) Only one candidate gave evidence in their presented work of how they laid out their pattern pieces on the fabric. Some teachers made a comment about how it was presented, what equipment was used and how it was cut out.
- (d) Testing (fit) is difficult for the Examiner to mark as this happens in the school so those teachers who made comments were able to give the Examiner evidence. In the absence of images, it is important that these comments are sent. Many candidates failed to score marks in this section as they had not conducted any tests.

## Question 3

### Implementation

- (a) Organisation and time management - thank you to teachers for their comments about how a candidate worked and managed their time. This is something the Examiner cannot verify without the teachers' comments. Candidates should also discuss this factor in their evaluation. Keep in mind the criteria for the marking:
- Precision and efficient resources
  - Awareness of economy, safety and technology
  - Uses time scales effectively
  - Responds to unexpected developments.
- (b) Task – Reference should be made to the areas for making in the task. It is recommended that there are five tasks weighted 10 marks each and this allows the candidates to focus on these areas to show their skills. Lots of smaller sub tasks create problems for candidates to show concentrated skills. Tasks chosen should allow candidates to show:
- High levels of competence
  - Effective realisation
  - Outstanding technical competencies.

Many candidates failed to complete numerous sub tasks and if one section was incomplete this meant that those that followed were incomplete and many marks were lost.

The item made does not need to be very complex but needs to show a number of skills within the short time limit.

## Question 4

### Evaluation

- (a) Most of the conclusions showed very little depth and were very brief. References should be made with evidence to support it, looking back at all areas of the task and discussing them.
- (b) Most candidates wrote a simple list of strengths and weaknesses with very few writing about how they could change things if they were to do it again.
- (c) Many candidates lacked a thoughtful approach to how the results were achieved and expressed simple statements to develop points.

# DESIGN AND TEXTILES

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<p><b>Paper 9631/03</b> <b>Textile Applications and Technology</b></p>
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## Key messages

Overall, candidates' knowledge and understanding of design and textiles is good.

In paper 3, candidates are expected to know a variety of different fabrics and their suitability for a range of activities or uses such as workwear. They should be able to justify their choices of fabrics and relate their knowledge of fibres and fabrics to specific uses.

Candidates need to have a good knowledge of creative techniques and how they can be used on a garment. Candidates were able to describe different methods of hand embroidery and dyeing methods, but they would benefit from improving their evaluative skills. This was evident in **Question 4b**, where candidates had sound knowledge about environmental issues, but they tended to just list the issues rather than evaluate them.

Candidates would benefit from planning their answers carefully in **section B**, in order to gain marks in the higher band.

## General comments

Candidates need to have a better understanding of the key words at the beginning of the questions, e.g. explain, discuss, compare, assess, evaluate etc. Candidates often answered discussion questions as a list of points, and this will not gain them marks in the higher mark band. Candidates would benefit from planning their answers to the questions with higher marks.

Most of the questions were well attempted this year, with the exception of **Question 3**. Very few candidates answered this question. However, those who did, had good knowledge of yarns.

Candidates had answered the correct number of questions.

Candidates must make sure that they read the questions carefully and they need to make sure that their handwriting is neat and legible in order for them to gain maximum marks for their responses.

## Comments on specific questions

### **Section A**

#### **Question 1**

- (a) Candidates answered this question well, and the majority of candidates gained full marks. This showed a good understanding of 'fit for purpose'.
- (b) There were some strong answers to this question, but a lot of candidates just gave a list of finishes that did not relate to texture or drape. More thought was needed. Calendering, Beetling and Singeing do not affect the texture and drape of fabrics, but many candidates talked about these in their answers.
- (c) Candidates' knowledge of the care labelling system is good, however there was very little evidence of how they relate to workwear.

## Question 2

- (a) This question was answered quite well by candidates, and most showed a good understanding of the factors that influence designers and related it to the bag. Less successful responses gave a list of factors with no explanation.
- (b) There was a little confusion with this question with many candidates just listing lots of embroidery stitches with no other aspects. Some candidates were confused with traditional and creative methods, whilst some just described general embroidery methods. Very few candidates related any of their answers to how it could be costly, labour intensive, slow etc.
- (c) There was evidence of confusion in the responses to this question, with very few candidates discussing the importance and instead listing bullet points. Candidates who answered the question well were able to articulate the importance, and the problems arising from wrong estimates.

## Section B

### Question 3

- (a) Most of the candidates who answered this question were able to describe staple fibre yarns and filament yarns and knew the difference between them. They knew that they were made differently.
- (b) There were some satisfactory answers and candidates were able to describe the difference between staple fibre yarns and filament yarns, however there was very little evaluation of the differences. Candidates often discussed the lustre, which is not a performance characteristic.

### Question 4

- (a) This question was answered well by the majority of candidates, with a good understanding of how shaping techniques can be used in different parts of a garment. There were also some good sketches to describe the techniques in more detail. Some candidates got confused and talked about the silhouette or how the design on the fabric can work with shaping like stripes and florals etc.
- (b) This question was well answered with lots of information given. However, some answers were repetitive and needed more depth.

