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June 2016

GCSE Design and Technology Textiles 5TT02 01

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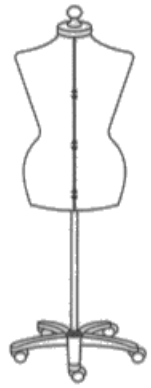
Introduction

This paper questioned candidates using a variety of methods, covering a range of abilities. It was introduced by a multiple choice section (questions 1-10). The middle section contained short response questions and the design problem. The final section of the paper consisted of a mixture of short response and extended questions, one of which was a product analysis question. These extended questions tested the candidates' knowledge and understanding, as well as their quality of written communication. The multiple choice section proved a good starter to the paper for many candidates. The next section of the paper allowed candidates to demonstrate their breadth of knowledge, and understanding of a number of familiar or common workroom equipment and components. The paper's range of short and longer answer type questions helped candidates to demonstrate their abilities across a range of issues, enabling them to progress to deeper analyses of the topics.

Question 11 (a) (3)

This section required candidates to complete the table of 'names and uses' of components and equipment. A sizeable number of successfully answered responses were evidenced the most popular being 'the buckle', followed by use of 'the dressmaker's dummy'. Some good technical vocabulary was linked to the latter's use, and words such as 'draping', 'fit' and 'modelling' were frequently seen. The least well answered part of the table was 'the D Ring', although it can be seen as a common component on many bags, for instance. The term eluded many candidates. 'Ring' was an acceptable answer here to compensate for any visual misinterpretation of the shape. In response to the use of an eyelet, candidates who gave generalised observations of 'a hole', rather than the benefits of reinforcing that hole, did not demonstrate the knowledge required.

This question based on the dressmakers dummy/ mannequin had a good response from candidates showing that this object was familiar to them and in many instances candidates gave direct comments on how they had personally used it.

	Dressmakers dummy/ mannequin	To make clothes for that size, models clothing (1)

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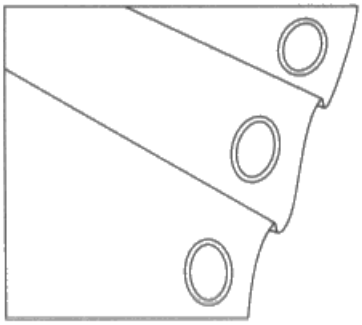
Examiner Comments

In this example the candidate clearly understands the function of the dressmakers dummy to determine dimensions (for a particular size) and to model.

Question 11 (a) (4)

The question based on the eyelet gained a mixed response from candidates, with many describing what they saw in the image rather than giving the use/ function of the component in any setting. Candidates are reminded that the image performs the function of an example of the component in use, and does not cover all of its uses.

It was clear that some candidates knew what an eyelet was but unfortunately acknowledgement cannot be given unless the explanation of the use requested showed independent understanding of the function.

	Eyelets	to add extra strength to holes so that something may be slotted through them and the fabric draped from that. (1)

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Examiner Comments

Whilst being used to slide over curtain poles is an acceptable response this example shows the candidates complete understanding of one of the uses and an illustration of a purpose of an eyelet, 'to add strength to the hole'.

Question 11 (c) (i)

Many candidates seemed to have good working knowledge of this question based on the caring for fabrics. Numerous candidates were able to draw on real life situations as well as showing their knowledge and understanding of the fibres involved. Those that gave specific temperature guides, or indicated the level of heat acceptable to wash the fabric in, often scored 1 mark. Achieving the second mark for specifying the necessity of these temperature controls was not gained by many. Unfortunately, a number of candidates did not read the question comprehensively and mixed this response up with the one below pertaining to the drying and ironing of the same fabric, so no marks could be awarded in this instance.

Candidates mainly focussed on the washing aspect but not how rinsing played a part in the cleansing of the fabric. References to the detergent were not seen.

(c) (i) Explain **one** suitable aftercare method for washing cotton and Lycra® fabric.

