

# DESIGN AND TEXTILES

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Paper 9631/01  
Fibres, Fabrics and Design

## Key messages

Candidates' knowledge of polyamide and chlorofibres was limited, although they did have some idea of the advantages of blending synthetic fibres with natural fibres. Candidates were aware of some new developments in fibre and fabric technology and had an understanding of the environmental benefits.

Candidates were able to describe and compare different types of pile weave fabric structures and had some understanding of their uses.

There was limited knowledge of how past fashion trends can inspire current clothing designs.

Candidate's knowledge of different production methods was solid and they could describe a number of processes.

Comparison of different types of retail outlets was seen showing that candidate's knowledge of e-commerce and retail outlets was satisfactory.

Candidates must read the questions carefully and respond to key words/command words to ensure that their answers are relevant to the question posed.

## General comments

There was evidence of reasonable knowledge and understanding of design and textiles, and a number of candidates seemed to have the level of understanding to be able to discuss questions well. Some good comparisons were made and answers were planned out thoughtfully.

Responses generally covered the range of items on the paper with few areas where a minority of candidates were unable to respond.

Candidates had answered the correct number of questions and the majority of questions had been attempted by all candidates. **Question 4** was significantly more popular than **Question 3**. **Question 3** was not a popular question and in most cases it was not answered particularly well.

It is important that handwriting is neat and legible.

## Comments on specific questions

### **Section A**

#### **Question 1**

**(a) (i) and (ii)** Candidates either knew this word for word or had little idea and talked about many different things. Examples of uses were sometimes either vague or incorrect.

**(b) (i) and (ii)** Many responses got the absorbency the wrong way round with very simplistic answers. Many thought that polyamide was non-absorbent. The answers for strength showed very little difference to each other, most candidates knew that they were both strong, with polyamide being stronger.

- (c) Very few candidates discussed how fabrics from cotton and polyester should be cared for in terms of after the fabric has been made. Many responses focussed on the properties of the fibres and any finishes that may be on the fabrics, and what they gave to the fabric with very little relating to washing, drying etc.
- (d) A few detailed responses, but the majority of responses comprised of lists of differences and simplistic descriptions of each fibre rather than what they gave when blended. Common answers were to improve absorbency, durability and strength, easier to care for and reduce cost. Some examples of blends were given but these often comprised of the more obvious ones.

### Question 2

- (a) (i) Some good quality drawings of the weaves but there still seems to be a lot of confusion with these simple basic weaves and how they are woven.
  - (ii) Some good descriptions gaining the full 2 marks.
- (b) Answered quite well for both and, in a lot of cases, were able to identify appropriate items of clothing for each.
- (c) Those that drew diagrams to help with explanation drew good ones which were correct. Candidates achieving marks at the top end wrote good, detailed descriptions of the weave, the properties and named some. Some were confused between the two and others demonstrated very limited knowledge.
- (d) Candidates were able to list some environmentally friendly fibres and had some idea about why they are being developed. There was often not sufficient depth of discussion to access marks in the higher band. Many candidates simply listed new fabrics such as microencapsulation, fluorescent etc. instead of environmentally friendly developments. Biodegradable was a popular word used, but was often accompanied without any explanation of how, and little regarding natural resources.

### Question 3

- (a) (i) Simplistic drawings with pockets, turned up hem and belt with very few candidates linking anything to a past fashion trend. A few responses did not include the drawing of a diagram when the question asked for one.
  - (ii) Many simple explanations given.
- (b) Those who answered this well showed lots of understanding and had knowledge of the 3 different manufacturing methods. They were able to say which was the most appropriate method to use for making their design. However, many talked about the process of making the shorts from start to finish instead of the different manufacturing methods.
- (c) Many responses included discussions of the fashion cycle in simple terms and very few extended the answer to include Fads, Classic Trends or Revivals.

### Question 4

- (a) (i) and (ii) Most responses included knowledge about what grading was and achieved 1 mark but very few responses contained the adequate information to achieve full marks.

There was some confusion with cutting, but many candidates seemed to know about laying patterns economically to save fabric and achieved 1 mark.
- (b) The manual process was answered well with tailor's chalk being the most popular answer, however responses did not seem to contain the same amount of knowledge regarding the industrial processes.
- (c) Responses to this question often contained confusion and talked mainly about seams.

- (d) Candidates were able to answer this well and were able to talk about advantages as well as some disadvantages of the 2 methods of purchasing fashionable clothing. COVID was mentioned in this section a lot as a reason for E commerce.

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<p><b>Paper 9631/03</b> <b>Textile Applications and Technology</b></p>
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## Key messages

In paper 3, candidates are expected to know a variety of different fabrics and their suitability for a range of activities or uses such as leisurewear. They should be able to justify their choices of fabrics and relate their knowledge of fibres and fabrics to specific uses.

Candidates need to have a good knowledge of creative techniques and how they can be used on a garment.

Candidates must respond to key words/command words in the questions to ensure that their answers are relevant to the question posed.

For example, if they are asked to **assess** or **discuss** the choice, suitability and application of closures/fastenings available when constructing evening dresses, simply listing different fastenings is not sufficient to gain marks in the higher band.

Candidates would benefit from planning their answers to the questions with higher marks.

## General comments

Most of the questions were well attempted this year with the exception of **Question 5**. Very few candidates answered this question. Candidates had answered the correct number of questions.

There was only one question where candidates were asked to design a repeat pattern. Unfortunately, sketches were quite rushed and some candidates did not understand what a repeat pattern was. Sketches were encouraged to illustrate other answers and some candidates took advantage of this.