### Question 5

- (a) There was evidence of good knowledge of how to prepare fabrics for dyeing in the industry. However, some answers included information regarding health and safety to workers rather than talking about preparing the fabrics.
- (b) This question was often answered as a range of simple bullet points with no evaluation. Many candidates just described different techniques. Some methods were described that did not create a decorative effect as the question asked. However, those who did answer the question well, showed a good understanding of the methods, with the fabrics used and with some diagrams to support their answers.

# DESIGN AND TEXTILES

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Paper 9631/04  
Coursework

## Key messages

- Overall, the work was creative and imaginative.
- There was some good use of fabrics and techniques with attention to detail.
- Consider the marks awarded to each section, as this could help in planning a time structure for each one.

## General comments

- Candidates had put a lot of time and effort into selecting their themes and starting points in order to access images and information that would inspire their project.
- In general, those candidates that either kept with one theme for all three products or themes that worked together were the most successful.
- Candidates are encouraged to consider the scale and weight of fabrics. Large products with swathes of fabrics utilising a repetition of skills may not necessarily give them access to higher marks.

## **ADMINISTRATION**

- All folders and practical work were labelled correctly and showed an established order of work.
- Be careful not to attach/stitch labels onto practical work, in such a way as to distort the garment.
- There are still a number of centres that are creating 3 folders. This creates a lot of repetition but also means that the folders are extremely bulky and heavy. In some instances the weight is such that it compromises the construction and security of the folder.
- Each page of the folder needs to be full of information and creativity – there should not be a page in the folder with one small item on – this again creates bulk and weight and has no impact in terms of presentation. Using one A3 folder for all three products, with a single theme, is a good use of time and resources.

## **RESEARCH, AIMS and ANALYSIS**

- In the majority of folders there was a range of appropriate research, where the aims of the project had been well thought out.
- It is important, however, to recognise that a potted history of an area/subject will not move a candidate on in the design process and to ensure that visually it is focused and relevant.
- The research, when visually rich with lots of elements to pull from, gives a great vehicle into planning and development.
- Ensure that the themes chosen are relevant to the product market. For example, if focusing on items for children, whether it be garment or interior – make sure that the visual stimulus is appropriate for that particular age group.

## **PLANNING and DEVELOPMENT**

- Generation of ideas in many cases had been well executed, where the theme was relevant and the research had been implemented well.
- Annotated ideas give another line of communication to the thought process which is an imperative part of the design process.
- Good photographic evidence continues to be presented which is a good example of working practice.
- Development of toiles and mock ups are used to good effect, which is an intrinsic part of product development.



- It is also worth considering that although we traditionally think of calico as the fabric to create a toile from – if you are using layers of different weights and drapes of fabric in the final product – it is important in the development stage to find fabrics that have an equal drape/weight, to give an idea as to whether the design will work.
- Development of worked samples, both decorative and structurally, were well done and relevant to the implementation of the idea.
- Candidates are encouraged to consider shape of products when developing design ideas – simple shapes that do not have the technical repertoire of a more complicated shape are not going to access higher marks.
- Timing of three products also continues to be an issue for some candidates. It is necessary to get a balance, as all products are of equal weighting and therefore should be considered equal in skill set and outcome.

### **PROCESS – Carrying out the Coursework Tasks**

- There were some interesting exploration of dyeing and resist techniques, that had been executed extremely well. Links to cultural traditional techniques were also apparent and included stitch work.
- In the majority of projects, a range of effectively and well implemented techniques and processes had taken place.
- Application of decoration on the product is important. If the decision has been made to apply a motif/image and there is no access to screen printing facilities, candidates should consider the use of fabric paint carefully. If applied to an inappropriate fabric or too thickly it will affect/distort the drape of the fabric. It also has an inclination to stick together and affect the quality of the final outcome. It is good to note that fabric paints have been more successfully demonstrated on stencils, but again the amount of fabric paint applied has to be well thought out and practised in the development stages.
- A number of candidates showed the quality of production and attention to detail in their work.
- Photographic evidence of the making of products was good to see and is also a good reflective tool when looking back at the creative process.

### **REALISATION – QUALITY of the OUTCOME**

- There were many products that had been constructed and embellished with a great deal of attention to both quality of stitching/finishing of seams and shape and fit.
- Some of the products were very marketable.
- When looking at the realisation of the products, it is not only important to consider how effective the product has been made, but also how it links back to the theme or starting point.
- Continue to ask the question is this product fit for purpose – consider the wearer or environment.

### **EVALUATION**

- Evaluation is the reflective tool we use to consider not only the final outcome from both folder and products, but also the journey from conception to finished product. In order to help this part of the folder work, it is important for the candidates to evaluate and summarise as they proceed, rather than leave it until the end. This means that they can pull on those reflections when they write the final evaluation.
- Candidates should always leave enough time to write both a detailed and concise evaluation.
- The evaluation section also includes the presentation of the folder so taking time to ensure that work is in order and laid out correctly is important.