



General Certificate of Secondary Education

**Design and Technology
Textiles Technology**

45701

Unit 1: Written Paper

Report on the Examination

2010 examination - June series

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General

This untiered question paper was set for candidates across the whole ability range. It was pleasing to see that lower ability candidates had attempted most of the questions through to the end of the paper and did particularly well where simple answers were sought to complete charts and diagrams.

The majority of candidates responded with enthusiasm to the research context stated on the Preliminary Material sheet for Section A. Candidates had spent a considerable amount of time in preparation for the exam researching African decorative textile techniques, fair-trade and African fabrics and components.

In Section A and B, some candidates displayed in depth subject knowledge and were able to recall and communicate this knowledge and understanding consistently well throughout the paper. This was impressive for a cohort of candidates in their first year of study on the GCSE course. Centres are reminded that success for candidates is dependent on teaching the whole of the subject content to include textiles materials and components, design and market influences and production methods and manufacturing techniques.

In preparation for the examination candidates should be reminded to give full and detailed answers to all questions, even those for only one or two marks. In some instances candidate response was only one word or a few disconnected words. These candidates often failed to express themselves clearly and at times because of this, opportunity to gain marks was lost. Similarly candidates should be prepared to read the first part of the question as this will guide the response required by the candidate. The context for each question is clearly stated at the start of each question introduction.

Question 1

1(a)i This was answered well in most cases and many candidates achieved full marks. Most candidates gave three suitable examples although some answers were brief and vague. Popular answers included African textile products, research into African techniques, information on fair-trade, African colours and materials.

1(a)ii Initial design ideas were generally good with lots of detail. Some candidates spent too long on this question though and completed fully coloured final ideas, possibly at the expense of the quality seen in the subsequent answer to 1(b)i. It is helpful to name the product type as some design ideas were difficult to identify from shape and decorative features alone. Those gaining full marks had shown originality, design flair and creativity, and closely followed the design brief.

1(a)iii A wide variety of answers were given which although not always related to the brief, were worthy of marks. Only a few made reference to the fact that the idea related to fair trade principles.

1(a)iv Most candidates referred to good working conditions and pay for workers. Most candidates were aware of Fairtrade principles although some lost marks by repeating the given example.

(b)i A wide variety of different textile products were designed. At those centres where candidates had prepared well for this question, some very impressive subject knowledge was evident in the inventive use of African decorative textile techniques to excellent effect.

Many centres had encouraged candidates to clearly label their design ideas to show an appropriate and exciting range of African fabrics and components. Those gaining full marks had shown a thoughtful and imaginative use of fair trade materials and those created by African craftspeople. In many cases the response to the African theme was excellent across the full range of ability.

The design context gave opportunity for showing in depth subject knowledge and creativity and some candidates rose to the demands of the paper for the design question with a great deal of success. Use of colour was generally relevant to the theme, and those achieving the highest marks considered the choice of decorative technique and how this would affect the application of colour eg tie dye with use of natural dyes inspired graduated indigo or earthy colour effects. Presentation was mainly good but candidates who failed to annotate to explain choice of materials and details of techniques lost the opportunity to gain marks. Some candidates' presentation was chaotic though, labels were unnecessarily repetitive and hard to read as too much irrelevant information was crammed around drawings.

1(b)ii This was well done and most referred back to their original design.

Question 2

2(a) Many candidates were able to answer the first part and knew it was screen printing but the block printing was less well known even though they had in many cases used it themselves on their design in Question 1.

2(b)i and 2(b)ii Some candidates failed to read the question about print design and manufacture properly, giving answers relating to design and manufacture in general, for example, for cutting out fabric and using lay plans. Candidates who answered with 'more accurate/quicker/better' but did not qualify the one word given, failed to gain marks as it was unclear as to what was quicker etc.

Question 3

3(a)i and 3(a)ii concerned quality assurance. The start of the question was perhaps disregarded by candidates, and a fairly straight forward question was answered incorrectly. Candidates gave answers relating to the completed product and not the materials. The mark scheme was expanded to take account of this misinterpretation and to enable marks to be awarded.

