

2000 HSC Notes from the Examination Centre Textiles and Design

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Textiles And Design

Overview

2 Unit

The 2 Unit examination paper challenged the better candidates and provided opportunities for the average and less able candidates to score marks. Provided the candidates carefully read and selected the question they were most able and prepared to answer, then they could score reasonably well at their individual level. The paper suitably addressed the syllabus outcomes and had no surprises.

Section I – Science and Technology

More able candidates with a good understanding of scientific concepts scored well in questions 1 and 2. Questions 2 and 4 allowed for the application of knowledge and related more to consumer textile needs.

Section II – Textiles and Society

This Section provided a more demanding set of questions requiring candidates to select the question they were most prepared for. The culture questions showed evidence of prepared answers being written and not relating to the specific question. Questions 6 and 7 received average to poor responses lacking detail and a clear understanding of the subject content.

Section III – Design

The majority of candidates answered two design questions. Overall the questions were generally well answered with particularly good sketches and labelling. More average responses were received for question 11, as many candidates demonstrated limited understanding of designing maternity wear.

3 Unit

The 3 Unit examination paper was well designed to the level of candidates studying the extension course. Questions required a more in depth knowledge and understanding and the Design questions provided scope for creativity and the justification of suggested design ideas. Both Sections provided a range of question types for candidates to choose from and addressed the syllabus outcomes.

Section I – Science and Technology

This Section required a higher level of cognitive understanding of scientific concepts with the ability to apply this knowledge to everyday situations, which challenged the better candidates but also allowed for a more limited response as candidates could answer some parts of the question in less detail.

Section II – Design

This Section provided a range of written and graphic design material for candidates to use as stimulation for their design development. Such a selection catered for the broad range of candidates.

2/3U Textiles and Design Examination

Section I – Science And Technology

Question 1 – Dyeing and Printing

This Dyeing and Printing question required the candidates to distinguish between the application of colour to produce a printed woven and a dyed woven poly cotton check tablecloth. They were required to describe the affect of each method of application on the finished product. The purpose of fixation needed to be explained.

Better candidates were able to name an appropriate method and describe the process involved. Poorer candidates had difficulty understanding the concept of a dyed woven check fabric. Few candidates presented the depth required to demonstrate a full understanding of the question e.g. the use of piece dyeing to create a check fabric.

Question 2 – Finishing

This question was well answered overall. Candidates performed at a superior level. Knowledge and understanding of the finishing processes was good. Selection of finishes for specific end uses was appropriate. In summary a well-answered question reflexed by the higher mean.

Most candidates were able to select and name an appropriate finish for the textile item in a specific setting.

Description of method of application was generally good. Candidates were able to name and describe specific processes and equipment used to apply the finish. Good use of diagrams.

A range of satisfactory responses was given as to how the finish achieves its purpose. This was the weakest section of the paper.

Testing was well answered with candidates explaining the effectiveness of one finish in depth or several finishes, more briefly.

Question 3 – Properties and Performance of Textiles

This question was attempted by a large number of candidates and was very well done.

Most candidates selected the swimming costume, leotard and sports socks. The structures suggested for all 3 were very similar. Fabric content of the leotard and swimming costume were also very similar.

Parts (a) and (b) were very well done by most candidates. In part (c), weaker candidates confused weaving and knitting.

The weakest section of the question was part (d). This part did not state how many tests were to be given which made marking the question difficult.

Question 4 - Properties and Performance of Textiles

This question was based on yarn structure and attempted by very few candidates.

In part (a) candidates had difficulty in understanding that the question was asking for yarn structure. The use of the word “continuous” in part, answered the question. The wording of part (b) also confused candidates, as many did not realise the need to name the specific fibre used. Most candidates compared the properties of the yarn structure but failed to contrast; they often compared the fibre structure and not the yarn structure. In part (c), diagrams were used by better candidates to clarify their descriptions. In part (d), candidates often listed the properties but did not relate them to yarn configuration.

Section II – Textiles And Society

Question 5(a) – Culture and Textiles

Although this question was reasonably popular there were few excellent responses. Candidates must realise that the stem of the question must be considered when answering any question.

