

GCE

# Product Design:Textiles

TEXT1

Report on the Examination

---

1561

June 2013

---

Version: 1.0

---

---

Further copies of this Report are available from [aqa.org.uk](http://aqa.org.uk)

Copyright © 2013 AQA and its licensors. All rights reserved.

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

## Principal Examiner's Report on the TEXT1 Examination June 2013

The paper covered familiar topics and the majority of candidates did not appear to have found any of the questions especially difficult. Scripts were mostly well presented although some candidates' handwriting is very difficult to read, especially if they do not use dark black ink as instructed, and/or reduce the size of their handwriting in order to cram more information into the space allowed for answers. Where it is necessary for candidates to continue their answer well beyond the space allowed, they should use an additional page.

Of the two optional questions in Section B, Question 8 was the more popular, attempted by approximately 60% of candidates. But those who opted for Question 9 tended to score significantly better marks than those answering Question 8.

A brief plan at the start of longer answer questions generally helped candidates to write more logical and concise responses. As always, some candidates missed the point of questions and their answers included much irrelevant material, and this was often the case with Question 8.

### Section A

Many candidates scored high marks on this section but there are still many who fail to provide relevant and accurate responses to these very straightforward questions which test basic knowledge and understanding of the subject content.

1 This was a good discriminator. Those who lost marks tended to do so because they were unclear about the meaning of regenerated fibre (a), describing them as natural fibres which have had something added rather than referring to them as cellulose which has been modified with chemicals. Most were able to accurately name a regenerated fibre (b).

2 This was generally well answered although the vast majority did not recognise the Woolblend symbol (c), resulting in only 18% of candidates achieving full marks for this question.

3 Candidates will persist in referring to the warp as a yarn which goes up and down, and the weft as going from side to side. Answers of this ilk will not be given credit. There needs to be a clear reference to the relationship between the yarns and the selvedge, or the loom, in order to earn credit. Some candidates used a labelled diagram to help explain the differences and this often helped them to earn at least two marks.

4 Virtually every answer included reference to the stretch qualities of elastane fibres but about 40% were unable to provide additional information, eg about the added crease resistance, to earn a second mark.

5 Candidates were not very clear about the meaning of grading with many referring to it as the addition of pattern markings and grain lines. Only 44% were awarded a mark for this question.

6 50% of answers were awarded full marks. The most common mistakes were in the placing of underlining and interlining, and the inclusion of petersham in the table. 15% of answers achieved two or fewer marks.

7 70% of candidates earned full marks on this question. The most common reason for a low mark was the inclusion of care advice rather than other types of information as the question asked.

---

## Section B

8 This question was not well answered with low scores in all three parts. There is very weak understanding of the nature of fabrics, especially the fact that the fibre content is not the same as the fabric construction. Far too many candidates referred to the fabrics as a blend of polyester and chiffon/satin or silk and crepe. Only when they begin to understand that the fibre content and method of construction are together part of a fabric description, and that it may be different fibres that are blended before being constructed into a particular type of fabric, will they achieve success in questions of this nature.

A significant number of low scores were the result of candidates evaluating the style and fashion aspects of the dress and not the fabrics.

(a) Candidates have poor knowledge of the nature of polyester fibre; many erroneously think that it is absorbent, difficult to care for, or has stretch qualities. And they mostly think that because polyester is a strong fibre then satin and chiffon will be strong and hardwearing fabrics. This confused and inaccurate level of understanding was the main reason why candidates failed to score high marks for this part of the question.

The high scoring accounts made clear reference to the aesthetic appearance and delicate nature of the fabric structures, whilst also considering relevant points about the fibre, such as its natural crease resistance, including ease of care, and its lack of absorbency which would allow static to develop between the two layers of the dress, yet not stain easily.

8(b) Many wrote lengthy and sometimes repetitive accounts about the qualities of silk fibres, some of which were incorrect. The fact that the crepe structure has a dull appearance escaped the notice of many who continued with their references to lustre and a nice shine regardless. There was only slightly better understanding of the qualities of silk compared with that of the polyester, and there were many confused explanations.