(2)

Wash at a medium heat so as not to damage the microfibers and misshape the lycra.

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Examiner Comments

The candidate's work presented here clearly shows they understand the practicalities of washing at the correct setting and the delicacies of the combined fibre in use. Key numerical phrases or words like '30°', 'medium heat' and 'misshape' were commonly seen. Rarely did candidates refer to the elastomeric quality of Lycra® that made this care instruction necessary. This candidate received the full 2 marks available.

Question 11 (c) (ii)

This question was also concerned with testing candidates' knowledge of caring for a mixed fabric. Although this question (and the previous one) were similar, more candidates here were able to make justifying statements to back up their initial thoughts. Many understood that heat from an iron would be detrimental to an elastomeric fabric.

A good number of candidates gained 1 mark here when questioned on their knowledge of fabric care. Marks were often lost to those that gave 'medium' instead of 'low' temperature guides when ironing or tumble drying.

(ii) Explain **one** suitable aftercare method for drying **or** ironing cotton and Lycra® fabric.

(2)

Make sure the iron is one a low heat or the lycra could melt or be marked

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Examiner Comments

This is an excellent answer gaining the full (2/2) marks available. The candidate has clearly shown evidence of understanding the needs of the fabric as key words like 'low', 'melt' and 'mark' are used in reference to the correct fibre that needed special care.

One of the most popular and successful responses to this question dealt with the fabric being allowed to drip dry and the 'crease resistant' property of the fabric making it 'easy care'. Responses such as this demonstrated a consideration of the needs and characteristics of the fabric in question. Less successful candidates did not validate their thoughts and so the reasons for their comments remained unknown.

(ii) Explain **one** suitable aftercare method for drying **or** ironing cotton and Lycra® fabric.

(2)

Iron at low temperatures because it may cause damage.

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Examiner Comments

The omission by this candidate in the example shows the simplification of the consequences of caring for the fabric in any other way. However the 'damage' that can be caused is non-specific and cannot be rewarded. This candidate received 1 mark.

Question 11 (d) (ii)

The aim of this question was for candidates to be able to show an understanding of the properties of the category to which netting fabric belongs. A number of candidates gave a less favourable response to naming the method by which netting was made (11di), and a more favourable reaction to explaining its suitability as a fabric for the pocket. Responses based on the 'stretch', 'strength' and 'durability' of fabric were frequently seen.

Reminiscent of when candidates discuss 'fit' of the product when they should be commenting on the fabric's 'properties' here candidates who interpreted the question in terms of weight, the application of the pocket or its breathability did not achieve any merit. Due to the question requiring a focussed explanation of the suitability of the fabric in a specific context these factors were not appropriate.

(ii) Explain why net fabric is a suitable choice for the pocket.

(2)

It is elastic, so things cannot fall out, but can easily be put in, and makes it easy to see what is in the pocket.

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Examiner Comments

The candidate not only gave the correct response to 11di and knew the name of the technique (warp knitting), they also thought about how to use language which was descriptive enough to achieve a good quality outcome. It is 'elastic' and they go on to connect this point with the ease of placement of items attaining the full 2 marks.

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Examiner Tip

A less refined answer would be to use the word 'stretch' however this does not give the same outcome as things may stretch without returning to their original position. By using the word 'elastic' they are using terminology that shows the examiner a better understanding of the fabric.

Question 11 (e) (i)

Many candidates did not give specific enough responses to 'what' they would change about the jacket's shape, but rather gave the outcome or result of that change.

At times a lack of distinction between the component parts and constructive detail used to shape a jacket was observed. Analysing the product to think of 'how' the product was shaped would be a sensible approach to this question.

(e) The manufacturers would like to adapt the sports jacket to make it more appealing to men.

(i) Suggest **one** adaptation that you would make to the shape of the sports jacket to make it more suitable for men.

(1)

Removing the darts on the front and back.

