
A-LEVEL DESIGN AND TECHNOLOGY: FASHION AND TEXTILES

7562/2 Paper 2
Report on the Examination

7562/2
June 2023

Version: 1.0

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

Copyright © 2023 AQA and its licensors. All rights reserved.
AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

General Comments

Paper 2 concerns the designing and making principles of the specification subject content and the question paper contains both short answer and extended response questions. Section A is about product analysis and nearly all students were able to write at some length about the information in the provided images and the area of the specification within the scope of each question. Section B covered the design and commercial manufacturing aspects including maths. Overall it was pleasing to see that most students attempted most questions.

The following points should be noted:

- Where students were asked to analyse and evaluate, justify or compare and contrast (AO3), both positive and negative points were often required to gain the higher marks.
- It was important to keep responses focussed on the full scope of the question; some students offered knowledge and understanding of only part of the question and so lost the opportunity to gain some of the marks.
- Where students were asked to explain (AO4), general points gained few marks. Detailed points/examples within the response gained the higher marks especially for those questions where there was a requirement for examples.
- 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

This question showed an image of two women dressed for cycling in the 1900s. Students were asked to analyse the style of the clothing and evaluate how the outfits reflected the role of women in society during this time.

Most students correctly referred to the corseted S-bend silhouette with a narrow waist and the long skirts. Higher level responses also noted that the skirt length was raised to the ankle to permit more movement for cycling as some women in society now had the opportunity to enjoy some active sports. Most students wrote about constricting clothing reflecting the restrictions for women in society and the inequality between the sexes. Some students only focussed on the difficulty of riding a bike in a long skirt rather than considering the role of women in the 1900s. Some commented on the suitability of the clothing for cycling in the 2020s but gained no credit for such points. Many wrote in some detail about the role of women in society but analysis of the clothing was insufficient to gain marks in the top mark band.

Students who gained higher marks gave detailed descriptions of each of the main elements of the outfits and related those aspects to the role of women in society during the 1900s. Some referenced Christian Dior's new look, the work of Coco Chanel or Paul Poiret but these examples were not relevant to the clothing and accessories specified in the question image.

It was pleasing to see that all students attempted this question.

Question 1.2

Students were asked to justify why the style of the 2020s clothing in the image provided was suitable for cycling.

All students attempted this question and most correctly focussed on the style of the clothing; those that referred to the suitability of the fabric for cycling instead gained no marks for such comments. Tight fitting aerodynamic clothing, shorts and short sleeves for coolness, an adjustable zip to take the top on and off, bright colours for safety were the most frequent correct answers.

Question 1.3

This was a 9-mark question with the mark allocation reflecting the wide range of points that could be made about the two different fabric types used for the cycling clothing from the 1900s and 2020s.

Most students commented on the warmth of wool and the strength and stretchiness of the polyester jersey. Higher level answers included a wider range of properties for each fabric type and referred to the stretch of both the fibre type and construction method for both woven wool and polyester jersey. Some also stated that polyester could be engineered to make it wick moisture away. A widespread error was stating that polyester was breathable without any qualification about modified polyester. Some students did not discriminate between the two eras in which the fabrics were worn and often gained fewer marks. Some responses covered the role of women and the style of the garments which was not a requirement of the question.

Question 2

Two different caps were shown in this question and a table of information about them provided a structure for the response. Students were asked to compare the environmental impact of the stated differences between the caps.

Most students wrote at length in response to this question and demonstrated a good knowledge and understanding, with higher level answers including comments on both the positive and negative aspects. Knowledgeable students, with a greater understanding of fibres and their impact on the environment, were able to compare the differences beyond stating that cotton is a biodegradable natural fibre and acrylic is man-made and doesn't decompose in landfill. Some students included ethical points rather than environmental impacts, but this information wasn't required.

Section B

Question 3

This question was designed to be an accessible introduction to Section B, and asked students to state two reasons why it is important to use the correct tools and equipment for cutting fabric.

All students attempted this question and nearly three quarters gained full marks. Very brief or one word answers with no further comment, such as 'quicker and easier' were not given credit. Correct answers often gave reasons of accuracy and wastage with successful students writing a full sentence to state the exact reason. A common error was to be too vague on safety points with answers such as 'to keep safe'. Repetitive points about damage to fabric only gained 1 mark overall.

Question 4

This question was about anthropometric and ergonomic data and how they are used when designing a backpack.

Some students were able to identify aspects of the design informed by such data but others struggled to differentiate between the two types of data. Many students knew what anthropometric data was but gave limited detail in their explanation. Some confused ergonomic data with market research. Successful responses understood that the anthropometric data concerned the average human body measurements, and the ergonomic data related to how the body moves and interacts when using the product, and demonstrated understanding of the difference between the two types of data.

