

DRESS AND TEXTILES

Paper 9332/01

Theory

General comments

Administration:

Candidates are to be reminded that they should complete the grid at the front of the scripts, to indicate which questions they have attempted.

Candidates should tie scripts loosely, so that it is still possible to turn the pages of the booklets for marking.

Attendance registers should be enclosed with the scripts.

There is no need to write out the question before answering, although a few key words are helpful in focusing the subject matter required.

Candidates are reminded that they are to answer at least **one** question from each section.

Questions

Some answers lacked detail and included irrelevant information. However, generally there were answers across the whole mark range. There were some excellent scripts, where candidates answered fully and included well-labelled relevant sketches.

In the majority of cases fabrics are not always well-known. Correct answers need the fibre content (e.g. cotton), as well as the construction (weave/knit e.g. twill/jersey etc). Centres should refer to the relevant textbooks.

Section A

Some candidates did not attempt any questions from **Section A**. It is a requirement of the examination that at least **one** question is attempted from this section.

Question 1 was more popular than **Question 2**. A few candidates answered two questions from this section, which is allowed.

Question 1

(a) (i) The choice of fibres was usually known by the candidates. Popular choices included; cotton or viscose for cellulosic; wool or silk for protein and nylon or polyester for synthetic. Where a table was used to show results, answers were clear and focused.

The most common physical tests chosen were Burning, Microscope and Strength.

In some cases, the method of the test had been omitted, which reduced the number of marks that could be awarded.

(ii) The chemical tests varied according to the fibres that had been chosen. Most answers included the reaction to named acids or alkalis or solvents, which dissolve specific fibres.

Some answers muddled physical and chemical tests. Others did not know the difference between cellulosic, protein and synthetic. These definitions should be known at Advanced Level.

- (b) Properties in relation to wear and laundering were often well described. Answers included properties such as strength, absorbency, washing/ironing temperatures, drying qualities. Aftercare details were not so well known and when answered, the most frequent points included hanging and storage details.

On occasions the answers given sometimes did not answer the question being asked. Information about what the fibres were made in to was given, rather than explaining the properties, as asked for in the question.

Question 2

- (a) Woven fabrics were well-known and many answers gained full marks for this. Popular fabric choices included cotton denim, cotton twill and cotton satin. Warp, weft, true cross and selvedge were usually appropriately labelled. However, there was confusion between weft and warp knitting on some scripts. These constructions are widely used nowadays and candidates should be familiar with these at Advanced Level. Labels such as course, wale and loops should be included on structure diagrams. Some of the fabrics could have included, cotton jersey and polyester tricot.
- (b) The comparison of the fabrics chosen in (a) for use as garments or household items was usually well answered. Points included surface appearance, weight, handle and drape, hardwearing qualities and aftercare. Where answers included brief points or few factors, fewer marks could be awarded.

Section B

At least **one** question from this section had to be attempted. **Question 3** was more popular than **Question 4**.

Question 3

This question was attempted by the majority of candidates. Some answers included excellent, well-labelled sketches.

- (a) This was well answered by most candidates. Most answers sketched a uniform consisting of a two-piece suit with a shirt. Fabrics, colour and fastenings were usually included on the sketch and/or were well described.

In some scripts, the three garments were not clear, as all three were sketched onto one silhouette shape. Two sketches would be appropriate if a jacket and shirt had been chosen as two of the garments. Details needed to be shown clearly in order to get full marks.

- (b) This was very well answered by most candidates and many gained full marks.
- (c) There were some excellent answers given, which showed details and were clearly labelled. A few candidates spent a great deal of time on this part of the question and wrote a lot more than was required to gain full marks. Candidates should take note of the marks available to establish how much to write in their answers to achieve full marks.
- (d) Good answers included a balance of advantages and disadvantages of buying or making a uniform. However, some answers just listed points without explaining them in detail.

Question 4

This was not as popular as **Question 3**, but was usually well-answered.

- (a) There were many clear well-labelled sketches and many showed very good and effective use of colour. Fabric names were often not known, although a few answers did include appropriate names, such as cotton/polyester twill or cotton gabardine. Sketches included a central motif, such as an animal or other pattern, using strong bright colours and occasionally including a border design. Methods for the appliqué included use of fabric adhesive. Both hand and machine application methods were well-known.

- (b) Justification of choices from (a) were usually well answered, for example, cotton poplin was described as washable, absorbent and smooth to touch, which are suitable qualities for a child's playmat.

Choice of colours included points such as bright primary colours (red, yellow, blue) would be attractive to children and colours used could reflect the choice of motif, for example, leaves could be green and flowers red, to help with learning.