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Examiner Comments

It is encouraging to see candidates demonstrating their knowledge of technical terms specific to a textiles context. This candidate identifies the shaping method 'darts' that is used and understands the job it does and so the need to 'remove' it. This candidate received the full 2 marks available.

Some candidates seemed to misread the word 'shape' in the question and instead focussed on the adapting the colour. This had a direct impact on the information they provided for 11eii.

(e) The manufacturers would like to adapt the sports jacket to make it more appealing to men.

(i) Suggest **one** adaptation that you would make to the shape of the sports jacket to make it more suitable for men.

(1)

Less fitted at the waist.

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Examiner Comments

This candidate does not suggest a way in which they would 'make' an adaptation as the question states. They merely give a result of what they want achieved. This response got 0 marks.

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Examiner Tip

Careful reading and understanding the wording of the question will help candidates to make the correct decision on what they are being asked to respond to. Key words like 'adaptation' and instructions like 'you would make' should not be overlooked.

Question 11 (e) (ii)

This question related directly to the previous one. Those candidates who gave the result/ outcome in 11ei usually either repeated it in 11eii or found themselves unable to expand their point effectively. Those candidates who clearly formed a strategy 'for removing shape' gained 2 out of the 3 combined marks available.

Candidates sometimes struggled to be specific about how a man's body was different to that of a woman.

(e) The manufacturers would like to adapt the sports jacket to make it more appealing to men.

(i) Suggest **one** adaptation that you would make to the shape of the sports jacket to make it more suitable for men.

(1)

remove the darts in the front and back

(ii) Explain how this adaptation would make the sports jacket more suitable for men.

(2)

this would make the garment less fitting to the body as men have a straighter body shape.

(Total for Question 11 = 19 marks)

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Examiner Comments

The inclusion of the reason 'why' the darts needed removing, 'less fitting to the body' and then the justification of 'what' made this is appropriate to the target audience, ' as men have a straighter body shape' provided a well answered response. The candidate's discrimination when identifying the products need for change to match the user, gained them the full 2 marks on offer.

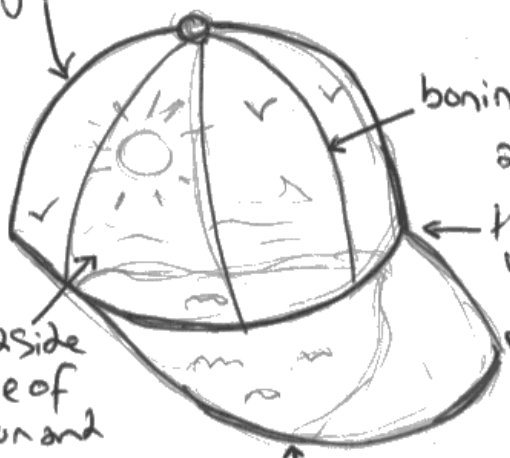
Question 12

Candidates have improved the manner in which they respond to this question. An enhanced performance was observed as many centres appear to have acted on advice given last year and have improved the quality of the annotation linked to each criteria. Many candidates opted to use a numbering system to match criteria to their comments, and this proved a succinct and easy-to-follow method when assessing.

The most well answered points that candidates tended to score highly on and were able to show evidence of on both designs were; the clearly identified seaside theme, showing a suitable method for sunny weather and giving a surface decorative technique. Adjusting to the child's head size and being made from an easy care fabric were also some of the more popular responses seen and a good selection of candidates could gain a mark on at least one of their designs. Candidates' abilities seemed stretched when they had to consider a means by which the hat could be transported in luggage, a hard wearing construction method and choosing a suitable method that made it 'comfortable to wear'. The latter took greater consideration as methods such as 'padding' (which would make the child overheat) for a summer hat was not suitable without extra appropriate annotation. Examiners should not have to ask 'why' or presume the candidate's reasons for choice as this should be explicit.

