

**DESIGN AND TEXTILES 9631  
GCE A/AS Level  
FOR EXAMINATION IN 2008**

**Exclusions**

This syllabus must not be offered in the same session with the following syllabuses:

6050 Fashion and Fabrics  
9332 Dress and Textiles  
0638 Fashion and Fabrics  
4342 Fashion and Fabrics



# DESIGN AND TEXTILES

## GCE Advanced Subsidiary Level and GCE Advanced Level 9631

<b>CONTENTS</b>	<b>PAGE</b>
1 Introduction	1
2 Aims	1
3 Assessment Objectives	1
4 Scheme of Assessment	2
5 Practical and Coursework	3
6 Syllabus Content	5
7 Glossary of Terms used in Question Papers	22
8 Further Information and Reading List	23
Appendices	31



# 1 INTRODUCTION

---

The aim of this syllabus is to enable Centres to develop Design and Textile courses that are suitable for Advanced Level candidates, and for those seeking to study at a more general level. The content of the syllabus encourages candidates to develop an awareness of the inter-relationship between textiles and the user and provides the opportunity to study a range of textile resources and products.

The Design and Textiles syllabus offers the opportunity to study the subject in the context of a contemporary, changing and multicultural society. It will give the opportunity to explore the content through a range of approaches. There is flexibility in the approach to the coursework in both AS and A Level: creative, design-and-make, practical application and investigative. The subject content is closely defined and aims to be relevant and motivating to both the AS and A Level candidate. The syllabus gives the opportunity to progress to relevant employment and/or further or higher education.

## 2 AIMS

---

- to develop an awareness of the inter-relationship between textiles and the user in a changing multicultural and technological society
- to develop the ability to make informed decisions
- to encourage an investigative approach to study which may include problem solving
- to provide an experience of relevant materials and processes which will inform the candidates' decisions
- to create an awareness of Design and Textiles as an applied field of study leading to further and higher education and a range of career options

## 3 ASSESSMENT OBJECTIVES

---

This statement is intended to provide a general indication of the abilities which the examination in AS/A Level Design and Textiles will be designed to test in conjunction with the subject matter listed in the content.

At AS Level candidates should be able to demonstrate the ability to:

- identify and recall knowledge and understanding
- analyse, select and apply relevant knowledge by organising and presenting information clearly and logically
- make informed and rational choices
- realise a course of action using a range of relevant, appropriate and transferable skills and resources

In addition at A Level candidates should be able to demonstrate the ability to:

- undertake research
- present the outcome and undertake a critical analysis of results
- critically evaluate acquired knowledge, understanding and the decision-making process

## 4 SCHEME OF ASSESSMENT

The Advanced Subsidiary (AS) forms 50% of the assessment weighting of the full A Level. The AS can be taken as a stand-alone syllabus or as the first part of the full A Level course.

The A Level candidates must take, in addition to the AS paper and Practical, the A Level paper and coursework. Candidates may apply for an AS award at the end of one year and then add the A Level paper and coursework before applying for an A Level award the following year. Alternatively, candidates may take all papers at the end of their course.

Candidates must take the following combinations of papers:

AS	Fibres and Fabrics, Design <b>and</b> AS Practical
Advanced Level	Candidates take the above Modules <b>and</b> Textile Applications, Textile Technology <b>and</b> A Level Coursework

### AS LEVEL

Paper	Name	Duration	Detail	Marks on paper	Weighting of AS
1	Fibres and Fabrics Design	2 hour written paper	<b>Section A</b> – two compulsory structured/data response questions <b>Section B</b> – one structured essay question from a choice of two	75	50%
2	Practical	7 hours	Additional information is given in the syllabus booklet and Appendix	100	50%

### ADVANCED LEVEL

Paper	Name	Duration	Detail	Marks on Paper	Weighting	
					AS	A Level
1	Fibres and Fabrics Design	2 hour written paper	<b>Section A</b> – two compulsory structured/data response questions <b>Section B</b> – one structured essay question from a choice of two	75	50%	25%
2	Practical	7 hours	Additional information is given in the syllabus booklet and Appendix	100	50%	25%
3	Textile Applications Textile Technology	2 hour written paper	<b>Section A</b> – two compulsory questions which test the candidates understanding of the connections between the different elements of the subject <b>Section B</b> – consists of essay questions where the candidate will be required to answer two out of three questions	100	-	25%
4		Coursework	Additional information is given in the syllabus booklet and Appendix	100	-	25%

## Syllabus Content

The syllabus covers the following areas:

- Fibres and Fabrics
- Design
- Textile Applications
- Textile Technology

The Assessment at A Level will include two compulsory questions where the inter-relationship between textiles and the user is examined.

## 5 PRACTICAL AND COURSEWORK

---

Throughout the teaching of the practical and coursework, the scientific and/or artistic aspect of the subject should be emphasised.

When marking the work, suitability of material and designs as well as workmanship will be taken into consideration and there should be evidence not only of skills in hand sewing but also competence in the use of a sewing machine.

All practical tests including plans of action and mark sheets must be sent for marking immediately after the practical examination sessions which should take place before 31 October. All coursework, including garments, worked items, folders and mark sheets must be sent for marking by 31 October.

### The Practical Test at AS

The practical test at AS will involve planning for and making up a garment, as required by the practical test task sheet. Centres will be required to develop the tasks and provide each candidate with a copy of the pattern on which the tasks are based. A new set of tasks should be set each year. The practical test will be marked by CIE, using comments and mark sheets from the Centre as a guide.

### Coursework submissions at A Level

Coursework at A Level can involve a range of approaches to include:

- creative
- design and make
- practical application
- investigative

In the marking of the coursework component, comments and remarks made by teachers must be in accordance with the marking criteria specified. It is essential that within each Centre candidates assigned to different teaching groups are internally standardised so that the assessments generate a single reliable order of merit. Marks will be awarded on the content of the submission.

### Marking

Coursework submissions should be clearly annotated by the Centre to provide comment on the level of the candidate's work. It is suggested that the Centre annotates at the side of the text:

- where the assessment criteria have been met;
- to show the level of response that has been achieved by the candidate in meeting the specified assessment criteria e.g. low (L), middle (M), or high (H).

Annotation should identify positive achievement by the candidate and could be extended by applying particular phrases from the assessment criteria.

All coursework will be marked by CIE. All coursework should be submitted to CIE by the dates given in the timetable.

**Authentication**

As with all coursework, the teachers must be able to verify that the work submitted for assessment is the candidate's own. Work sent to CIE must be accompanied by a Coursework Cover Sheet signed by the Principal.

**Differentiation**

In the question papers, differentiation will be achieved by setting questions which are designed to assess candidates at their appropriate levels of ability and which are intended to allow all candidates to demonstrate what they know, understand and can do.

In coursework, differentiation will be by task and by outcome. Candidates will undertake assignments which enable them to display positive achievement.