Safety – points included hygiene: keeping the playmat clean by washing frequently, avoid spilling food and dirt and laundering frequently. Fire resistance – a fire resistant finish could be used or, alternatively, a warning label could be added to the playmat.

No sharp objects should be on the playmate, such as loose buttons or beads.

- (c)(i) Appliqué was well-known.
- ii) Machine embroidery – mostly automatic patterns were sketched, and in some cases, using a CAM facility on the sewing machine. However, exact stitch settings for stitch width and length were often omitted. Also, detailed stitches were not included – a sketch showing how the zig-zag stitches are varied to produce the stitch for example could have been included. Threads to be used were rarely given and pressing details could have also been included.
- (d) Care laundering included stain removal, details of washing detergent to be used (in case of skin allergy) and methods of drying. Storing usually made reference to drying cotton fabrics thoroughly, in order to avoid mildew.

Section C

At least **one** question from this section had to be attempted. **Questions 5** and **6** were more popular than **Question 7**.

Question 5

- (a) Basic blocks were usually known, but produced variable answers. Some questions were very well answered, with accurately drawn basic block shapes which were in proportion to body shapes. The most popular choices were; lower skirt waistlines, shortened or shaped hemline, added pleats or an added pocket.

Weaker answers drew inaccurate basic blocks and/or chose appropriate alterations, but did not draw them accurately.

- (b)(i) (ii) The justification given was often brief and usually included points such as 'fashionable' or the 'latest trends', or 'suitable for teenagers'. Other points could have been included, such as, better fit for the body, or suitability for a particular body shape.

More movement was often given as a justification for pleats/gathers.

- (c)(i) Candidates answers varied to this question – although there was a common mistake, which was to write alterations to the skirt already made-up in fabric, rather than the pattern pieces, as asked for.
- (ii) Facings were well-known and many answers which had stated this method as a waistline finish, achieved full marks. Other finishes could have included a waistband and binding.

Question 6

- (a) Some very good sketches of skirts with different decorative hems were given in many answers. Some candidates sketched non-decorative hems, which could gain no marks, as this did not answer the question. Popular choices included scallops, fringes, trimming and beading.

- (b) Often skirts were described, but the suitability was often not assessed and fabric names were often omitted. Styles often included points about skirts for different occasions, e.g. Frills for child's skirt for a party. Top stitching on denim skirt was often stated, as it is currently fashionable for teenagers. Fabrics were not always given, but polyester georgette was often described as draping well so was a good choice for a flounce at a hem edge.
- (c) This part of the question was very well answered in most cases. There were very good sketches of processes. Popular methods described included adding lace, fringes, scallops by machine, binding, and beads. Right side and wrong side stages were usually shown.
- (d) The two most common repairs given were: stitching coming undone and the repair was to unpick and re-stitch by hand/machine – depending on the skirt finish. The other common method was if the hem was torn/or had a hole – repair by cutting off the damaged section, then use spare fabric or alternative fabric/lace/etc to add a length.

Question 7

The answers varied widely, some were very good, when a wide range of notions were described and many specific examples were given. Other answers were very brief and may have only listed types of notions without giving examples or explaining how they could be used on garment and household items. Some answers included well-labelled sketches, which illustrated how the notions had been used. Different fabrics, garments and household items were usually included. Some answers muddled notions (zips, threads, etc), with equipment (such as pins, needles and scissors). This distinction should be known at Advanced Level.

Many answers gave good descriptions – but did not always assess them as asked for in the question.

DRESS AND TEXTILES

Paper 9332/02

Practical Test

General Comments

Easy: Planning, preparation, darts, side and leg seams.

Difficult: Back and front facings, zip. The overall difficulty was not affected.

The majority of candidates attempted all sections, except the application of the hook and bar, which was only attempted by 30% of the candidates. Performance was disappointing, with evidence of inattention to specific requirements in the examination session, together with inadequate time management.