Question 5

This maths question was about a tote bag with an applique design. The first part required students to calculate the time it takes to stitch the applique for a batch of bags. The next two parts were based on pie charts that gave the percentage sales of three different designs of bag. The last two parts asked for the coordinates for datum points for the logo stitched onto the bag.

It was pleasing to see that nearly all students attempted each part of the maths question.

Question 5.1

A common error was to use πr^2 as the formula and to find out the area instead of the circumference of each circle. Where students did not give the correct final answer but showed working out, they often gained one or two method marks. However, some students failed to gain the first mark as expected because they did not show the working out for the three circle circumferences. Some students gained the second method mark because they multiplied the diameters ('their' [122.46, 122.55]) by 0.13 and then added them up, which is equivalent to adding up first and then multiplying by the 0.13. If they continued with working out by multiplying by 9550 ('their' [15.9198, 15.9315]) they were awarded the third mark.

Nearly all students attempted this question with about 25% getting full marks, although nearly 30% of students received no marks.

Question 5.2

A common error was to give the difference between the percentages of the sales in the two pie charts for Designs A, B, C ie -6%, +1%, +5% rather than the percentage change in sales for each design from year 1 to year 2. Students were not required to give answers to the nearest whole number but where they did, the mark scheme allowed for the answers 13, 4, 19, without exact answers seen, to be awarded a total of 1 mark. Rounding up/down some answers but not all three answers was also evident in some responses, but in this case no credit was given.

Although nearly all students attempted this question, nearly 70% received no marks and only about 15% were awarded full marks.

Question 5.3

Students were asked which design had been the least successful and to give a reason for their answer.

Many students correctly identified Design A but failed to give a sufficient reason for their answer. Data for all three designs had to be taken into consideration to gain the mark.

Questions 5.4 and Q5.5

The first part was an accessible question and prepared students to give the coordinate for the second part of the question which was more challenging.

Common errors included: -

5.4 -2,5

5.5 -3,2 or 1,2

Question 6

Students were asked to explain how designers use a range of third party feedback in product development. The context was children's soft toys.

Some students found this more challenging than expected as there was some lack of understanding about what was meant by third party feedback. Some students focussed on sales analysis of existing products which was incorrect, with no reference to the opinion of others not involved in the designing or manufacturing the product.

Question 7

The work of Yves St Laurent was the focus of this question and students were asked to include examples of his work in their answer.

Most students wrote about the example of 'Le smoking' and many included the Mondrian dress. Examiners were anticipating answers that would accurately describe the features and characteristics of his key fashions, however many lacked details and there was a limited range of examples of his work. Many correct answers reflected on women's liberation in 60s relating it to a raised hemline and masculine suit style. Most students' responses fell into the lowest mark band.

Question 8

Students were asked to give two examples of quality assurance symbols used on fashion and textile products.

Some students gave answers which were incorrect because of vague responses. Many students gave the answer 'BSI mark' incorrectly, when the correct answer was 'Kitemark'.

Question 9.1

This question was about e-textiles and students were asked to state what was meant by the term.

Some answers to 9.1 were vague, such as 'textiles that involve technology', or incorrect, such as 'designed and manufactured using CAD CAM'. Others thought that this question was about environmentally friendly textiles. However, the majority of students gained 1 mark.

Question 9.2

Students were asked to give two examples of e-textiles products.

A common error was to confuse e-textiles with modern or smart materials such as Kevlar®, photochromic dyes or microencapsulated fabrics. Half of the students gained full marks for this 2 mark question; however 6% of students did not attempt the question.

Question 10

The focus of this question was textile products that meet the needs of migration and housing.

This question was not about donated clothing or furnishing a house; some students incorrectly referred to recycling unwanted clothing, out of date fashion stocks, and to giving those in need employment in the textile industry. This is an area of the specification which has not been tested before so students may have been less familiar with it. 6% of students did not attempt this question.

Question 11

The challenge in this question was to compare the way in which synthetic and regenerated fibres are produced.

Students often stated facts about each type of fibre but didn't always make the difference between them clear. Some students stated everything they knew about the topic without engaging with the wording of the question

Question 12

Pop Art was the subject of this question.

Most students wrote about Andy Warhol and his 'Souper dress'. Nearly all students correctly wrote about the use of bold bright colours, listing the primary colours. Some students referred to pop art images in food packaging, comics and magazines but did demonstrate some understanding of the influence of consumer culture on Pop Art.

Mark Ranges and Award of Grades

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