Design idea 1

the back has an adjustable strap so that the product can fit different shaped/sized heads.



made from poplin so is easy to care for

the cotton in the poplin fabric makes the product absorbant so absorbs sweat from forehead and head to make the product more comfortable to wear.

boning for shaping and construction

the product is light-weight therefore easy to transport.

front flap with card board inside to stand up

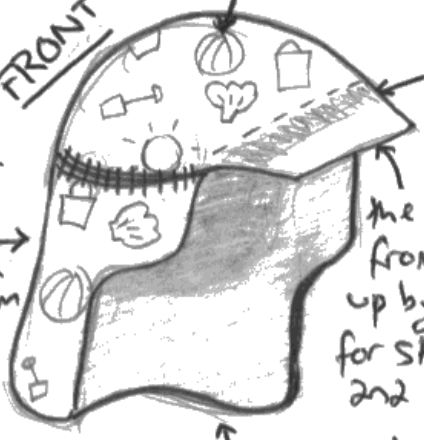
covers forehead to protect from sun

seaside theme of the sun and the beach

embroidery

the product is lightweight and breathable so it is suitable for sunny/hot weather

Design idea 2



transfer printing is a decorative technique → transfer printed seaside objects (shell, bucket, spade, sun, beach ball) to show seaside theme

the softness is gentle on the skin so is comfortable wear

the underneath of the cap has a soft and absorbant material such as brushed cotton → cotton absorbs the sweat so is comfortable to wear

all the way around the product there is elastication so that the product sits on the head

the side bits of fabric cover the ears and neck therefore protecting from sun

fabric is lightweight and flexible therefore can be folded smaller to be easy to transport in luggage

the cap at the front is held up by padding for structure and shape

product is made from 100% polyester so is easy to care for as it washes on low temperatures and doesn't need much ironing.

this also means that the product is adjustable to fit on different size heads

(Total for Question 12 = 16 marks)

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Examiner Comments

This candidate used clear annotations and directly related these (around the diagram) to each specification point that had to be addressed. A range of insightful responses were given and the candidate was awarded 7 out of the 8 marks available in design 1, losing 1 mark for incorrect comment of 'light weight' linked to easy to transport in luggage. However they gained the full 8 marks in design 2 showing a high level of competency.

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Examiner Tip

Candidates must try to avoid using one design point for multiple marks and where this is to be considered they must ensure sufficient separate reasons are given for each. Also it would aid the marking of this question if candidates drew portrait, used HB pencils as directed (firmly) and did not use fibre pens as this sometimes makes it incredibly hard to determine the text.

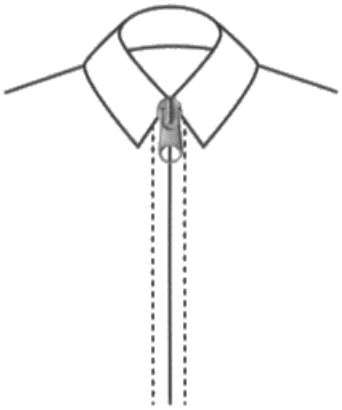
Question 13 (c)

Candidates performed well on this question with a substantial number achieving at least two out of the four marks available. Most candidates could explain some correct methods of inserting a zip, although some spent too much time on the preparation stages such as 'overlocking' raw edges which carried no marks. Those candidates who named only one piece of equipment could not be credited with presenting a list and as such did not gain a mark. Only a few candidates presented relevant quality checks. However, many candidates wrote from personal experience, demonstrating that good practice in many centres had acquainted them with the process.

This question required candidates to be able to show an understanding of the inserting a zip, with relevant equipment and quality controls needed as it is performed. The most popular correct responses ranged from pinning, tacking and sewing the zip. Some candidate's appeared to draw on practical knowledge or experience of carrying out this process. This was shown by the equipment named (invisible zipper foot) and diagrammatical instructions of how it would bridge the zipper teeth, confirming this assumption.

(c) The front of the garment has a zip.

Outside view



Using notes and sketches, show how you would insert this zip. Include equipment and quality controls.