8(c) Most candidates understood that special occasion dresses would have been made to order in the 1920s whereas they are likely to be mass produced in the twenty first century. Many also showed some awareness that the advent of synthetic fibres has made occasion wear more available to everyone and not just the privileged few.

But there was a real lack of evidence that candidates understood the huge advances made in manufacturing technology in the last fifty years. And here was an opportunity, sadly missed, to write about modern materials which could be used to make occasion wear special – the thermoplastic nature of synthetics which allows for heat setting of intended pleats and creases, the inclusion of elastomeric fibres to allow for a closer fit with free movement, the way in which modern materials can be engineered to achieve desirable qualities, and smart materials and finishes used for special effects.

Many candidates failed to make a comparison between the two eras which further compounded the low achievement on this part of the question.

9(a) This question was well answered, particularly with reference to the brushed finish, and many candidates scored well. Heat-setting was also well described although achievement was slightly weaker in respect of this finish.

Whilst most knew that calendering gives a lustrous finish few were able to describe why it was needed and a lack of knowledge here prevented most candidates from scoring top marks.

9(b) Fastskin and Gore-Tex were probably the most popular materials described, and many candidates were very knowledgeable about their properties as used for performance sportswear fabrics. The best answers described the fabric structure along with an explanation of how it benefitted the user.

## Section C

10(a) There were some accurate and detailed responses, many of which appeared to have been based on candidates' own experiences of making felt in coursework activities. A sizeable number were also knowledgeable about the making of needlefelts. Many answers were not awarded full marks because of a lack of detail about the felting process.

A significant number of candidates think that felt is made through knitting.

10(b) Answers were either correct, and awarded two marks, or candidates really had no idea about resist printing. Many picked up on the word resist and proceeded to describe batik or tie-dye, both of which are incorrect.

There were also some very imaginative suggestions as to how the spotted pattern might have been put onto the fabric!

10(c) Examiners were surprised at the number of candidates who do not appear to understand what is meant by a component. They were also shocked at how few knew the correct term for the ric-rac trim. Considerable numbers referred to fabric, or techniques such as appliqué and embroidery, which are not classed as components. Many responses were descriptive of the components rather than analysing their overall contribution to the design.

10(d) Buses, particularly red London buses, were a very popular alternative form of transport, with cars also featuring in high numbers. There were also some very enterprising ideas based on camper vans, boats and trains. The highest rewarded designs showed some creativity, both in terms of the design and the use of fabrics and components, and presented exploded views to show detail. Many thought to use the top of the new vehicle as a blank canvas to develop some interest in the product.

A high proportion of the alternative designs would have been unworkable, especially where the wheels were shown below the base of the doorstep, and this was a main reason why some candidates were not awarded full marks for their otherwise interesting ideas.

Overall, the standard of design ideas was poor, which is surprising given that candidates usually prefer coursework type activities such as designing over theoretical knowledge activities.

10(e) Here again, answers were weak, with few candidates able to go much beyond prototypes allow for changes to be made to the design. The answers tended to relate to the designer, with the manufacturing element given scant coverage.

10(f) It was evident which candidates had experienced fabric testing as part of their course as they were able to describe feasible experiments to determine the durability of a fabric. The tests usually referred to the ability of a fabric to stand up to abrasion, although some were based on testing for tensile strength. Many candidates scored high marks on this part of the question. Unfortunately, many failed to score any mark because their descriptions of banging the product against a door, or sliding it up and down a floor were not accepted as realistic fabric testing methods.

10(g) The majority of responses included three distinct methods of advertising with some good descriptions of how they might appeal to potential customers. The main reason why marks were lost here was because candidates did not evaluate the likely success of the methods selected by including the downside as well as the benefits. Some answers were also repetitive for the various methods, and these were not awarded top marks.

10(h) The concept of copyright is well understood and almost all were aware that it is used to protect a designer's ideas. A lack of detail meant that many answers were not awarded full marks.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.

### **Converting Marks into UMS marks**

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

**UMS conversion calculator** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)