



A-level

**Design and Technology: Fashion
and Textiles**

7562/2 Paper 2

Report on the Examination

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General Comments

Paper 2 is about designing and making principles. There are both short answer and extended response questions. Section A concerns product analysis with the context for each question provided by images. Section B is about the design and commercial manufacturing aspects of the specification, including maths questions. Overall, it was pleasing to see that the majority of students attempted most questions, including the maths questions.

The following points should be noted:

- Where students were asked to ‘analyse and evaluate’ (AO3), both positive and negative points are required, where appropriate, to gain the higher marks.
- Where students were asked to ‘explain’ or ‘outline’ (AO4), general points gained few marks. Detailed information within the response gained higher marks.
- It was important to keep responses focussed on the full scope of the question; where aspects of the question were listed as bullet points student responses generally covered all areas of the question, which gave them the opportunity to access the higher marks.
- For questions that asked students to ‘give’ or ‘state’ different ways (AO4), the expectation was that a full answer would be given rather than just offering one or two words.
- Those that took a moment to plan their answers for higher tariff questions tended to gain more marks overall.
- Some students were unsure how to calculate answers for maths questions but showed their working out, which was the right approach as credit could be given for method, even if the final answer was incorrect.

Section A

Question 1.1

Images of an ice skater were presented to students and they were asked to analyse the style of the costume and evaluate its suitability for the sport. This was a straightforward question to start the paper and every student attempted the question. Most wrote about the figure-hugging bodice and the skirt that swung out during spins. Many described the diamantes that reflected the light and sparkled when the skater was in motion but fewer than expected analysed the asymmetric design of the costume. Almost all gained some marks with over 40% credited with marks in the top mark band. Over 80% gained at least 3 marks.

Question 1.2

Students were asked to analyse the suitability of 82% polyamide/18% elastane warp knit fabric for the ice skater’s costume. Every student attempted the question but found it more difficult to analyse and evaluate the fabric for the ice skater’s costume than the style in part one of the question. Higher level

responses included a range of both positive and negative evaluative points. Some lower level answers included reference to the strength of polyamide, that elastane is stretchy and warp knit does not ladder. Nearly 50% of students gained marks in the lower mark band compared to about 10% in the top mark band. A common error was to state that polyamide is breathable and absorbent.

Question 2.1

An image of a young child in denim dungarees was presented to students. This question was about style and, as with question 1, students found they could analyse and evaluate the style of the children's dungarees more readily than the suitability of the fabric in the second part of the question. Most were awarded 2 or 3 marks. Some students stated everything they knew about denim before commenting on the style of the children's dungarees; credit was not awarded for points about denim because this question only concerned how the style was influenced by 19th century workwear.

Question 2.2

Students were asked to analyse and evaluate the suitability of 99% organic cotton and 1% elastane denim fabric for children's dungarees. This question was more challenging than part one. Over 50% of students gained marks in the lower mark band with only about 10% awarded top band marks. Most demonstrated insufficient knowledge and understanding of fibres and fabrics to gain marks in the higher mark band.

Question 3

An upholstered 100% polyester velvet sofa was the context for this product analysis question. It was the most challenging Section A question. More able students gave a range of both positive and negative evaluative points; just over 5% of answers were placed in the top mark band. Those gaining higher marks understood how fibre properties and fabric construction interrelate and pointed out the strength of the fibre but how damage to the fabric pile could occur during use over time. Some students incorrectly stated everything they knew about washing fabric without considering the context of the sofa or the polyester velvet fabric.

Section B

Question 4.1

This was the first of three 1 mark questions at the start of Section B. Students had to state what was meant by the term tolerance and many found it more difficult than expected to answer this question. There were some vague answers that were insufficient for a mark with nothing worthy of credit in the response. Just under half of the students gained a mark. Many incorrectly wrote about fabric being strong or stretchy enough rather than giving points related to measurements, and ensuring that manufactured products are produced accurately and within acceptable range of measurements. It was more challenging than the second part of the question as students generally found it difficult to put into words what was meant by the term tolerance.

Question 4.2

Some students could give an example of a specific tolerance used in the manufacture of a shirt; just over half gained the mark. Those who did not give the full information about the particular part of the shirt or what their numeric tolerance concerned did not get the mark.

Question 5

Students were asked to state the role of the International Organisation for Standardisation (ISO) – an area of the specification with which students appear to be unfamiliar. This was the most challenging of the first three 1 mark questions at the beginning of section B. Most attempted the question with nearly 40% getting the answer right. A common error was to state that the organisation carried out testing to see if a product/company met standards.

Question 6

Students found this question easy and about 70% gained at least 2 marks. The most common correct response referred to gender neutral clothing where stereotypical colours such as pink or blue clothing were avoided, along with images and motifs on clothing traditionally associated with specific genders. Some students incorrectly stated everything they knew about designing clothing for children in general, rather than considering how a designer can ensure that clothing for children is inclusive. These general points were not worthy of credit.

