

TL (FST)

Paper 1 - Section A – Q4

General Performance

- Fair
- Some students could identify the type of lines used in fashion design and some could not

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Paper 1 - Section A – Q11

General Performance

- Good

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Paper 1 - Section B - Q 1(a)

General Performance

- Fair
- Most students are able to draw a new collar for the lady's top, but not all of them are able to name the collar correctly
- Some students are not able to differentiate 'neckline' and 'collar'

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Paper 1 - Section B - Q 1(b)

General Performance

- Fair
- Some students only put the 1:5 scale bodice block together and draw the collar at the side

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Paper 1 - Section A - Q 1(c)

General Performance

- Fair

Some students are not able to draw proper diagram to show the process

Hints for students

- Clear and logical sequence of diagrams with appropriate description of steps

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Paper 1 - Section B - Q2(a) (i)

General performance

- Fair
- Some students show little understanding on the theme 'City Rhythm' and therefore are unable to interpret / express it in the sketch
- Some students have not coloured the fashion sketch and labelled the matching accessories as required

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Paper 1 - Section B - Q2(a) (ii)

General performance

- Fair
- Some students could provide a production sketch but some could not
- Some students misinterpreted 'production sketch' as the written procedures in producing a garment
- Some students show a good understanding by naming each design feature appropriately

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Paper 1 - Section B - Q2(b) (i)

General performance

- Fair
- Most students are able to suggest some of the considerations
- Some students are able to mention safety but unable to explain / elaborate further

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Paper 1 - Section B - Q2(b) (ii)

General performance

- Fair
- Most students are able to suggest 2 examples of fabrics but unable to state the related reason correctly

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Paper 1 - Section C - Q 3(a), (b)

General Performance

- Fair
- Q3(a)
- Some factors are provided but no description of how these factors relate to economic changes as a whole
- Q3(b)
- Answers provided do not link up with answers in Q3(a)

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Paper 1 - Section C – Q4 (a)

General performance

- Satisfactory
- Some students are able to state that the smell of high quality cotton fabric is like burnt paper after the burning test. Some can even give more details by describing the colour of the ash
- Some students are able to describe the hand feel of high quality cotton correctly

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Paper 1 - Section C – Q4 (b)

General performance

- Satisfactory
- Some students have a good understanding on the properties of cotton and therefore are able to give 2 reasons why people prefer to select cotton underwear correctly

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Paper 1 - Section C – Q4 (c)

General performance

- Satisfactory
- Some students have a good understanding of the properties of woven and knitted fabric, therefore they are able to compare in parallel the similarities and differences of the related properties

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Paper 1 - Section C - Q 5(a), (b)

General performance

- Satisfactory

Q 5(a)

- Some students provide valid reasons to explain the problem

Q 5(B)

- Some students select appropriate features from the garment label and provide valid reasons for the answer

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Paper 2 - Section A - Q 1(a) (i), (ii), (iii)

General Performance

- Fair
- Some students only provide very brief answers e.g. one word without any elaboration
- Some students do not provide any sketches as required

TL (FST) Paper 2 - Section A – Q2

General Performance

- Fair
- Most students are able to point out at least two factors, such as media, social and cultural
- Some students identify and explain the factors clearly
- Some factors provided do not show how they affect people's preference for fashion

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Paper 2 - Section A – Q3 (a)

General Performance

- Fair
- Some students are not able to use proper terms to name the styles
- Some students only provide the name of the styles but without the description of the features

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Paper 2 - Section A – Q3 (b)

General Performance

- Fair
- Most students are able to identify the silhouette
- Some students are not able to describe the features of the silhouette

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Paper 2 - Section A – Q3 (c)

General Performance

- Fair
- Most students are able to suggest suitable occasions

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Paper 2 - Section A – Q3 (d)

General Performance

- Poor
- Most students do not have thorough understanding of design considerations for different styles

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Paper 2 - Section A – Q3 (e)

General Performance

- Good
- Most students are able to suggest appropriate design details, e.g. laces, frills

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Paper 2 - Section A – Q4

General performance

- Satisfactory
- All students are able to name a fashion brand but unable to describe in detail the main features by categorising into target customers, product range, style and brand image
- All students are able to sketch 2 outfits and some are able to illustrate the design details very clearly with proper labels

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Paper 2 - Section B – Q5 (a)

General Performance

- Poor
- Some students are able to describe the process of continuous dyeing but not batch dyeing
- Some students are not able to differentiate continuous and batch dyeing

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Paper 2 - Section B – Q5 (b)

General Performance

- Fair
- Most students are able to describe one advantage and one disadvantage only

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Paper 2 - Section B – Q6

General Performance

- Fair
- Most students are able to suggest the application of non-woven fabric in general but not for home textiles, e.g. shopping bags

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Paper 2 - Section B – Q7 (a)

General Performance

- Good
- Most students are able to identify the fibres

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Paper 2 - Section B – Q7(b)

General Performance

- Good
- Most students are able to point out silk and give appropriate answers

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Paper 2 - Section B – Q7(c)

General Performance

- Fair
- Some students do not have a thorough understanding of the properties of different fibres

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Paper 2 - Section B – Q7(d)

General Performance

- Fair
- Most students understand that polyester can hold the pleats better but are not able to state that polyester is ‘thermoplastic’

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Paper 2 - Section B – Q8

General Performance

- Good
- Some students provide systematic and comprehensive answers with appropriate elaboration and examples

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Paper 2 - Section C – Q9

General Performance

- Fair
- Some students are able to describe the advantage of the practice but not the term 'licensing'

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Paper 2 - Section C – Q10

General Performance

- Fair
- Most students are able to describe the properties of jeans and its history

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Paper 2 - Section C – Q12

General Performance

- Fair
- Some students have a better grasp on the ‘geographical’ and ‘cultural’ factors, but most students are unable to explain the factors in detail