## 6 SYLLABUS CONTENT

---

### AS LEVEL

#### 1 FIBRES AND FABRICS

Study of this module should enable the candidate to develop a critical appreciation of the complexity of the relationships between the performance characteristics and use of fibres and fabrics in different contexts. This module will give the candidate the opportunity to develop an understanding of the content through a range of practical activities to include experimental and investigative tasks.

Candidates should demonstrate an understanding of:

##### 1.1 Fibres

###### Natural

- (a) the sources of natural fibres
- (b) cellulosic fibres - cotton, flax and jute
- (c) protein fibres - wool, silk (wild and cultivated) and hair fibres

###### Man made

- (a) the range of regenerated cellulose fibres to include viscose, modal, acetate, triacetate, lyocell
- (b) the range of synthetic polymer fibres to include polyamide, polyester, acrylic, modacrylic, aramid, elastane, chlorofibre
- (c) new developments in fibre technology

##### 1.2 Performance characteristics

**For each fibre the following must be considered and related to the end use.**

- (a) the variation of fibre length and fineness
- (b) the levels of moisture absorption of fibres and the relationship to comfort, shrinkage and ease of care
- (c) the tensile strength, extensibility and elastic recovery in both dry and wet states
- (d) the flammability of fibres
- (e) the differentiation of fibres using microscopic examination and standard burning tests

##### 1.3 Woven fabric construction

- (a) the basic methods of fabric construction to include weaving, knitting and non-woven
- (b) the systems/methods of weaving to include sectional diagrams of plain, twill, satin, sateen, dobby and Jacquard weaves
- (c) further methods of weaving and sectional diagrams of cut and loop-pile fabrics to include velvet, velveteen, corduroy and terry towelling

- (d) the effect of these weaves on the performance characteristics of the fabric
- (e) the additional effects of fibre composition and yarn types on the performance characteristics of woven fabrics

#### **1.4 Knitted fabric construction**

- (a) the principles of weft and warp knitting to include needle types and actions for example latch, bearded and compound needles
- (b) the structure of weft knitted fabrics to include plain, 1 x 1 rib, 1 x 1 purl, interlock
- (c) the structure of warp knitted fabrics to include tricot, locknit and raschel
- (d) the difference in performance characteristics of warp and weft knitted fabrics in terms of appearance, structure, stretch characteristics, fibre composition, yarn suitability and end uses

#### **1.5 Non-woven fabric construction**

- (a) the types of manufactured non-woven fabrics to include needle punched, stitch bonded, adhesive bonded fibre, thermo bonded, spun bonded and felt
- (b) performance characteristics and end uses of non-woven fabrics
- (c) the comparative performance characteristics of woven, knitted and non-woven (bonded) fabrics

## **2 DESIGN**

Study of this module should enable the candidate to develop a critical appreciation of design through the study of contemporary, historical and multicultural design sources and processes. This knowledge should be used as a basis for exploring a range of traditional, contemporary and experimental textile processes and techniques in A Level.

Candidates should demonstrate an understanding of:

### **2.1 Design principles**

- (a) the aesthetic qualities which contribute to good design of textile products for example shape, balance, line, proportion, rhythm, style, colour, fabric, texture, pattern and visual appeal
- (b) the application of these qualities to a textile design
- (c) functional design
- (d) the development of designs for creative textile applications from natural and man-made sources
- (e) the use of pattern and decoration from historical sources as a starting point for a design
- (f) the influence of cultural heritage on textile design
- (g) the influence of Computer Aided Design (CAD) to create or develop design ideas

### **2.2 Contemporary fashion**

- (a) the concept of fashion
- (b) the influences which determine contemporary fashion

- (c) fashion cycles to include fads, classic and standard trends
- (d) fashion revivals to include retrospective fashions
- (e) why fashion changes
- (f) the merits of a range of textile outlets to include, designer shops, department stores, high street retailers, franchises, discount stores, mail order, markets and electronic developments in retailing (e.g. e-commerce)

**2.3 Clothing manufacturing processes (home-based and industrial)**

- (a) manufacturing methods to include: one-off (job), batch and mass production
- (b) adaptation of commercial pattern or pattern alteration
- (c) the stages involved in pattern making to include pattern construction, sizing, grading, lay planning, types of lay plans, spreading and cutting processes
- (d) the methods of marking and other pre-sewing processes
- (e) the use of hand and machine processes, the methods of marking and other pre-sewing processes
- (f) functional processes to include joinings/seams, closures, openings and edge finishes
- (g) product assembly to include sewing and finishing
- (h) pressing and steaming methods and other product finishing processes

**2.4 Practical Test**

Candidates will be expected to demonstrate application of knowledge and understanding gained in Unit 1 (Fibres and Fabrics) and Unit 2 (Design) to the Practical Test. The requirements are:

		<b>Time allocation</b>
1	Task Analysis and Planning <ul style="list-style-type: none"> <li>• the interpretation of requirements to fulfil the prescribed test</li> <li>• the consideration of the suitability of the textiles selected</li> </ul>	1½ hours
2	Preparation and pattern alteration <ul style="list-style-type: none"> <li>• the adaptation or alteration of the commercial pattern as specified</li> <li>• the completion of a production plan, order of work/time plan</li> <li>• the laying, cutting and marking of the pattern pieces</li> <li>• the importance of initial assembly and assessment of style and fit</li> </ul>	2 hours
3	Implementation - Carry out planned test <ul style="list-style-type: none"> <li>• the techniques of garment construction</li> </ul>	3 hours
4	Evaluation <ul style="list-style-type: none"> <li>• evaluation of the results achieved</li> </ul>	½ hour
<b>Total</b>		<b>7 hours</b>

Reference to the marking criteria will exemplify these requirements further.

**These instructions are for the Centre and teacher/supervisor ONLY**

**Practical Test 9631/02**

**PREPARATION OF THE PRACTICAL TEST TASK - INSTRUCTIONS**

**Assessment Criteria**

- 1) Task Analysis and Planning (one week before test date)
- 2) Preparation (prior to examination session)
- 3) Implementation – Carry out test (day of examination)
- 4) Evaluation (day of examination or next day)

**Duration**

- 1 hour 30 minutes**  
**2 hours**  
**3 hours**  
**30 minutes**

**Great care should be taken that any confidential information given does not reach the candidates either directly or indirectly.**

The Syndicate asks that the instructions given in this document are carefully observed and that every precaution is taken to safeguard the integrity of the examination.

An interval has to be allowed between the planning session and the practical test to permit ordering of test materials, but schools should not organise any practice which has a bearing on the examination between the planning session and the practical test.

**PREPARATION OF PRACTICAL TEST TASK**

An examination date between August and October is to be chosen by the Centre. All work must be submitted by 31 October for marking by CIE.