Candidates generally wrote all the information they knew about a culture rather than answering what the question asked. The question asked candidates to compare and contrast two cultures not sub-cultures. The better responses compared and contrasted the two cultures relating the four influences – social organization, technological development, resources and cultural traditions to textile production methods. Weaker responses were unclear in areas such as social organization and cultural traditions and the influences these have on textile production methods.

Question 5(b) – Culture and Textiles

A reasonable number of candidates answered this question, with the majority being of poor quality. Candidates obviously had difficulty interpreting the question, which was reflected in the quality of the responses.

Candidates lacked the in depth knowledge of the culture, other than its clothing and description / wearing etc. A majority talked about before and after “Westernisation” as being the change. Communication section was very poorly answered and most candidates could not apply a before and after approach to this section. If mentioned, there was usually no explanation of how it changed the role for traditional textile crafts in the culture selected. A large number of candidates talked about clothing as the “textile craft” and a few gave non-textile arts (i.e. rock painting, silver jewellery) in their answers.

Question 6(a) – History of the Textile Industry

Overall, this question was poorly answered by the small candidature. Many failed to describe the ‘operation’ of the chosen technological developments, preferring to write about irrelevant information such as names, dates, working conditions etc. Some misread the question and described all the developments.

Although part (ii) was better answered in terms of ‘quality’ and ‘quantity’ of textiles produced, the information was generalised or very few examples stated. Part (iii) was poorly answered as candidates failed to give examples or ‘discuss’ how each technological development impacted on the ‘variety’ of textile products available.

Better candidates clearly understood and described the operation of two technological developments. They also gave examples of quality and quantity of textiles produced. For e.g. yarn types, widths of fabric. The variety of textile products available included apparel and non-apparel examples.

Question 6(b) – History of the Textile Industry

Overall, this question was fairly well done by the small candidature.

Better candidates were able to identify three textile developments from the 20th century, whereas poorer responses wrote about 19th century developments.

The operations of these developments were fairly written and better candidates discussed how these developments influenced the ‘role of the textile worker’ and ‘the consumer of textile products’.

Poorer responses described in great detail the poor working conditions etc. from the 19th century.

Question 7(a) – The Australian Textile Industry

The responses to this question were very average to poor. Government policies were generally not understood. Environmental issues were not related to the production of the fibres. There was a better response in the environmental issues section than other sections in this question. Many candidates did not list technological developments from the time frame required.

Question 7(b) – The Australian Textile Industry

This was a very poorly answered question with most candidates having very little or no understanding of the points in the question. Most candidates had no idea about the changing patterns of fibre consumption – most only thought of quantity, not types of fibres. Candidates could only relate tourists to the Olympic Games, but not to the effect on the textile industry. Most candidates had no understanding of marketing of textile products, very few were able to give examples.

Section III – Design

Question 8

In general, this question was not well answered. Candidates had limited knowledge of design application techniques to textiles and how functional and aesthetic attributes are achieved.

Most candidates were able to sketch a suitable design motif for the name of the restaurant and show how this could be incorporated in the design of three separate textile items. However some candidates sketched non-textile items. Other candidates seemed not to understand the concept of ‘motif’ and so did not incorporate a single

motif into the textile items. Part (c) was poorly answered, as candidates were not able to fully explain the techniques chosen to apply the motifs. Answers were far too generic. Good answers explained techniques step by step using illustrations to improve their explanation. In part (d) some candidates confused functional and aesthetic attributes and many were unable to explain how these were achieved for the chosen textile item. Answers were far too general.

Question 9

This question required candidates to design two suitable outfits for a theme party “Aliens and Space”. Candidates were expected to consider suitability, safety, fabrics, construction and durability.

Better candidates had clear sketches that reflected the theme. Design features and access were identified easily. Safety features were well thought out and linked back to the design. Fabrics were clearly stated and justified. Suitable construction techniques were discussed in relation to quick costume change and durability.