(4)

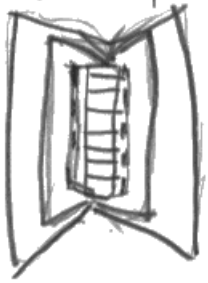
1. make a seam

2. Place the zip at the centre of the seam right sides together and pin them together.

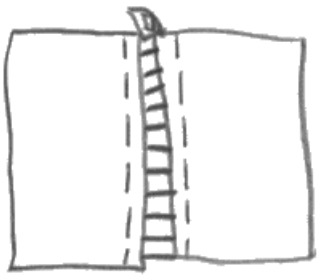
check that they are linear.

Using a sewing machine.

3. Sew the zip onto the seam and take out the pins.



4. unpick the seam at the front (right side) to have a zip.



Check that there are no pins left in and that the zip is parallel to the fabric on either side and make sure they are the same length.

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Examiner Comments

The candidate clearly identified steps they would take in order to complete the process, these included; positioning the zip and sewing it into place and listing equipment items such as a sewing machine and pins. Insufficient quality checks are produced, the first is a safety check for 'no pins', the second that the zip is 'parallel to the sides', does not give enough information as which side they mean and the last comment is also vague as to what needs to be the 'same length?' This candidate was given 3 marks.

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Examiner Tip

Quality checks should always be specific. Candidates should get used to clearly stating 'what' they are checking for, 'how' they could perform this check (with what tool) and 'what' procedure would provide the correct quality standard if a fault was found? They could perhaps suggest an acceptable level of tolerance in order to produce high quality products.

Question 13 (d)

Overall. there was a positive response to this question, with hardly any blank pages seen. A significant number of Level 2 marks were given, although some candidates misread the wording and focused their answer on sustainability rather than on the suitability of the products, unfortunately relating very little, if any, of the information required. Marks were most commonly given for the coverage and fastenings.

Candidates who extended their analysis to comparing the seam and sleeve types generally displayed a depth of knowledge suitable for high band recognition. As well as making developed points on the more obvious features they also considered the strength of the seams and the mobility that each form of sleeve could give the user in the function of their occupation.

Evaluate the suitability of **Product A** against **Product B**, with reference to function and user requirements.

(6)

Product A is very suitable as it has lots of room for movement due to the pleat at the back and raglan sleeves. Product B however has set in sleeves which don't allow for as much movement. Product A is also adjustable due to the elasticated waist and cuffs which will suit the wearer. B however has buttons only which aren't adjustable. They are however easy to access, although less easy to undo compared to the zip and pipes on the back of A. A is also useful for the wearer as it has both large front and back pockets. B only has 1 small front pocket, however it does have side pockets which A does not. The elasticated cuffs of A also mean is covers the wearer better and is full length, compared to B which has an open bottom and sleeves, meaning it offers less protection. The PVC coating of A means it is very easy to clean as it only needs to be wiped however is not as abrasion resistant as the nylon used for B however nylon is harder to clean. The white colour of B is also

(Total for Question 13 = 16 marks)

likely to show any stains, whereas A is dark blue so although being worn on a hot day, it will hide stains. A has an additional feature of reflective strips which could keep the wearer safe at night. Lastly, the plain seams of B would make it not as strong as the lap felled seams of A. Overall, A is more suitable as it is more useful to the wearer & better designed for its function.

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Examiner Comments

It is clear that this candidate has a good grasp of the user's needs and the context that they would be working in as they recognise the benefits that Product A has over Product B, 'a lot of room for movement'. They state two of its positive features (pleats and raglan sleeves) which allow for this to substantiate their point. The candidate develops this point with a clear comparison against the other product and states the detriment 'set in sleeves' have for the same function. The candidate goes on to give a second developed point which looks at the adjustability of elastic and the ease of a zip and poppers over buttons. The candidate addressed two other points. The weaker one on the use of the elastic cuff with a comparison against the 'open sleeve' of Product B and the superiority of lap felled seam for their strength over plain seams, however the clarity of 'how' elastic 'covers the wearer better' and would help the sleeve is not as well stated. This candidate gave more than enough evidence culminating in an award of the full 6 marks available.