The Centre should ensure that:

- 1 **SIX MONTHS PRIOR (or earlier)** to the day of the examination the teacher identifies a pattern for the practical test. The tasks and required pattern alteration should be formulated and the Centre should prepare the PRACTICAL TEST TASK SHEET and a mark scheme for the test. A teacher should work the test to check timings, the level of difficulty of the tasks and the application of the mark scheme. Centres may send a copy of the test to CIE for our consideration and comment.
- 2 **THREE MONTHS PRIOR (or earlier)** to the day of examination the Centre purchases/copies the correct number and sizes of PATTERNS for each candidate and prints/copies the Candidate Instructions, the PRACTICAL TEST TASK SHEET, shopping list, time plans etc for each candidate. A copy of the PRACTICAL TEST TASK SHEET, the shopping list and time plan should be placed in the pattern envelope for each candidate.

**THE PRACTICAL TEST – CONDUCT OF EXAMINATION**

- 3 **TASK ANALYSIS AND PLANNING** - one and a half hours is allowed for this part of the examination. A maximum of **ONE SCHOOL WEEK** before the start of the Practical Test the teacher is asked to hand to each candidate a pattern envelope containing a PATTERN for the test, a copy of the Candidate Instructions, the PRACTICAL TEST TASK SHEET, shopping list and planning sheets and an Answer Booklet/Paper.
- 4 Drafting, tracing and drawing paper, pins, pencil, biro and a tape measure should be provided. At the end of one and a half hours all pattern envelopes and candidates' work must be returned to the teacher and locked away. The teacher should retain a copy of the shopping list for each candidate.
- 5 The copy of the shopping list is to be retained by the teacher, who is asked to make sure, during the week immediately preceding the examination, that the fabric and other requirements specified in the candidate's shopping list are provided. Wherever possible, the candidate should be given the opportunity to select the fabric. Where this is not practical, the fabric provided should conform as closely as possible to the candidate's specifications.

6 **THE PREPARATION SESSION** - two hours are allowed for this part of the test and should be supervised under the usual examination conditions. Practical Test Task sheets, patterns etc. should be locked away until the day of the preparation session when they should be handed back to the candidates for preliminary work on the test which will include adapting/altering the pattern, cutting out, marking, preparation for fitting and any other work which may be suggested in the Practical Test Task sheet. The pattern envelopes and all other test materials, except for the item on which the candidate has been instructed to work before the Examination Session, should be returned to the Supervisor at the end of two hours.

**N.B. It is important that candidates try on the test piece for the first time before the commencement of the examination. Candidates whose work is unfinished after two hours should be allowed to complete the preparation for fitting, still under supervision, immediately after the preparation session. A note should be added to the mark sheet to indicate the amount of extra time taken.**

7 **IMPLEMENTATION - CARRY OUT PLANNED TEST** Three hours are allowed for this part of the examination. On the day of the examination each candidate is asked to have ready all the usual sewing requirements.

8 The question paper, pattern, test materials and the shopping list are to be returned to each candidate **30 minutes** before the examination commences.

9 **Before** the examination candidates must prepare labels showing their names, candidate numbers and Centre number; these are to be attached to the work done during the examination.

10 There should be sufficient table space allowed for work by each candidate. Facilities for pressing must be provided.

11 The teacher is to supervise the planned test, but **should not help or guide** candidates in any way.

12 A first-aid box, a reliable clock and a full length mirror should be provided.

13 **EVALUATION** - Candidates are to be given a further 30 minutes to complete their evaluation. This should be carried out within one day of the test. Evaluation comments could include an analysis of how successfully the test turned out, problems encountered, what could have been done differently.

14 At the end of the practical examination session, **ALL** practical work together with the relevant documentation – e.g. Practical Test Task Sheet, mark scheme, working mark sheets, signed statements from Principals, shopping lists etc. – **MUST** be posted to CIE for marking.

15 The work done during the examination will be returned to the school after the results of the examination have been released.

**AS Practical Test (Paper 2) – General Guidelines**

The Practical test will be a teacher-set task based on the making-up of a garment which allows candidates to demonstrate planning and practical techniques and skills. Candidates should be given copies of the task sheets and a paper pattern chosen by the Centre.

**Instructions** for the **preparation** of the **Practical Test Task Sheet** and for the conduct of the Practical examination session are given in the syllabus. Please ensure these instructions are followed.

**Instructions for Candidates** – A blank copy of the Practical Test Task Sheet for Candidates is provided in the Appendix. Centres should use this as a template for their candidates.

**Practical Test Mark Sheet** – a blank copy of this sheet is provided in the Appendix. Centres should use this as a template for recording the work of candidates.

The practical task will be marked by CIE. Teachers are encouraged to comment on the candidate’s work by completing a working mark sheet for each candidate which should be submitted with the practical work.

Examples of Practical tasks for AS are provided in the Appendix of the syllabus booklet.

**SPECIFICATION GRID FOR AS PRACTICAL TEST**

The relationship between the assessment objectives and the criteria for the assessment of the Practical Test is shown below.

Assessment Objective AS Level	Analysis, Planning & Justification	Preparation	Implementation	Evaluation
Candidates should be able to:				
identify and recall knowledge and understanding	✓			
analyse, select and apply relevant knowledge by organising their work clearly and logically	✓	✓		
make informed and rational choices	✓	✓		
realise a course of action using a range of relevant, appropriate a skills and resources			✓	
critically evaluate acquired knowledge, understanding and the decision-making process				✓

**CRITERIA FOR THE ASSESSMENT OF AS PRACTICAL TEST (PAPER 2)**

**1 Task Analysis and Planning**

This area relates to the candidate’s ability to see potential opportunities for the demonstration of practical skills, including pattern lay and techniques required.

<b>Criteria</b>	<b>Marks</b>	
Detailed analysis of task and a clear understanding of the opportunities for practical work relevant to the task Informed judgements on the use of appropriate resources Justification of choices made with full reasoning	<b>8 - 10</b>	<b>High</b>
Show some analysis of the task; some understanding of the opportunities for practical work relevant to the task Suitable judgements on the use of appropriate resources Justification of choices made with reasoning	<b>4 - 7</b>	<b>Mid</b>
Brief analysis of task with some understanding of the opportunities for practical work relevant to the task Some judgements on the use of resources Justification of choices made with some reasoning	<b>0 - 3</b>	<b>Low</b>

**2 Preparation**

This area relates to the candidate’s ability to develop a plan of action and make informed decisions which direct the progress of the practical tasks.

<b>Criteria</b>	<b>Marks</b>	
Make informed decisions about what is to be done and how the work is to progress, including pattern adaptation/alteration Generate a logical plan of action/production plan/order of work/time plan Indicate specific resource materials and methods to be used, with relevant details Assemble fully the resource materials required for carrying out the test, including fitting if necessary	<b>15 - 20</b>	<b>High</b>
Make decisions about what is to be done and how the work is to progress, including pattern adaptation/alteration Generate a logical plan of action/production plan/order of work/time plan Indicate resource materials and methods to be used, with some detail Partially assemble materials for carrying out the test	<b>7 - 14</b>	<b>Mid</b>
Make decisions to implement a plan of action, including the pattern adaptation/alteration Indicate some of the resource materials and methods to be used, with little detail Prepare fabric for carrying out the test, with little or no assembly of materials	<b>0 - 6</b>	<b>Low</b>

**3 Implementation - Carry out planned test [Organisation – 10 marks; Making up – 50 marks]**

This is concerned with the implementation of appropriate skills to achieve the realisation of the tasks. The marks are allocated to the techniques required in the task sheet. The mark range is given to indicate the overall level of performance.

