



**General Certificate of Secondary Education  
June 2012**

**Design and Technology: 45701  
Textiles**

**(Specification 4570)**

**Unit 1: Written Paper**

***Report on the Examination***

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## General Examiner's Report on the Examination

The 2012 Written Paper for Textiles Technology gave candidates the opportunity to demonstrate their subject knowledge and design capabilities in the now familiar format of the new specification. It was very pleasing to see that lower ability candidates had again attempted most of the questions through to the very end of the paper. More able candidates were able to show an impressive level of thinking to analyse and evaluate, recall, and apply subject knowledge of textiles and design technology in answer to the written paper. 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.

Candidates responded with great enthusiasm to the research context stated on the Preliminary Material for Section A. New and emerging technologies had been widely researched by many candidates and examiners were pleased to see a very creative and broad range of exciting design ideas for textile products that included an impressive variety of thoughtfully selected modern materials. Many candidates demonstrated design flair and originality. The most successful candidates were well prepared for Section A and were very keen to show an awareness of the new developments in technology that influence product design.

### Question 1

- 1(a)(i)** A straight forward question that most candidates were able to answer in full.
- 1(a)(ii)** Candidates were asked to draw a repeat pattern using the provided images. Some drew a picture rather than a pattern and only gained a few marks, whilst others designed very effective and original repeat designs inspired by the mood board and gained full marks.
- 1(b)(i)** Design ideas were often carefully drawn and most were clearly labelled. There was a wide variety of product types ranging from bags, ball gowns, wall hangings, hats, play mats, jackets, lamp shades, and even wellington boots. Successful ideas were based on the listed breakdown of marks for this question. Those who gained few marks often failed to communicate the type of product drawn and choice of materials.
- 1(b)(ii)** Most candidates were able to relate theme to fabric characteristics, those gaining full marks sometimes referred to specific types of fabric. Most popular responses were texture or colour of fabric.
- 1(c)** Candidates at every level of ability made very careful labelled drawings to show their product design in colour. They demonstrated their knowledge of textile materials and decorative textile techniques appropriate to the theme. Imaginative designs inspired by the rainforest theme took ideas from the rainforest wildlife, flowers and foliage, landscape and environmental issues. Qualities of light, colour and aroma were expressed in very creative use of modern materials such as reflective, light up, colour changing and scent releasing materials. In many instances heat or light sensitive fabrics, LED lights, glowing or light reflecting materials were combined with encapsulated floral perfumes. Technical fabrics such as Gore-tex were employed to waterproof clothing whilst use of modern sustainable fabrics from renewable

sources, fair-trade, recycled or biodegradable fabrics showed that many had also considered the social and environmental impact of the choice of materials on product design. Many candidates made excellent use of fabric drape and texture to capture the raindrops and waterfalls, animal skin, fur and plumage, glossy leaves and trailing vines of the rainforest theme. However, it was noted that some candidates had failed to gain high marks due to drawing very simple product shapes and styles which lacked originality or reference to the theme such as standard bag or dress designs similar to those already sold commercially. Also, it was disappointing to see that some candidates missed the opportunity to gain marks because no reference was made to modern materials.

The majority of candidates showed awareness of the breakdown of marks as listed on the paper for this question; those gaining full marks had shown a thoughtful and imaginative use of a range of materials that related to the theme, including the use of some modern materials. The design context gave opportunity for showing in depth subject knowledge and creativity and very many candidates rose to the demands of the paper for the design question. Presentation was very good and most candidates provided clear annotation to explain choice of materials and details of techniques.

## **Question 2**

**2(a)(i)** Candidates generally showed good subject knowledge in answer to this question but some failed to gain marks because simple one word answers gave insufficient information to award a mark.

**2(a)(ii)** and **2(b)(i)** Some candidates gave correct answers, whilst others were too vague in their responses generally.

