

Teacher Resource Bank

GCE Design and Technology:
Product Design (Textiles)
Changes to Content



CHANGES TO CONTENT

The new Product Design (Textiles) specification retains much of the content that was previously contained within the Product Design (5551/6551) specification. There have been some additions to, and clarification of, the content, however, and major changes in the structure of the qualification.

A number of key changes include

- There has been a reduction from six to four units, with each unit having an equal value of 25% of the total Advanced level award.
- The balance between coursework and written papers has changed for both the AS and A2 examinations but retains the same 50/50 split overall.
- At AS level there has been a move in weighting towards coursework whilst at A2 level there is a greater weighting in favour of the written paper.
- Although the Product Study is no longer required, some of the elements of this study have been retained and incorporated into other areas of the new specification, especially Unit 4, the A2 coursework and, to a lesser extent, the Unit 1 written paper.
- The content has been set out in a more logical and sequential manner, starting with the sources and manufacture of fibres and fabrics through to product manufacture and the work of the designer.
- The content is essentially the same as that of the previous specification, but more detail has been included to explain the level of knowledge and understanding expected of candidates.
- Students' knowledge and understanding should include all named examples. During the lifetime of this specification, it is inevitable that there will be new developments in fibres and fabrics, especially smart and interactive textiles, and whilst students will not be tested on their knowledge of specific materials, they will be given credit for any appropriate and relevant up-to-date information.
- At AS level, the two hour Unit 1 paper replaces the two 1½ hour PD1T and PD3T papers. The new written paper will primarily test knowledge and understanding of materials, components and application, similar to the old PD1T paper, but will also incorporate product analysis and elements of the old PD3T paper. There is less emphasis upon design so there will no longer be a pre-release paper.
- At A2 level, the written paper, which is synoptic in nature, follows a format similar to that currently available on the equivalent paper although the duration of the exam has been reduced from 3 hours to 2 hours.
- The coursework units require that students apply their knowledge of the AS and A2 subject content to the designing and making of their own projects, which should involve about 50 hours of work at AS and 60 hours at A2

- Revised Candidate Record Forms have been introduced at both AS and A2 level and it is hoped that these will be viewed by students and teachers alike as a significant step forward in terms of improving the understanding of the requirements of these two assessment units.
- The number of assessment criteria has changed and QWC is no longer a separate criterion but is subsumed within the criteria for communication and presentation.

The majority of candidates will progress to the GCE course of study from experience of Design and Technology at GCSE level, although this is not a requirement. The AS course allows for progression from a GCSE background by offering candidates opportunities to:

- undertake more personalised and independent investigations as a starting point for design activities
- study the influences of major 19th and 20th century design movements on current style and fashions
- develop design ideas for more diverse groups of end users taking into account their various needs and requirements
- use an increased range of communication skills when presenting design ideas
- extend their knowledge and understanding of fibres, yarns and fabrics, and their selection and use for different textile products
- consider the use of a more varied range of components used in the design and manufacture of textile products, including suitability for purpose
- develop skills of critical analysis and evaluation through the study of existing textile products and by considering how far their own design ideas and made outcomes meet various specifications
- have experience of handling more challenging fabrics
- build up competence in using more varied and complex decorative and construction techniques including those used in the development of templates and prototypes
- have increased knowledge and understanding of industrial and commercial practices, especially CAD and CAM systems used in the manufacture of textile products
- develop rigorous testing strategies when evaluating design ideas and made outcomes in order that appropriate modifications can be considered.

Successful completion of the AS course provides a foundation for A2 study. Progression from AS to A2 offers candidates opportunities to:

- study the work of past and present textile designers and assess their influences on trends and fashions in textile products
- work independently to identify a meaningful context in which to set their major project, to determine achievable objectives for project, and to draw up realistic action plans in order to meet set targets
- develop sophisticated and imaginative design ideas in response to the specifications drawn up from detailed analysis of research material

- produce high quality manufactured outcomes using a wide range of skills which realise their own design proposals
- have a more specialised knowledge and understanding of textile materials, including detail of technical aspects which impact on their physical and chemical properties, and their selection for different applications
- have greater knowledge and understanding of the impact of new technologies used in the design and manufacture of textiles and textile products
- develop knowledge and understanding of the workings of the fashion and textiles industry, including the roles of professionals working in the industry
- build on knowledge of CAD and CAM systems to include the wider use of ICT in production planning and control
- develop awareness and understanding of core issues relating to industrial and commercial practices, including those relating to the environment, health and safety , and global production
- engage intellectually with the subject matter in considering the inter-relationships between the various strands of the specification content