**Organisation and Management**

Criteria	Marks	
Implement course of action with precision, demonstrating efficient use of <b>resources</b>  Awareness of relevant aspects of economy, safety and available technology when using <b>equipment</b>  Implement effectively appropriate <b>time scales</b>  <b>Respond</b> effectively to unforeseen developments	<b>8 - 10</b>	<b>High</b>
Implement a course of action with some precision, demonstrating some efficiency in the use of <b>resources</b>  Some awareness of relevant aspects of economy, safety and available technology when using <b>equipment</b>  Implement appropriate <b>time scales</b>  <b>Respond</b> adequately to unforeseen developments	<b>4 - 7</b>	<b>Mid</b>
Implement a reasoned course of action demonstrating some efficiency in the use of <b>resources</b>  Demonstrate some awareness of aspects of economy, safety and available technology when using <b>equipment</b>  Implement <b>time scales</b>  <b>Respond</b> in some measure to unforeseen developments	<b>0 - 3</b>	<b>Low</b>

**Making up**

Criteria	Marks	
Demonstrate a good level of competence in <b>practical</b> skills  Achieve an effective <b>realisation of the task</b> following a logical structure  Demonstrate outstanding <b>technical competences</b> in the practical task	<b>35 - 50</b>	<b>High</b>
Demonstrate a satisfactory level of competence in <b>practical</b> skills  Achieve a <b>realisation of the task</b> following a given structure  Demonstrate clear <b>technical competences</b> in the practical task	<b>18 - 34</b>	<b>Mid</b>
Demonstrate some competence in <b>practical</b> skills  Achieve some <b>realisation of the task</b> following a given structure  Demonstrate some <b>technical competences</b> in the practical task	<b>0 - 17</b>	<b>Low</b>

**4 Evaluation (10 marks)**

This area relates to the evaluation of the results achieved.

<b>Criteria</b>	<b>Marks</b>	
Analysis of <b>specific strengths and weaknesses</b> in the approach to the task and how the task was completed  Discussion will be well structured and consistently <b>relevant</b> and supported by concise reference to <b>appropriate evidence</b>	<b>8 - 10</b>	<b>High</b>
Analysis refers to <b>general strengths and weaknesses</b> in the approach to the task and how the task was completed  Expresses statements well and presents arguments and ideas <b>logically</b> , supported by <b>sound evidence</b>	<b>4 - 7</b>	<b>Mid</b>
Limited or no analysis of <b>strengths and weaknesses</b> in the approach to the task and how the task was completed  Expresses <b>simple statements</b> clearly, but is unable to develop fully points made	<b>0 - 3</b>	<b>Low</b>

Copies of the documents for the setting and marking of the Practical Test are provided in the Appendix.

## A LEVEL CONTENT

The A Level content offers the opportunity for creative, investigative and analytical approaches to the study of textiles, design and technology. The content provides opportunities for the development of the coursework folder.

### 3 TEXTILE APPLICATIONS

Study of this module should enable the candidate to develop a critical appreciation of textiles and their applications in different contexts.

Candidates should demonstrate an understanding of:

#### 3.1 Fitness for purpose

- (a) the relevant factors to consider when selecting fabrics for specific textile applications to include children's clothing, clothing for the elderly and the disabled, workwear, sports, leisure and outdoor wear
- (b) the finishes which alter fabric appearance for example, calendering, embossing, glazing, delustering
- (c) the finishes which alter fabric handle, drape and texture to include starching, napping, brushing
- (d) the performance finishes to include water-repellent, soil release, abrasion resist, flame retardant, anti-static, crease resist, durable press, minimum care
- (e) the value of fabric finishes for specific end uses

#### 3.2 Creative techniques

- (a) techniques using fibres, yarns and fabrics
- (b) techniques using fabric manipulation for example appliqué, mola, soft sculpture
- (c) a range of traditional and creative approaches to hand embroidery processes using a variety of materials
- (d) the use of a sewing machine for free machine stitching
- (e) a range of machine embroidery techniques to include the use of vanishing fabrics
- (f) other surface texture decorative techniques from different cultures for example beading, raised embroidery, shisha, kantha
- (g) experimental techniques to create texture and surface pattern
- (h) the appropriate use of a wide range of materials in creative textile tasks

#### 3.3 Designing to specification

- (a) the importance of designing to specification
- (b) safety specification standards for textiles
- (c) estimation of textile materials in relation to the design task
- (d) specification of textile materials to complete a design task

### 3.4 Application of colour

- (a) colour theory to include primary, secondary, tertiary colour and colour mixing
- (b) the preparation of fibres, yarns and fabrics for dyeing
- (c) the sources and use of natural dyestuffs
- (d) the use of synthetic fibre reactive dyes with fibres, yarns and fabrics
- (e) the range of decorative effects which can be achieved with the use of dyes for example batik, tie dye, space dyeing, other resists, discharge dyeing
- (f) the safe handling and dispersal of dyestuffs, mordants and other assistants to the dye process
- (g) the range of craft printing processes
- (h) the range of creative effects which can be achieved through the use of fabric paints for example silk painting techniques, use of guttas, sponging, stencilling, airbrushing

### 3.5 Yarns

- (a) the basic methods of making fibres into yarns to include staple fibre yarns and filament yarns
- (b) the performance characteristics of staple fibre yarns and filament yarns
- (c) methods of production of speciality yarns and their uses

### 3.6 Environmental Issues

- (a) the factors which cause physical wear in textiles to include snagging, abrasion, pilling, felting
- (b) the effects of environmental factors on the wear of textiles products to include soiling, pollution and sunlight
- (c) the environmental issues related to the textile industry
- (d) the need for Eco-labelling
- (e) the development of environmentally friendly fibres for example Tencel (Lyocell), self coloured cotton
- (f) the opportunity for recycling textiles

## 4 TEXTILE TECHNOLOGY

Study of this area should enable the candidate to develop a critical understanding and practical experience of textile technology from product concept to end product. The content provides opportunities for the development of the coursework folder.