3(b)i and 3(b)ii candidates generally understood how prototypes are tested and the reasons for doing so. However, some candidates referred to testing only the fabric rather than the made garment. There was some confusion in stating the 'two different ways' and 'why' with answers in the wrong order.

3(c)i Candidates showed good subject knowledge and usually gave detailed answers about faults that might be found during production.

3(c)ii and 3(c)iii These questions tested understanding of quality assurance. Most candidates knew about checking products, the higher level responses showed a broader knowledge to include systems in place to guarantee product quality to the consumer.

Question 4

4(a)i Some answers gave detailed descriptions of the equipment required and who would make the shirts, but these answers did not always show a clear understanding of the different method of production.

4(a)ii With the exception of the dart all shirt parts were generally known.

4(b)i Many candidates did not understand the term seam neatening – this question was often answered with *ironing, pressing or sew again*. Some gave answers that related to a flat fell or French seam rather than a plain flat seam.

4(b)ii Many candidates thought that this question referred to a separately made motif or badge that was to be attached to the shirt with bondaweb – therefore didn't give answers referring to the embroidery stitches. This shows the importance of candidates being encouraged during the preparation period to actually read the question and to look at diagrams before answering the question.

4(b)iii Answers to this question showed clear differentiation in levels of response. Candidates gaining one mark made mention of interfacing to stiffen collars and cuffs. Candidates gaining 3 marks often gave very detailed answers related to the type of interfacing, the way it was attached and the properties.

4(c)i Subject knowledge was often lacking, many candidates made an incorrect guess.

4(c)ii This was well answered with most gaining full marks, candidates knew what was included on a manufacturing specification.

Question 5

5(a) Candidates responded well to this question but should be encouraged to answer this type of question in full, rather than in a single word. Some stated what the sign meant rather than the risk involved.

5(b)i Although there were some correct answers for this question, they were not always detailed enough to gain 2 marks. There was also some confusion between school rules and factory safety.

5(b)ii Candidates found it difficult to apply their subject knowledge about the benefits of using computers in manufacturing, to the specific context of safety.

Question 6

6(a)i and 6(a)ii Candidates gained full marks with ease when they had an awareness of technological advances in textiles materials.

6(b) This question tested candidates' subject knowledge of emerging technologies, in particular of integrated electronics within textiles design. Most candidates had structured their answers on the three given examples of modern clothing; those who were able to clearly describe in a logical and ordered way an understanding of the benefits, gained high marks.

A few candidates gave further specific examples of how electronics in clothing benefit the wearer and they provided evidence of a wider subject knowledge. Quality of written communication was assessed and those who spent a few minutes planning their answer and ensured information was clearly and coherently organised using specialist vocabulary when appropriate, gained high marks.

Question 7

This question concerned product design and sustainability. It was evident in the quality of candidate responses, that at some centres candidates were very knowledgeable about social and environment issues related to textiles, whereas at other centres, candidates were confused by the term sustainable.

7(a)i Most candidates answered this question well and knew about the properties and characteristics of polyester fleece fabric.

7(a)ii Some candidates had a vague idea of what is meant by sustainability but didn't include sufficient detail. Having 3 marks available allowed for differentiation between levels of understanding.

7(a)iii Those candidates with an understanding of what is meant by the recycling of textiles and environmentally sustainable design were able to answer this question and gain at least one mark. Those who specifically referred to plastic materials and polyester gained marks with ease.

7(a)iv There was a varied response to this question. Some candidates were able to relate sustainability to both the quality/durability of the product and to the lifecycle of the fleece jacket and its impact on the environment.

7(b)i Only about half of the candidates managed to identify both symbols, some candidates confusing wool fleece from sheep with polyester fleece fabric and therefore assuming the wool mark symbol was appropriate.

7(b)ii This question was well answered particularly regarding product aftercare and most recognised that this would cause less shrinkage or damage to the product. Those gaining higher marks also related their answer to environmental issues.

Mark Ranges and Award of Grades

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<http://www.aqa.org.uk/over/stat.html>