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Examiner Tip

It is good for candidates to note that in order to reach level 3 a range of comparisons should be addressed and detailed knowledge presented specifically relating to the products given, with linked, qualified and justified statements. Candidates should look at summarising or concluding their thoughts as this gives them the opportunity to read through their work and ensure that all areas have been covered with matching reasons for each comment made.

Question 14 (a) (ii)

This question followed on from the question relating to 'the naming of one pile weave fabric'. Both questions, however, evidenced poor responses, in the main, with little knowledge demonstrated. The more successful candidates understood that the laying out of pattern pieces would be affected by direction, which was encouraging. The word 'wastage' was used considerably in a non-specific manner and as such did not gain any marks (unless it was considered in relation to lay planning).

This question's object was to identify and give a reason of a disadvantage of using pile woven fabric when manufacturing. Good answers reflected an understanding of the restrictions of the fabric and any strategies that would be needed to be taken to compensate for these. There were plenty of 1 mark responses given in the form of the fabric; 'frayed easily' or was 'thicker', beyond this knowledge was generally limited.

(ii) Explain one disadvantage when manufacturing products using pile woven fabrics or finishes.

(2)

A disadvantage is that they fray really easily once cut so they have to be overlocked and carefully handled.

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Examiner Comments

It was good to see that this candidate knew not only that the fabric would 'fray really easily', but also that this happened when it was 'cut' and how to remedy the problem by 'overlocking'.

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Examiner Tip

Candidates should take the opportunity to handle a range of fabrics so their properties can be analysed.

Candidates seemed able to gain a mark for first part of the question which asked them to raise a relevant point on the disadvantages of utilising pile woven fabrics. Snagging was one of the successful facts mentioned however the lack of acknowledgement of the difficulties handling pile fabric due to its 'thickness', loops, delicacy when pressing or why the nap had such an impact on the manufacturing of it eluded a great number of candidates.

(ii) Explain **one** disadvantage when manufacturing products using pile woven fabrics or finishes.

(2)

Its not as eco-friendly due to extra use of fabric when cutting out.

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Examiner Comments

The response gives a demonstration of an understanding that this fabric could be considered not 'eco-friendly' however the inability by this candidate to entirely explain why when cutting extra fabric was used holds them back from attaining the second mark. This scored 1 mark.

Question 14 (b)ii

Many responses reflected the clear differences between smart and modern fabric. Where responses were unsuccessful, candidates confused the two concepts, or attempted to decipher the names given in the question paper to gain a mark, thinking that 'modern' purely meant 'new and up to date'. This demonstrated that there was still some confusion around the definitions of these fabric groups.

It was good to see that some candidates understood that smart fabrics would interact without the need for human intervention and would name or explain examples of these. Similarly with modern fabrics, candidates would often use examples to show their knowledge and here 'Kevlar' and 'Nomex' were frequently used.

(ii) Explain the difference between modern and smart fabrics.

(2)

Smart fabrics respond to external stimuli like changes in light. Modern materials have improved properties

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Examiner Comments

This candidate just achieved full marks as although they clearly identified what a smart fabric was and gave an example they only mentioned the 'improved' properties of modern. This would have been an unequivocal 2 marks had they used the word 'technical' or 'performance' as well.

A lack of distinction of the attributes modern fabrics possess kept this candidate from achieving the full 2 marks. This one sided knowledge was seen about both smart and modern fabrics.

(ii) Explain the difference between modern and smart fabrics.

(2)

~~Smart~~ Smart fabrics can react to external stimuli but modern fabrics don't.