Candidates should have an understanding of:

### 4.1 Product design and development

- (a) the process of design and product development to include the origin of style, the development of samples and the attainment of commercial products
- (b) the relationship between the aesthetic and technological requirements of the product

- (c) the application of appropriate criteria and personal judgements in the appraisal of a textile product
- (d) the importance of market research and consumer testing

#### **4.2 Selection of materials**

- (a) further studies in the performance characteristics of fabrics, relevant to individual coursework
- (b) the complexity of the factors which affect the selection of fibres, fabrics and yarns for a particular specification for example aesthetic, performance, costs
- (c) determination of the product specification to include fibre, yarn and fabric, product and manufacturing specification

#### **4.3 Construction of textile products**

- (a) experience of a range of textile construction processes to include joining, shaping, closures and finishing
- (b) stitching techniques to include lockstitch, chain stitch and overlocking
- (c) the need to consider relevant performance characteristics of construction processes
- (d) the use of additional materials to enhance the quality of the finished products
- (e) surface decoration processes to include machine embroidery and application of trimming
- (f) risk assessment and safety in the workplace

#### **4.4 Care of textiles**

- (a) the principles and action of dry cleaning
- (b) the value of the care labelling system to include the International Textile Care Labelling Code (ITCLC)

#### **4.5 A LEVEL COURSEWORK**

##### **A Level - General Coursework Guidelines**

The submission must be hand-written, typed or word processed on A3 or A4 paper. All loose leaf sheets must be numbered and tied together, all secured (inside a soft cardboard folder - not a stiff ring binder).

Each folder should be clearly labelled on the outside, with the name and number of the Centre, candidate name and number. A working mark sheet must accompany the folder.

Appendices should contain evidence to support, justify and illuminate statements and decisions documented in the submission. Appendices may include:

- original questionnaire
- recording of primary research
- letters written and received
- references to secondary research/resources/books

**A Level Coursework (paper 4)**

At this level candidates will be required to select their own context and develop their own task, having identified a specific area of interest arising from the content of Textile Applications and Textile Technology. A Level coursework builds on and develops the knowledge, understanding and skills established at AS.

Candidates are required to:

- conduct research, develop aims and analyse the task
- plan and develop the task
- implement their course of action
- evaluate the outcomes of the task and critically analyse the decision-making process

The work must include a variety of hand and machine processes. Reference to the marking criteria will exemplify these requirements further.

The coursework submitted by each candidate must include:

- **Three** investigative items or pieces of coursework. These three items must be from different areas of the syllabus **or** they can be three **different** types of items which share a common theme. Please refer to the suggested list of topics in the syllabus for clarification (Appendix 2).
- A **folder** which demonstrates the research, planning, implementation and evaluation undertaken by the candidate for each item (approximately 1000 words per item).

Candidates are required to research and collect information and use the research to help in the decision making process, leading to a design specification and its implementation or a decision to continue active research. Candidates should indicate a range of possible future developments which could be explored.

Coursework submissions may be up to 3000 words **in total**. However, it is recognised that some good approaches to coursework can result in submissions of fewer words. The coursework may be internally assessed by teachers but will be marked by CIE.

**Coursework Component Specification Grid for A Level**

The relationship between the assessment objectives and the criteria for the assessment of the coursework component is set out below.

Assessment Objective	Research, Aims & Analysis	Planning & Development	Implementation	Evaluation
Candidates should be able to:				
identify and recall knowledge and understanding	✓			
analyse, select and apply relevant knowledge by organising and presenting information clearly and logically using appropriate grammar, punctuation and spelling	✓	✓		
make informed and rational choices		✓		
undertake effective research	✓	✓	✓	
realise a course of action using a range of relevant, appropriate and transferable skills and resources			✓	
present the outcome and undertake a critical analysis of results				✓
critically evaluate acquired knowledge, understanding and the decision-making process				✓

**Criteria for the Assessment of A Level Coursework (Paper 4)**
**1 Research, Aims and Analysis of Tasks (15 Marks)**

This area relates to the candidate's ability to see potential for opportunities for the development of ideas, from the candidates own choice of context and to use a range of research techniques.

<b>Research, Aims and Analysis of Tasks</b>	<b>Marks</b>	
<ul style="list-style-type: none"> <li>• Formulate task and specific, detailed and realistic aims for the work</li> <li>• Detailed analysis of the task</li> <li>• Explore thoroughly ideas for the task and discuss a range of relevant issues/factors</li> <li>• Show a clear understanding of the opportunities for practical and investigative work relevant to the area of study</li> <li>• Make informed judgements on the use of appropriate resources</li> <li>• Research from a wide variety of sources and select especially appropriate background information</li> </ul>	<b>11 – 15</b>	<b>High</b>
<ul style="list-style-type: none"> <li>• Formulate task and detailed aims for the work</li> <li>• Some analysis of the task</li> <li>• Explore ideas for the task and explain a range of relevant issues/factors</li> <li>• Show an understanding of the opportunities presented for practical and investigative work relevant to the area of study</li> <li>• Make suitable judgements on the use of appropriate resources</li> <li>• Research from a variety of sources and select relevant background information</li> </ul>	<b>6 – 10</b>	<b>Mid</b>
<ul style="list-style-type: none"> <li>• Formulate task and aims for the work</li> <li>• Brief analysis of the task</li> <li>• Explore some ideas for the task and identify some issues/factors</li> <li>• Show some understanding of the opportunities for practical and investigative work relevant to the area of study</li> <li>• Make judgements on the use of resources</li> <li>• Research from a limited number of sources and select some background information</li> </ul>	<b>0 – 5</b>	<b>Low</b>

## 2 Planning and Development (20 Marks)

This area relates to the candidate's ability to develop objectives, make informed decisions which direct the progress of the study. Candidates must also generate ideas for further development during the course of study.

<b>Planning and Development</b>	<b>Marks</b>	
<ul style="list-style-type: none"> <li>• Use detailed relevant knowledge and research to generate ideas and in decision making</li> <li>• Determine clear design specification with specific and detailed objectives for the task</li> <li>• Take evidence gained from research and use it as a basis for making valid judgements and relevant choices</li> <li>• Indicate clearly specific resource materials and methods to be used, with all relevant details</li> <li>• Justifies choices made with full reasons and produces a concise, well ordered and effective plan of action with a detailed time scale</li> </ul>	<b>14 – 20</b>	<b>High</b>
<ul style="list-style-type: none"> <li>• Use relevant knowledge and research to generate ideas and in decision making</li> <li>• Determine design specification and formulate specific objectives for the task</li> <li>• Take evidence gained from research and use it as a basis for making judgements and choices</li> <li>• Indicate specific resource materials and methods to be used, with some detail</li> <li>• Justifies choices made with full reasons and produces an effective plan of action with an appropriate time scale</li> </ul>	<b>7 – 13</b>	<b>Mid</b>
<ul style="list-style-type: none"> <li>• Use knowledge and research to generate ideas and in decision making</li> <li>• To determine outline for design and formulate general objectives for the task overall</li> <li>• Take evidence gained from the research and use it in a limited manner to make simple judgements and choices</li> <li>• Indicate some of the resource materials and methods to be used, with little detail</li> <li>• Makes some limited justification for choices and produces a plan of action with an indication of timings</li> </ul>	<b>0 – 6</b>	<b>Low</b>

**3 Implementation (40 Marks) [Process - 25 Marks; Realisation - 15 Marks]**

This area is concerned with the implementation of appropriate skills and resources to achieve the realisation of stated objectives.