Comments on specific questions

- 1** Most candidates gave alternatives for fabric and colour, but many neglected to supply correct and alternative widths of fabric.
- Reasons for first choice of fabric were generally good, referring to suitability and cleaning properties, but was often lacking in details of colour and design factors and handling qualities and fabric finishes.
- 2** This section was completed by Textile Staff with helpful comments on forms 9332/2/CW/S by all but two Centres.
- 3 (a)** Darts were well stitched with matching widths and lengths, smooth secure points and pressed towards the centre back and front.
- (b)(i)** The inset pocket was applied with good stitching, a smooth curve on the bag and pressed, but often with weak security, poorly neatened and lacking top stitching. Too many candidates inserted both pockets instead of one as requested and an occasional pocket was reversed.
- (ii)** Side seams were well stitched and pressed, but were often much longer than the required 55 cm and with poor neatening.
- (c)** The cargo pocket was well attempted with top stitching. The neatening of the flap sometimes posed a problem and the position was sometimes less than accurate.
- (d)(i)** Leg seams were as side seams.
- (ii)** Crotch seams generally needed to have firmer stitching, to be reinforced, with a smooth curve and finished with clipping and neatening. Occasionally the leg seams did not match at the crotch, or the crotch seams were sewn before the leg seams.
- (e)(i)** Back and front facings were often applied without matching the side seams of the pants. The position at the centre front was sometimes inaccurate and understitching was rare.
- (ii)** The lines of stitches on the zip were reliable, but often with poor position at the top and a weak curve.
- (f)** The hook and bar were difficult to attempt when the facings and zip were not applied accurately.
- (g)** Marks for final finish were awarded according to the amount of work successfully completed.

Conclusion

Attempting more than the question paper requires should be discouraged. For example, including both inset pockets and providing full length side seams or hems on the pants legs and buttonholes on the cargo pockets do not attract any extra marks. Candidates who spend time on these extra tasks, rather than concentrating on completing all the tasks as listed in the question paper, and for which marks are available, may find that they do not have enough time to complete all the required techniques or of achieving a higher standard.

The work of a few candidates was too tightly packed, causing creasing, leading to poor presentation.

Some candidates' work lacked name labels, but this was quite rare.

DRESS AND TEXTILES

Paper 9332/03

Coursework

General comments

The majority of the work that was submitted by the candidates was of a good standard and well presented, although there were some submissions that were disappointing. The packaging of the items was appropriate but I would suggest that the use of pins should be reconsidered. Each item submitted should be labelled with the candidate's details and the label attached securely to the items. Most of the work was correctly labelled, but some centres sent items with no labels at all.

SECTION 1 GENERAL

The choices of fabrics made by the majority of the candidates for the items submitted were of a good range and suitable for the appropriate garments and household items. The variety of sewing skills and processes demonstrated by the candidates is often of a high standard and pleasing to see. The inclusion of photographs of candidates wearing their outer garments to see the fit is important. Although most of the candidates do include photographs there are still some candidates who do not.

The design work for the embroidery is always interesting to see and should be included in the folder. There were some candidates who did not include design work or sketches.

SECTION 2 OUTFIT

The garments submitted in this section (jackets, skirts, trousers, tops and dresses) were generally of good standard and demonstrated skills in both hand and machine sewing. There were fewer garments which were inaccurate, although there were sleeves which were not smoothly fitting, collar points uneven and lining not smooth. The improvement in this section is good. It is always a pleasure to see and handle well-made garments

SECTION 3 UNDERGARMENTS

The care and consideration given to the choice of style and fabric in this section is always good, with climate playing an important part in the selections made. The garments were generally well-made and finished neatly. It is pleasing to see that more candidates are meeting the requirement to demonstrate either hand or machine embroidery on their garments. Trimmings such as lace or braid may be used as well as the embroidery, but not instead of the embroidery.

SECTION 4 HOUSEHOLD

This is always an interesting section, usually reflecting the candidate's personal interests. Items submitted included wall hangings, cushions, tablecloths, bed linen and cot covers. The work was generally of a high standard and covered a wide variety of skills. Design work, where it was included, was usually of a good standard, but not all candidates included design work, which is disappointing.

SECTION 5 FOLDERS

- (a) The majority of the folders were well presented. The response by candidates to the aims, and justification of their choices, were well done and detailed.
- (b) The response to this section is improving, although some candidates do not explain how they resolved a problem. There are still candidates who do not respond to this section.

- (c)** The experimental work was generally well done and related to the practical work and the sampling of stitches and threads on the fabrics which had been chosen for the items that the candidates made. Some of the candidates cover a wide range of experimental work and sampling leading to good results in their practical work. Although good, some of the sewing trials did not relate to the garments submitted. The design work was of a good standard, but there are still some candidates who do not include design work in their folders, which is disappointing.
- (d)** The candidates who assessed their items individually met the requirements well, but there were a number of candidates who did not include an assessment of each item, which is disappointing.
- (e)** It is pleasing to note that more candidates are now including an overall evaluation of their coursework as a whole. However, there are still some candidates who do not do this and are, therefore, not meeting the requirements in full.

Candidates take a lot of time and care in the presentation of their folders ensuring that they are secure and interesting to read. Some of the folders are colourful and decorative which is pleasing.