Question 7

There was a good spread of marks across the responses to this question, so it discriminated well between lower- and higher-attaining students with many writing enthusiastically about minimalism and minimalist fashion design. Most referred to monochrome colours, simple lines, lack of excessive decoration and timeless fashions. Higher-attaining students also outlined the sculptural forms and use of sustainable materials and some gave examples of minimalist fashion designers. Although this was not a requirement of the question, it did demonstrate a higher level of knowledge and understanding when elements of the designer's work were included and credit was awarded where appropriate. About the same number of students gained marks in the top mark band as in the lower mark band.

Maths

The context for the maths questions was the manufacture of dresses with frills and buttons. This year almost every student attempted every maths question. The response overall was good, with students gaining marks for the correct method, even if the final answer was incorrect. Students found 8.3 the most challenging and 8.4 the least challenging.

Question 8.1

Students were asked to calculate the probability of randomly picking out a faulty dress from the batch of dresses. Over 40% gained full marks. Some disregarded, or didn't understand, the instruction to give the answer to three decimal places and so lost a mark.

Question 8.2

This question was about scaling ratios. About 35% of students responded to the question but gained 0 marks. Although the number who didn't attempt this question was very low, out of the four maths questions this one was the least attempted. Very few gained just 1 mark whereas over 45% were credited with full marks. A common error was to forget to calculate the frill length for the size 10 dress to the nearest cm, but instead give the answer as 112.5cm, or to round down to 112cm.

Question 8.3

This was the most challenging maths question, with students asked to calculate the increase in cost per dress for including 5 rather than 4 buttons in the design of the dress. Nearly half the students managed to gain the first mark; however only just over 15% gained full marks. Some gave the answer as 0.41p instead of 41p, and so did not gain the final mark.

Question 8.4

Students had to work out which of the two different shaped boxes took up less storage space in the warehouse. If the correct answer B was given but there was no working to support the answer, then no marks were given as it may have been a guess between the two different boxes. The correct volumes of the two boxes had to be shown in the working to award credit. Students found this question the least challenging maths question, with over 60% being awarded full marks.

Question 9

This was the least challenging question on the paper with students asked to state three different ways to reduce the environmental impact of packaging for fashion and textiles products. Every student attempted the question; almost all gained at least one mark; most were awarded at least 2 marks and about 60% gained full marks. Common incorrect answers included points about the distance fashion and textile products were transported, the method of transporting or non-textile products.

Question 10

This year students found it easier to gain marks writing about designers and their work compared with previous years. They were asked to explain the impact WW2 had on fashion and how Christian Dior influenced fashion after the war ended. There was a good spread of marks; about 35% gained marks in the lower mark band, nearly 40% in the mid mark band and nearly 20% in the top mark band. The question discriminated well between lower- and higher-attaining students. Lower level responses often focused on factory uniforms for women workers during the war and the small feminine waistlines of Christian Dior's 'New Look'. Higher level responses also referred to the austerity of wartime, the social equality of rationing and regulation contrasted with the controversial exclusive styles of post war Christian Dior fashions; they included detailed descriptions of the clothing.

Question 11.1

This question was about the different ways that the design of fashion and textiles products can have a minimal environmental impact in a circular economy. More attempted the first part of question 11 than the second part. Just over 20% of students gained both marks for this question, compared to nearly 40% for the second part. Some erroneously wrote about designing and the design process, rather than the actual design of fashion and textiles products.

Question 11.2

This second part of the question was about the different ways that the manufacture of fashion and textiles products can have a minimal environmental impact in a circular economy. Over half of the students gained at least one mark. Some incorrectly included ways that packaging could have a minimal environmental impact but this question was about the manufacture of fashion and textile products, not packaging. Information repeated from question 9 responses was not awarded credit.

Question 12

Collaborative partnerships and the benefit of them for high street fashion brands was the focus for this question, with just over 25% of responses placed in the top mark band. A common error was for students to state everything they knew about working as a team or colleagues working together within a company, or focus groups. The question concerned collaborative partnerships, for example between celebrity and clothing retailer, high street fashion brand and high-end fashion designers etc.

Question 13.1

A definition of the term 'dart' and an explanation of its purpose was required for this part of the question. Students were more knowledgeable about darts than yokes, with just over 40% credited with full marks for part one. Despite the answer space being laid out clearly for the definition and purpose of a dart, some students wrote only about the purpose and so could not gain marks for the definition of the term.

Question 13.2

This last question on the paper was the most challenging, suggesting that this area of the specification was less familiar to students – nearly 15% did not attempt to answer. Students were asked to define the term 'yoke' and explain its purpose. About 40% of those who attempted the question gained 0 marks and only about 15% were credited with full marks.

Mark Ranges and Award of Grades

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