<b>Process – Carrying out of the coursework tasks</b>	<b>Marks</b>	
<ul style="list-style-type: none"> <li>• Implement a logical and reasoned course of action with precision, demonstrating the optimum and efficient use of <b>resources</b></li> <li>• Demonstrate a clear awareness of relevant aspects of economy, safety and available technology when using appropriate <b>equipment</b></li> <li>• Implement effectively appropriate <b>time scales</b> as planned</li> <li>• Demonstrate a high level of competence in <b>practical skills</b></li> <li>• Demonstrate a high level of <b>creativity</b></li> <li>• <b>Respond</b> effectively to unforeseen developments in an appropriate way</li> <li>• Demonstrate appropriate and relevant communication and <b>inter-personal skills</b></li> </ul>	<b>18 – 25</b>	<b>High</b>
<ul style="list-style-type: none"> <li>• Implement a logical and reasoned course of action with some precision, demonstrating efficient use of <b>resources</b></li> <li>• Demonstrate awareness of relevant aspects of economy, safety and available technology when using appropriate <b>equipment</b></li> <li>• Implement appropriate <b>time scales</b></li> <li>• Demonstrate a good level of competence in <b>practical skills</b></li> <li>• Demonstrate a good level of <b>creativity</b></li> <li>• <b>Respond</b> to unforeseen developments</li> <li>• Demonstrate relevant communication and <b>inter-personal skills</b></li> </ul>	<b>9 – 17</b>	<b>Mid</b>
<ul style="list-style-type: none"> <li>• Implement a sensible and reasoned course of action with little precision, demonstrating some efficiency in the use of <b>resources</b></li> <li>• Demonstrate some awareness of relevant aspects of economy, safety and available technology when using appropriate <b>equipment</b></li> <li>• Implement <b>time scales</b></li> <li>• Demonstrate a limited level of competence in <b>practical skills</b></li> <li>• Demonstrate a limited level of <b>creativity</b></li> <li>• <b>Respond</b> in some measure to unforeseen developments</li> <li>• Demonstrate adequate communication and <b>inter-personal skills</b></li> </ul>	<b>0 – 8</b>	<b>Low</b>

<b>Realisation – Quality of the outcome</b>	<b>Marks</b>	
<ul style="list-style-type: none"> <li>• Achieve an effective <b>realisation of objectives</b> which meet accurately the original specification</li> <li>• Demonstrate originality, creativity and <b>aesthetic</b> awareness of a high order in an appropriate form</li> <li>• Demonstrate outstanding <b>technical competences</b> in an appropriate form</li> <li>• Use, with precision, a range of appropriate media to <b>communicate</b> effectively the outcomes of the process</li> </ul>	<b>11 – 15</b>	<b>High</b>
<ul style="list-style-type: none"> <li>• Achieve an effective <b>realisation of objectives</b> which meet the original specification</li> <li>• Demonstrate originality, creativity and <b>aesthetic</b> awareness of a very satisfactory order in an appropriate form</li> <li>• Demonstrate clear <b>technical competences</b> in an appropriate form</li> <li>• Use effectively, a range of appropriate media to <b>communicate</b> fully the outcomes of the process</li> </ul>	<b>6 – 10</b>	<b>Mid</b>
<ul style="list-style-type: none"> <li>• Achieve a <b>realisation of objectives</b> which meet the original specification</li> <li>• Demonstrate some originality, creativity and <b>aesthetic</b> awareness in an appropriate form</li> <li>• Demonstrate limited <b>technical competences</b> in an appropriate form</li> <li>• Use a limited range of appropriate media to <b>communicate</b> the outcomes of the process</li> </ul>	<b>0 - 5</b>	<b>Low</b>

**4 Evaluation (25 Marks)**

This area relates to the conclusion and evaluation of the findings and results achieved. Candidates are required to critically analyse and review the decision making process of the task as a whole.

Evaluation 25 Marks	Marks	
<ul style="list-style-type: none"> <li>• Summarise the outcome of the task and draw informed conclusions</li> <li>• Interpret the outcome of the task related to the original aims</li> <li>• Analyse and substantiate <b>specific strengths and weaknesses</b> in the results/outcomes achieved</li> <li>• Fully recognise the degree to which the <b>aims of the task</b> have been met</li> <li>• Produce a critical evaluation of the task</li> <li>• Recognise the effectiveness of the chosen course of action</li> <li>• Indicate a range of possible relevant future developments which could be explored</li> <li>• Work will be well structured and consistently relevant and supported by concise reference to appropriate evidence</li> <li>• Excellent folder which is well presented and organised; excellent use of illustrations and other resources/materials.</li> </ul>	<b>18 – 25</b>	<b>High</b>
<ul style="list-style-type: none"> <li>• Summarise the outcome of the task and draw appropriate conclusions</li> <li>• Interpret the outcome of the task with reference to the original aims</li> <li>• Analyse <b>some strengths and weaknesses</b> in the results/outcomes achieved</li> <li>• Recognise the degree to which the <b>aims of the task</b> have been met</li> <li>• Produce an evaluation of the task</li> <li>• Recognise the value of the chosen course of action</li> <li>• Indicate some possible future developments which could be explored</li> <li>• Work is logical, supported by sound evidence</li> <li>• Good presentation of folder; contents are organised and good use of illustrations and other resources/materials.</li> </ul>	<b>9 – 17</b>	<b>Mid</b>
<ul style="list-style-type: none"> <li>• Limited summary of the outcome of the task and draw some conclusions</li> <li>• Interpret the outcome of the task with little reference to the original aims</li> <li>• <b>Limited analysis of strengths and weaknesses</b> in the results/outcomes achieved</li> <li>• Limited recognition of how some of the <b>aims of the task</b> have been met</li> <li>• Produce a limited evaluation of the task</li> <li>• Recognise some of the strengths and weaknesses of the chosen course of action</li> <li>• Indicate only a few developments which might be explored</li> <li>• Work is not fully developed; few points made</li> <li>• Folder shows some organisation; a few illustrations.</li> </ul>	<b>0 – 8</b>	<b>Low</b>

## 7 GLOSSARY OF TERMS USED IN QUESTION PAPERS

---

ACCOUNT FOR	Answer for; explain the cause of.
ANALYSE	Examine minutely, separate into parts so as to find out their nature; to find the essence of.
ASSESS	To give your judgement on the merit of something; to put a value on it; the worth of something.
CRITICALLY ASSESS	As for ASSESS; plus make a judgement of the merit or truth of something; backed by a discussion of the evidence.
COMMENT ON	Write concisely explanatory notes on; make remarks on or about a topic; an opinion about something.
COMPARE	Look for similarities and differences.
CONSIDER	To think about in order to understand or decide; to weigh the merit of.
DESCRIBE	Write out the main features.
DISCUSS	Investigate or examine by argument, giving reasons for and against; it may or may not be necessary to come to a conclusion - depending on the context.
EVALUATE	As for ASSESS; plus judge the worth of something by means of a stated criteria.
EXAMINE	To look at or study closely; find out the facts.
IDENTIFY	Name and/or select, pick out.
ILLUSTRATE	To make plain or clear; to interpret and to account for; to make room in detail.
JUSTIFY	Demonstrate correctness of.
OUTLINE	Description of essential parts only; summary; main features; general principle.