Poor responses did not necessarily sketch two designs with distinct design lines and access. Safety features were non-existent or not associated with the design. Fabrics were not identified, mainly fibre content. General construction was discussed, but not in relation to costume change and durability.

Question 10

This question asked candidates to discuss a textile project completed for the HSC course. Identifying construction, fabric, aesthetic and functional qualities and mass production.

Better candidates had clear sketches with appropriate labels. Functional and aesthetic qualities were well related to construction techniques, fabric choice and colour. Candidates were able to alter construction techniques effectively for mass production, without altering the design dramatically.

Poor candidates did not sketch clearly, leaving out major design lines with limited labelling. Construction techniques, fabric choice or fibres and colours were identified but not related back to aesthetic and functional qualities. Candidates had a poor understanding of the concept “mass production” with little or no change.

- * Difficulty with Home Furnishing v/s Garment
- * Section B slow to mark

Question 11

The responses to this question from most candidates, was average. Many candidates did not have an understanding of the design concepts required in maternity clothing. Most candidates were able to list some of the criteria required when designing maternity garments but were not able to describe them. Most candidates were able to provide an extensive range of information to be listed on a fact sheet making particular reference to careful labelling and description of the maternity garment. Design sketches needed to show more specific design features appropriate to the pregnant body shape. Better responses were able to apply the elements and principles of design to the maternity clothing.

3U Textiles And Design Examination

Section I – Science And Technology

Question 1(b) – Fibre Structure

A disappointing question which was attempted by very few candidates.

In part (i), strength, absorbency and resiliency were well done. Candidates had difficulty relating amorphous and crystalline regions to lustre. Candidates were able to answer part (ii) although some failed to refer only to regenerated and synthetic fibres. Most candidates were able to do part (iii) well. Part (ii) and (iii) were seen to be more related to 2 Unit work than 3 Unit.

Question 2(a) – Colour

This was a straightforward question, which was generally well answered. Better candidates identified all aspects of the CIE system. Poorer candidates omitted some aspects. Diagrams used were accurate and well annotated. There was a repetition of responses in parts (ii) and (iii) due to the phrasing of the question. There was a limited depth of responses due to the nature of the question.

Question 2(b) – Colour

This was generally a well-answered question. Candidates were able to show a good understanding of the perception of colour and variations in observing. This resulted in a higher than average mean.

More capable candidates were able to list factors affecting perception of colour and explain these in some depth. They also introduced the question by a brief discussion of how we see colour.

Listing and discussing the influence of light sources was also well done. Better candidates used well-labelled spectra reflection curves.

The influence of texture on the colour was generally not well done. Candidates tended to focus on dyeing rather than fibres, yarns and fabrics.

Objective methods, was very well completed. Candidates used clear, concise descriptions with better responses using diagrams.

Question 3 – Technological Developments

In general, the responses for a difficult question were good. Most candidates, who attempted this question, had a good knowledge of textile developments.

Good candidates described recent textile developments in detail. They were able to be specific in describing fibre, yarn, fabric finish and garment construction or how technology such as computers was applied to the design development.

Moderate responses described specific textile developments for some but not all of the developments asked for.

Poor responses were too general, too wordy and involved irrelevant discussions. These responses did not relate to the question and did not provide specific textile developments.

Section II – Design

Question 4(b) – History of Clothing Design

Few candidates responded to this question (8 in total). Of the responses they responded to the essay format reasonably well, however, knowledge varied considerably. Candidates need to be more specific in answering. Examples given should relate directly to the statements made. Candidates showed a good understanding of the influence of specific designs and events that changed the perception of beauty and fashion. Only a very general idea of perception of modesty was shown in the responses, which were poor.

Question 5(a) – Theatrical Design

Overall, this question was fairly answered by the candidature. Candidates were able to clearly sketch designs but failed to fully label the ‘design’ features of the costume rather writing great details on ‘construction’. Most were able to explain the design features as reflected by the poem images. This area was well done. Some identified the functional aspects as applied to fabrics and construction techniques for the costume, whilst others only did one or the other. Most knew the name of lighting techniques but failed to explain how this affected the costume.