**2(b)(ii)** Candidates generally gained full marks with ease

**2(b)(iii)** This health & safety question was generally very well answered by all candidates. More able candidates related their answers to industrial practice rather than to classroom safety rules. Some candidates gave repeat information only about protective clothing, listing three different types and gaining one mark overall.

## **Question 3**

**3(a)(i)** The majority of candidates were able to correctly identify the elements of police uniform, the reflective tape and fluorescent fabric most often correctly labelled.

**3(a)(ii)** Advantages were listed correctly by many candidates although some merely restated the fabric description rather than pointing out the advantage of, for example, non-iron fabric.

**3(b)** Some candidates repeated a fabric from the police uniform and so no marks were given, but many were able to give an example such as Kevlar, Fastskin or Gore-tex.

#### Question 4

- 4(a) (i)** Candidates who wrote in detail gained the highest marks. The majority of candidates showed good understanding of the advantages of computer aided technology.
- 4(a)(ii)** Many applied subject knowledge to the context of this question successfully, the majority referring to colour, strength and thickness of thread.
- 4(a)(iii)** Some candidates were able to state that stock arrived just before production was due to begin but few went on to explain why this was important.
- 4(b)(i)** A variety of stitches were named correctly, however some candidates listed sewing machine stitches so marks were not allowed and others were named knitted stitches.
- 4(b)(ii)** Cross stitch was a popular named hand embroidery stitch and instructions were in some instances very detailed and well written. This was a challenging question to respond to and some candidates found it difficult to communicate instructions for a practical technique. Equipment was often too limited to gain a mark with many candidates giving 'needle' as the only equipment needed.

#### Question 5

- 5(a)** Some candidates gave a fibre rather than a fabric and so no marks were given. However marks were awarded to the linked answer for 5(a)(ii) when the correct properties were given for the named fibre, if related to the toy. Popular responses were soft, washable and strong.
- 5(b)** A full range of relevant electronic components were listed and explained by many candidates.
- 5(c)** Candidates who wrote in detail gained the highest marks. Some were knowledgeable about modern components but made the mistake of repeating information given in 5(b) which did not gain further marks. Some candidates seemed to have mis-read the question and described fabrics rather than components and so no marks were given.

#### Question 6

The new specification written paper is for all levels of ability but in this question differentiation was evident between higher ability and lower ability candidate responses.

- 6(a) (i)** This was a challenging question and although many candidates referred to a prediction of new trends in their answer, very few explained that information could be presented as a written report or visual story board.

- 6(a)(ii)** Many candidates could state one or two areas of trend forecast research information but gained more marks overall where full sentences were given to clarify the point made.
- 6(a)(iii)** Answers to this question were often a continuation of points made in 6(a)(ii) rather than an explanation of how the collected information can influence design.
- 6(b)** Quality of written communication was assessed in this question and those who spent a few minutes planning their answer and ensured information was clearly and coherently organised using specialist vocabulary where appropriate, gained high marks. Candidates should be encouraged to read questions carefully and answer the specific question set.

Some candidates wrote in detail about general environmental issues rather than use of recycled materials in textile products and so lost marks. Some candidates could recall a wide range of different examples of using a variety of recycled materials in fashionable textile products, giving specific details of named designers and their work and these answers were often very well written and gained high marks. Other candidates described only one or two ways that recycled materials could feature and although they may have written at length the breadth of their answer was limited and so the highest marks could not be awarded. Many responses included recycled plastic bottles, disassembled garments with the fabric reused, customised denim items of clothing and reclaimed buttons to be used for decoration on new textile products.

## Question 7

- 7(a)** Most candidates had an understanding of the terms Fair-trade and organic, those providing full and detailed answers were likely to gain full marks.
- 7(b)** Candidates who responded with information that was relevant to the context of the baby vest label gained more marks for this section. Some candidates gave repeat information only about washing instructions, listing three different aspects of product care and gained one mark overall.
- 7(c)** These linked questions proved to be difficult for many candidates to answer. There was confusion about the term 'fabric construction' with some candidates referring to manufacturing systems rather than methods of making a fabric such as knitting and weaving.

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