## 8 FURTHER INFORMATION AND READING LIST

### FURTHER INFORMATION FOR TEACHERS

#### Useful addresses in the UK:

- Department of Trade and Industry, Northern Regional Office, Sanley Buildings, Piccadilly Place, Manchester, M1 4BA (for information on British and European standards);
- British Textile Technology Group, Wira House, West Park Ling Road, Leeds, LS16 6QL (Tel: 01532-591999), Training courses available;
- Lever Bros Education Trust, International Teaching Resource Centre, PO Box 10, Wetherby, West Yorkshire. LS23 6YY;
- Austicks University Bookshop, 21 Blenheim Terrace, Leeds, West Yorkshire, LS2 9HJ (Tel: 0113-2432466)
- Amazon.co.uk

### READING LIST – For AS and A Level

Key Texts are indicated by \* e.g. \*M Taylor. *The Technology of Textile Properties*, Forbes appears as a key text, with different editions listed. However, teachers may also be able to source locally available text books which cover the requirements of the syllabus.

#### Fibres and Fabrics

\*M Taylor. *The Technology of Textile Properties*, Hyperion Books, 1990. 0901762822

\*E Miller. *Textiles*, Trafalgar Square, 1992. 0713472359

K Howard and E Prisk. *Science Experiments in Food and Textiles*, Forbes, 1995. 0901762970

*Textile Terms and Definitions*, The Textile Institute, 10 Blackfriars St, Manchester, M3 5DR. 0900739177

*Textiles Magazine*, The Textile Institute (4 issues a year)

H Eberle et al. *Clothing Technology*, Tekot International Ltd, 1996. 3808562218

#### Design

M Taylor. *The Technology of Textile Properties*, Hyperion Books, 1990. 0901762822

P Ireland. *Fashion Design, Drawing and Presentation*, Batsford, 2003. 0713435194

P Ireland. *Introduction to Fashion Design*, Batsford, 2003. 0713460172

P Ireland. *Encyclopaedia of Fashion Details*, Batsford, 2003. 071346433X

P Stringer. *Pattern Drafting for Dressmaking*, Batsford, 1993. 0713469870

W Aldrich. *Metric Pattern cutting*, Blackwell Science, 1994. 0632036125

C McDermott. *Essential Design*, Trafalgar Square, 1995. 0747519366

R Box. *Drawing and Design for Embroidery*, Batsford, 1992. 0713478837

M Yates. *Textiles: A Handbook for Designers*, Norton, 1995. 0393730034

V Holmes. *The Machine Embroiderers Workbook*, Trafalgar Square, 1996. 0713479833

D Cloake. *Fashion Design on the Stand*, Batsford, 2003. 0713477571

C Joyce. *Textile Design*, Watson-Guphill, 1993. 0823053253

J Dean. *The Craft of Natural Dyeing*, Search Press, 1995. 0855327448

Kennedy and Varrall. *Everything you ever wanted to know about Fabric Painting*, Chrysalis Books, 1994. 0713471573

C Crabtree. *World Embroidery*, David & Charles, 1993. 071539939X

V Campbell-Harding. *Fabric Painting for Embroidery*, Batsford, 1992. 0713464429

### **Textile Applications**

\*M Taylor. *The Technology of Textile Properties*, Forbes, 1990. 0901762822

\*L Drew. *The Business of Fashion*, Cambridge University Press, 1992. 0521408253

E Ewing. *History of 20<sup>th</sup> Century Fashion*, Rowmand & Littlefield, 1992. 0713468181

H Eberle et al. *Clothing Technology*, Tekot International Ltd, 1996. 3808562218

### **Textile Technology**

\*H Carr and J Pomeroy. *Fashion Design and Product Development*, Blackwell Science, 1992. 0632028939

\* L Drew. *The Business of Fashion*, Cambridge University Press, 1992. 0521408253

H Eberle et al. *Clothing Technology*, Tekot International Ltd, 1996. 3808562218

H & C Carr. *The Clothing Factory*, Textile Institute, 0972.

## PRACTICAL TEST – CANDIDATE INSTRUCTIONS

Please provide one copy of the instructions and the test task sheet - with all the tasks listed - to each candidate.

### DESIGN AND TEXTILES – CANDIDATE INSTRUCTIONS

**9631/02**

Paper 02 Practical Test

August/October

	<b>Duration</b>
1) Task Analysis and Planning	1 hour 30 minutes
2) Preparation	2 hours
3) Implementation – Carry out test	3 hours
4) Evaluation	30 minutes

#### **Additional Materials:**

Answer Booklet/Paper	pins
Drafting, tracing, drawing paper	pencil, biro
paper scissors	tape measure

### READ THESE INSTRUCTIONS FIRST

For this test you are to prepare the pattern and make up a garment according to the instructions given on the Practical Test Task Sheet on the next page.

Before you begin, you should study the tasks carefully, together with the pattern.

The number of marks for each task is given in brackets [ ] at the end of each task or section.

Write your name and candidate number and Centre number on the label printed on the next page. At the end of the examination cut out the label and attach it to your work

The task sheet **must be included** with the practical work when it is submitted to CIE for assessment.

This document consists of **2** printed pages







**DESIGN AND TEXTILES (A Level)  
COURSEWORK ASSESSMENT FORM – 9631 PAPER 4**  
Three investigative coursework items or pieces (a), (b) and (c) and folder

CANDIDATE NAME		CANDIDATE NUMBER					
CENTRE NAME		CENTRE NUMBER					
ASSESSMENT CRITERIA	MARK (a)		MARK (b)		MARK (c)		TEACHER COMMENT
	max	awarded	max	awarded	max	awarded	
Research, Aims and Analysis	15		15		15		
Planning and Development	20		20		20		
Implementation: <b>Process</b>	25		25		25		
<ul style="list-style-type: none"> <li>• resources</li> <li>• equipment</li> <li>• time-scales</li> <li>• practical skills</li> <li>• investigative methodology</li> <li>• creativity</li> <li>• response to problems</li> <li>• communications</li> </ul>							
<b>Realisation</b>	15		15		15		
<ul style="list-style-type: none"> <li>• realisation of objectives</li> <li>• aesthetic</li> <li>• technical competences</li> <li>• communication</li> </ul>							
Evaluation and Folder	25		25		25		
	100		100		100		
<b>Total (a) + (b) + (c)</b>	300						
<b>Scaled Mark</b>	100						

**Coursework Cover Sheet**

<b>DESIGN AND TEXTILES (9631/4) COURSEWORK GCE HSC and A Level</b>	Candidate Name					
	Candidate Number					

**COURSEWORK COVER SHEET**

This is to certify that the coursework of the candidates was completed by 1 November and that it is, to the best of my knowledge, the candidate's own work.