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Examiner Comments

Candidates should practise developing justified points as the knowledge of smart fabrics reacting gives a promising start to this candidate's response. They now need to avoid giving comments that rely on having one thing being able to do something, but the other not, without further expansion. This candidate was awarded 1 mark.

Question 14 (c) (ii)

This question was concerned with the advantages and disadvantages of a corrosive chemical (bleach) when used on fabric. To get full marks candidates needed to show knowledge of the correct effects and outcomes of the substance.

A good selection of candidates could express an advantage with the most common being 'removing the colour'. Fewer could explain the benefit of this making the fabric 'white' or that once dyed it would then produce a more 'vibrant' colour. These worthy responses were seen only occasionally. However very few mentioned the even base that removing the colour provided and went straight to the fact that you could simply 'dye' the fabric. This basic form of response did not provide enough of a justification for removing the original colour.

(ii) Explain **one** advantage and **one** disadvantage of bleaching fabrics.

(4)

Advantage

It can be used to ~~change / tighten~~ make the fabric white before dying, meaning you would get a richer, solid colour.

Disadvantage

It can be harmful to the environment if excess bleach gets into waterways as it can kill water life.

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It is encouraging to see candidates consider the effect of the process before dying and the benefit of it afterwards. This candidate gains full 2 marks in both sections as they managed to distinguish between the use of bleach on fabric and the effects of the process on the ecological system.

Most candidates attempted this question which is reassuring this late on in the paper. Occasionally direct reference was made to the use of bleach in the home environment and hygiene. A common disadvantage mentioned was that bleach damaged the fabric but not really what was causing this damage - i.e. the stripping of the fibres which lead on to the more explicit weakening of the fabric.

(ii) Explain **one** advantage and **one** disadvantage of bleaching fabrics.

(4)

Advantage

It can give a attractive design or pattern, wich may increase the chances of a consumer buying it. It catches the consumer eyes.

Disadvantage

the proces produces harmful toxins and chemicals that are bad for the environment. waste products can not be destroyed and go in landfills (Toxic waste)

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Examiner Comments

This candidate's comment on the decorative use of bleach looks at the use of it from another correct aspect and justifies the aesthetic outcome on the consumer, 'catches the consumer eyes'. The candidate did not achieve full marks as although they knew that bleach was 'bad for the environment' their justification is not fully developed. This achieved 3 marks.

Question 14 (d)

This question provided candidates with the opportunity to demonstrate the breadth and depth of their knowledge in one area over a 6 mark question, which (as in question 13e) included the asterisked quality of written communication component. Some candidates did not consider the considerable differences between the equipment used in textiles and those used in,e.g., security devices (at airports), health/medical devices (e.g. MRI scan), and focused incorrectly on the electric waves being detrimental to health. Marks in the high band (5-6 category) were infrequently seen.

A number of candidates were aware that body scanners were used to take accurate body measurements in order to make one-off, well-fitting clothing items but not how this was achieved. A few spoke about the anthropometrical value of a more current study utilising body scanners. Candidates often mentioned the link to virtual designing but seldom the advantages and disadvantages of utilising this as a means for home shopping. They were also aware that generally the equipment was expensive but they did not extend this by adding that this would affect the selling price to the consumer or limit availability. There were still a number of blank pages seen at the end of the paper although a high percentage of candidates who attempted the question wrote something worthy of credit and were attributed a score.

*(d) Discuss the advantages and disadvantages of using body scanners in textiles.

(6)

One advantage of using body scanners in textiles is that a garment can be designed and manufactured to exactly the right size and shape of the body. This leads to an overall better quality, more accurately produced garment. A disadvantage, however, is the possible change in shape. Due to the high accuracy of the garment, if the ~~ba~~ user's body shape changes slightly, the garment may not fit as well. Using a more generic size may, therefore, be better. Another advantage of using a body scanner is that the garment can be visualised, and easily changed and altered if the consumer is unhappy with the appearance of the product. This saves time, money and resources. Another disadvantage, however, is that workers must be skilled and highly trained in order to use the machinery. This means that money is lost and less profit is made due to the salary paid towards the workers of the machine. An advantage of body scanners in

textiles is that many different garments can be designed to fit the consumer, and saved digitally. This reduces time and resources and allows a 'made-to-measure' wardrobe.