**Question 5** was the most unpopular with most candidates opting for **Questions 3** and **4**.

Candidates need to make sure that their handwriting is neat and legible in order for them to gain maximum marks for their responses. They must make sure that they read the questions carefully.

## Comments on specific questions

### **Question 1**

- (a) Candidates were able to answer this question quite well but did not always relate their answers to leisurewear. Some candidates were able to list factors but gave little in terms of explanations.
- (b) Candidates were aware of a number of fabric finishes but often just gave a list which they described but they lacked connections with qualities. Some were just a list of finishes but not relative to the appearance and handle.
- (c) This was poorly answered with many candidates gaining marks only in the lowest band. A few mentioned the reference to laundering and after care, but the majority of candidates talked about the environmental issues of the production of fibres and fabrics.

### Question 2

- (a) (i) Most candidates answered this correctly and gained one or two marks, but some confused product and design specifications.
- (ii) The majority of candidates listed four points with some details.
- (b) This was poorly answered, and candidates confused the pattern asked for with the shape of the hem line.
- (c) Most candidates knew a variety of creative techniques and could explain how they would be used to decorate the hemline of a dress. However, some candidates talked about printing methods and did not realise that the question was looking at the garment when it was already made up.

### Question 3

- (a) This question was looking for answers that could have been almost identical to **2(c)**, other than the use of yarns. Some candidates talked about the use of yarns but very few talked about different fabrics. The majority of candidates mainly discussed techniques, although these were often in the form of a list. Some included sketches to illustrate their answers.
- (b) Candidates gave lists of the usual basic closures and candidates achieving marks in the high band had an understanding of the relationship between the fastening being in an evening dress and needing quality and style, and possible invisibility. Many candidates answered with simplistic day-to-day uses of fastenings. Quite a few candidates included sketches to illustrate their answers.

### Question 4

- (a) Many candidates gave lists of stitches without relating it to fabrics or garments and there was quite a lot of repetition. It was good to see that candidates knew about a variety of different stitches used for fashion garments and were able to explain their uses.
- (b) Many candidates discussed flame resistant fabrics and were able to give examples of workwear where safety standards are important. Some candidates knew about fabrics such as Kevlar and Aramid. Candidates seemed to find it challenging to relate the importance of safety specification standards to fabrics for workwear.

### Question 5

- (a) Of those candidates who chose to answer **Question 5**, many did not attempt to answer this question. Those that did gained very little marks as they showed very little understanding of vanishing fabrics.
- (b) Many candidates gave a list of different printing techniques, but very few were answered by relating it to the length of fabric and how it would be used to create a bag.
- (c) Candidates gave some good answers about the benefits, however there was a lot of repetition and some candidates talked about the drawbacks as well.

# DESIGN AND TEXTILES

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Paper 9631/04  
Coursework

## **Key Messages**

Due to Covid19 restrictions the November exam series was restricted to one centre.

Clear determination and hard work had been obvious, as shown by the practical work and folders entered for Assessment; in a climate which was and still is very difficult.

## **General Comments**

Candidates had chosen a range of inspiring and interesting themes to begin their projects. They had clearly thought about visual imagery and colour palette which is so important for developing interesting design ideas.

Design ideas needed annotation to help to communicate a further range of possibilities.

## **Administration**

All work was collated and labelled correctly.

There was a combination of A4 and A3 folders used by centres but overall the use of 1 x A3 design folder was the most popular.

## **Research, aims and analysis**

In the majority of folders, from the cohort, many candidates had created at least three mood boards. These were, in some cases, quite repetitive and actually unnecessary, as the first one had a good range of colour, pattern and shape.

Many candidates had included a brainstorm of thoughts about the project and had titled it a 'mind-map'. A mind-map is a really good tool in processing thoughts and links to a project but a mind map must include drawings and images, as well as the written word; otherwise it is merely a brainstorm/spider diagram.

All work submitted included an A4 folder, which had all the written information enclosed. Although all of the themes were well thought out it was quite unnecessary to write the history of the theme. It is important, however, from a research point of view to pull out the visual links and inspiration, which will enable you to develop the project further.

## **Planning and development**

Photographic evidence was clear in many folders, but there were a number of students who had talked about and included, for example, screen printing in communication. Unfortunately, there was no photographic evidence to back this up.

Due to the Covid19 restrictions the centre had produced one item, which was either a cushion, bag or scarf. There were limited ideas and development in some of the folders. Even when developing a simple product such as a cushion, submissions should show possibilities of shape, size and fabric, to try and access those higher marks. Reassuringly there were also folders that had carefully followed the design process and produced a thoughtful plan of development.

### **Process – carrying out the coursework tasks**

The majority of products were finished effectively, utilising overlocking/zig zag or French seams. Most of the cushions were square in shape with a zip inserted into the back, an embellished front and a plain fabric back. The scarves consisted of a block printed fabric with finished edges and the bags were much more creative in shape and decorative embellishment.

There were a number of products that had been painted with either fabric paint/dye and the candidates had achieved a quality finish with both materials and technique which can be difficult to do.

Photographic evidence is imperative for development, if there is little or no practical sampling available to view.

### **Realisation – quality of the outcome**

Some products were delightful in both design and construction. Products had been finished to a high standard and were appropriate to the target market and brief. In some cases, a number of very marketable products had been developed.

There were also products that had needed more time and thought in terms of materials and techniques being used, to ensure that a fit for purpose realisation had been developed.

### **Evaluation**

Many folders contained limited evaluation/conclusions.

This is an area which will need further scrutiny, as it is important to ensure that there is enough time available to help examiners give careful consideration to each outcome and process

Also included, within the evaluation section of marks, is the presentation of the folder. The organisation of technical content and sound evidence must have a coherent flow.