Centre Number							
Centre Name							

Signature of Principal							
Name (BLOCK CAPITALS)							

Date							
------	--	--	--	--	--	--	--

CCS004



UNIVERSITY of CAMBRIDGE  
International Examinations

9631/4/CWCS

**Coursework Cover Sheet**

<b>DESIGN AND TEXTILES (9631/4) COURSEWORK GCE HSC and A Level</b>	Candidate Name					
	Candidate Number					

**COURSEWORK COVER SHEET**

This is to certify that the coursework of the candidates was completed by 1 November and that it is, to the best of my knowledge, the candidate's own work.

Centre Number							
Centre Name							

Signature of Principal							
Name (BLOCK CAPITALS)							

Date							
------	--	--	--	--	--	--	--

CCS004



UNIVERSITY of CAMBRIDGE  
International Examinations

9631/4/CWCS

**Appendix 1 – Exemplar material – Practical Test**

Choose 5 tasks to the value of 50 marks using the chosen pattern. Try to begin and end with a simple skill. Two examples are given below.

**AS LEVEL PRACTICAL – Suggestions for Practical test task sheet.**

**Example 1**

<b>PRACTICAL TEST TASK SHEET – MARKSCHEME    YEAR .....2008.....</b>			
Pattern Number: 1234 Style: Skirt with waistband, pleats and zip View: C  Pattern alteration: <u>Alter knife pleats to box pleats</u>  Make the garment up to show the following:			
		<b>Demonstration of skill</b>	<b>Quality of outcome</b>
1	Side seams	[5]	[5]
2	Back darts	[5]	[5]
3	Insertion of zip	[5]	[5]
4	Making and application of waistband, including button and button hole	[5]	[5]
5	Buttons and buttonhole on waistband	[5]	[5]
		(25)	(25)
	<b>Total</b>		<b>50</b>

**Example 2**

<b>PRACTICAL TEST TASK SHEET – MARKSCHEME    YEAR .....2008.....</b>			
Pattern Number: 3456 Style: A blouse gathered to a yoke, self faced, with short sleeves and banded cuffs. View: A  Pattern alteration: <u>Alter back shoulder darts to a back yoke with gathers</u>  Make the garment up to show the following:			
1	Back and front yoke with gathers		[10]
2	Shoulder and side seam		[10]
3	Faced neckline		[10]
4	Make and insert one sleeve		[10]
5	Banded cuff		[10]
	<b>Total</b>		<b>50</b>

## Appendix 2 – A Level INVESTIGATIVE COURSEWORK – Suggested topics

Candidates must provide **three creative items** together with the **developmental work** for each item. Each item must be from a different area of the syllabus and demonstrates the use of different skills and techniques. The three items can be independent of each other or they can share a common theme. Each investigative piece includes **analysis/research, planning and development, implementation and evaluation**.

The suggestions below are starting points and could be used to write specific design briefs to produce **either** one individual creative item **or** three related items. The three items can share a common theme but the folder must contain the developmental work for **each** one.

- 1 Design a collection of skirts/tops/etc. for a specified retail outlet and make a prototype/prototypes of one/some of the items. (This would involve market research, design ideas (occasion, age group/fabric, colour, etc.), adapt existing pattern, cutting, make item(s), evaluate.)
- 2 Historical study of a fashion designer/fashion style, leading to a personal response. (Research, own design ideas from research, design pattern/make own pattern, make item(s), evaluate.)
- 3 Product analysis of a chosen item. (Research school bags, with a view to their design in use, planning and developing improvements, making a prototype, evaluate.)
- 4 Design a collection of textile items for an interior design collection. (Research a particular interior style of items such as cushions; plan and development of colour/fabrics/decoration/etc., make item(s), evaluate.)
- 5 Create an original textile item(s) from research into a chosen theme. (Research a theme such as dragons/symbols/architecture/natural forms/etc., plan and develop textile techniques such as hand embroidery/appliqué/quilting/etc., make item(s), evaluate.)
- 6 Comparison of production methods used in the textile industry. (Research two methods of production such as batch production/mass production/hand-crafted item/etc., plan and develop one item for each method of production researched/make items using chosen methods of production, evaluate. This approach would need link with industry so that first-hand study of production methods in industry are possible, e.g. work experience link.)
- 7 Comparison of woven and knitted fabric. (Research both methods of fabric construction e.g. variation of construction methods/types, fibre content, colour effects; planning and development of items using both woven and knitted fabric; make items; evaluate.)
- 8 Modern sewing machines feature a wide variety of machine accessories. (Investigate range of features and uses; demonstrate use of at least three accessories; make up garments to show use; provide an instructional leaflet on machine accessories.)
- 9 The success of any garment often depends on the choice of colours and fabric.
- 10 The influence of traditional or cultural influences on garment design and fabric and how it affects current fashion trends.

### Appendix 3

#### A Level INVESTIGATIVE COURSEWORK – Assignment brief

The following are examples of a possible format for the coursework assignments.

The first example is for one item only. The Candidate would need to complete two more studies, on different topics or areas of the syllabus, for inclusion in the portfolio. The work for each item should not be longer than 1000 words.

The second is an example of a design brief which could be used to make three different items with a common theme. Each item would require its own design brief and development work for inclusion in the folder. The work for all three items should not be longer than 3000 words.

**It is important that each item reflects a different part of the syllabus and demonstrates the use of different practical, creative and technical skills.**

#### Example 1

<b>COURSEWORK ASSIGNMENT:</b> <b>Garments can be recycled, and then decorated to create a totally different style or item.</b>		
(a)	What evidence can be found to support this statement? Record and evaluate your findings	[15]
(b)	Prepare a design brief to redesign and decorate a garment in your wardrobe to create a totally different garment/style/item Give reasons for your choice of garment and decoration Identify the cost of the human and non-human resources used for making your garment	[20]
(c)	Implement your design(s) Prepare an instructional guide and provide a sample pattern to show how your garment was made	[40]
(d)	Evaluate your practical work and research folder	[25]
<b>Total</b>		<b>100</b>

#### Example 2

<b>COURSEWORK ASSIGNMENT:</b> <b>The 'Hotshot' chain of retail shops sells clothing and accessories to young men and women. Design a collection for their store in your area.</b>		
<ol style="list-style-type: none"> <li>1. Provide a minimum of three items (garments, accessories or other textile items) – with a detailed assignment brief for each item.</li> <li>2. Each item or garment must use a different technique or show an understanding of a different area of the syllabus.</li> <li>3. Each item will be marked separately.</li> </ol>		
		Marks for each item
(a)	Research the target market and the type or style of clothing sold by the outlet Record and evaluate your findings for <b>each</b> item	[15]
(b)	Prepare a design brief based on your findings Give reasons for your choice of garments or design (target market, fabric, colour, decoration, locality etc.) for <b>each</b> item Identify the cost of the human and non-human resources used for making <b>each</b> item	[20]
(c)	Implement your design(s) Provide a sample pattern to show how <b>each</b> of your garments/items was made Prepare some publicity, based on your designs, for use by the retailer	[40]
(d)	Evaluate the practical work and development folder for <b>each</b> item	[25]
<b>Total</b>		<b>100</b>