(Total for Question 14 = 19 marks)

TOTAL FOR PAPER = 80 MARKS

Another disadvantage is that if there is a system fault, it is possible that months of work could be lost. Therefore designing garments on paper using measurements may provide a safer option. As well as this, the cost of the machinery is likely to be very high, and it may not be incredibly safe, due to the radiation used in the scanner.

A main advantage, however, is that it saves time and improves accuracy. Measuring a body using a tape measure takes time, and may be read inaccurately. Using a body scanner therefore reduces human error and provides an overall more accurately fitted garment

ResultsPlus

Examiner Comments

This is a well-structured extended piece of writing that carefully discusses the advantages and disadvantages of this piece of equipment and its link with technology. The benefits to the user, designer and workforce are all considered using key words and phrases, such as, 'made to measure wardrobe', 'generic size' and the benefits of being able to visualise the product was expanded on with saving 'resources' to justify points raised. This response was awarded the full 6 marks.

It is important for candidates to continue to investigate new technology in textiles and their links with other related technology, which are in topic 5.2 of the specification. These however must be kept specific to textiles and their other uses not expanded on unless the question calls for it.

Some candidates were aware that body scanners could be used fully clothed, although these were in the minority. This sort of moral and psychological benefit could have been used to expand on the common point about client's getting exact body measurements and making bespoke clothing accessible. Those candidates that mentioned this benefit tended to relate it to the 'time saving' aspect.

*(d) Discuss the advantages and disadvantages of using body scanners in textiles.

(6)

Body scanners in textiles can be very useful. During the process of CAD they can be used to scan the clients body so when the product is being designed, it can be designed straight onto their body to see what the garment may look like when finished. They can also ~~they can~~ scan the exact measurments of the client so the designing process is easier and quicker as they don't need to worry about measuring the client themselves which can be time consuming. Once they have designed the garment they can put it on the virtual body and send it to the client to see if they like it. This is an advantage as they don't have to meet in person which may be expensive. Disadvantages ~~include~~ include that it may not scan the body correctly or have a malfunction which means that the designing process will be longer and more difficult. Also the size of the

(Total for Question 14 = 19 marks)

TOTAL FOR PAPER = 80 MARKS

client may change so if they complete the garment and it doesn't fit then they have to complete the process again. Finally as body Scanners are computerized they rely on computers to work. If the computer breaks then a whole database of clients bodies may be lost and re-scanning them would take a long time. and cost alot to fix.

ResultsPlus
Examiner Comments

Although this candidate also presents a well-structured extended piece of writing, they just miss out on 6 marks as they leave the last point undeveloped. They make good judgements with well-matched points that expand on these such as; 'CAD', 'designing straight onto the body', exact measurements' and it being 'less time consuming'. The last point about technology not 'working' is not really credit worthy as this is true for all technology however the outcome of the 'database' of client information being lost is more specific and creditable.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Candidates should give reasons to a linked specification point in order to secure marks. These annotations should not be cumbersome or take the place of good visual description but are there to explain the suitability of the candidates' choices.
- Candidates should relate their workshop practices to industrial alternatives and use in the wider world. Examining products by hand, where possible, still remains an effective tool for learning. This gives candidates the opportunity to learn through touch, regarding the practicalities of the tasks that went into the manufacturing of textile products.
- Candidates should make themselves familiar with the names of processes such as pleating.
- Candidates should practice constructing samples and examining products to provide a foundation for their theory knowledge.
- Candidates should make certain that their written communication is well structured.
- Candidates should read the wording of the questions carefully.
- Candidates should time their answers carefully, pacing themselves throughout each section, ensuring that all areas of the paper are attempted even in a fundamental form.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx

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