



# Syllabus

## **Cambridge International AS & A Level For Administration Zone 4 only Design & Textiles 9631**

Use this syllabus for exams in 2022 and 2023.  
Exams are available in the November series.



### Changes to the syllabus for 2022 and 2023

The syllabus has been updated. The latest syllabus is version 3, published August 2021.

Changes have been made to section 3.1 Introduction on page 17.

Centres must complete a Practical Test Task Mark sheet for each candidate. They must submit this mark sheet with each candidate's work. See Section 3.1 of the syllabus for the update.

#### **Changes to version 2, published November 2020.**

Outline proposal forms are no longer in use for this syllabus for entries from 2022 series onwards. As part of teaching, you should give guidance and feedback to candidates on whether their coursework, essay or project title is suitable.

For guidance on developing suitable titles for coursework, essays or projects go to our School Support Hub [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

For further information, see the *Cambridge Handbook* for the relevant year of assessment at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

#### **Changes to version 1, published September 2019.**

Please see additional advice on submission of coursework folders in Section 4.2, and on authentication in Section 4.4.

■ Significant changes to the syllabus are indicated by black vertical lines either side of the text. ■

**You are strongly advised to read the whole syllabus before planning your teaching programme.**

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## Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

We review all our syllabuses regularly, so they reflect the latest research evidence and professional teaching practice – and take account of the different national contexts in which they are taught.

We consult with teachers to help us design each syllabus around the needs of their learners. Consulting with leading universities has helped us make sure our syllabuses encourage students to master the key concepts in the subject and develop the skills necessary for success in higher education.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

“ We think the Cambridge curriculum is superb preparation for university. ”

Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

“ Cambridge students develop a deep understanding of subjects and independent thinking skills. ”

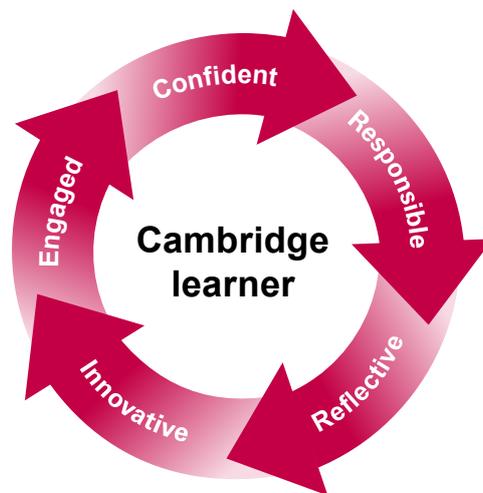
Principal, Rockledge High School, USA

## Why choose Cambridge International AS & A Levels?

The best motivation for a student is a real passion for the subject they're learning. By offering students a variety of Cambridge International AS & A Levels, you can give them the greatest chance of finding the path of education they most want to follow. With over 50 subjects to choose from, students can select the ones they love and that they're best at, which helps motivate them throughout their studies.

Following a Cambridge International AS & A Level programme helps students develop abilities which universities value highly, including:

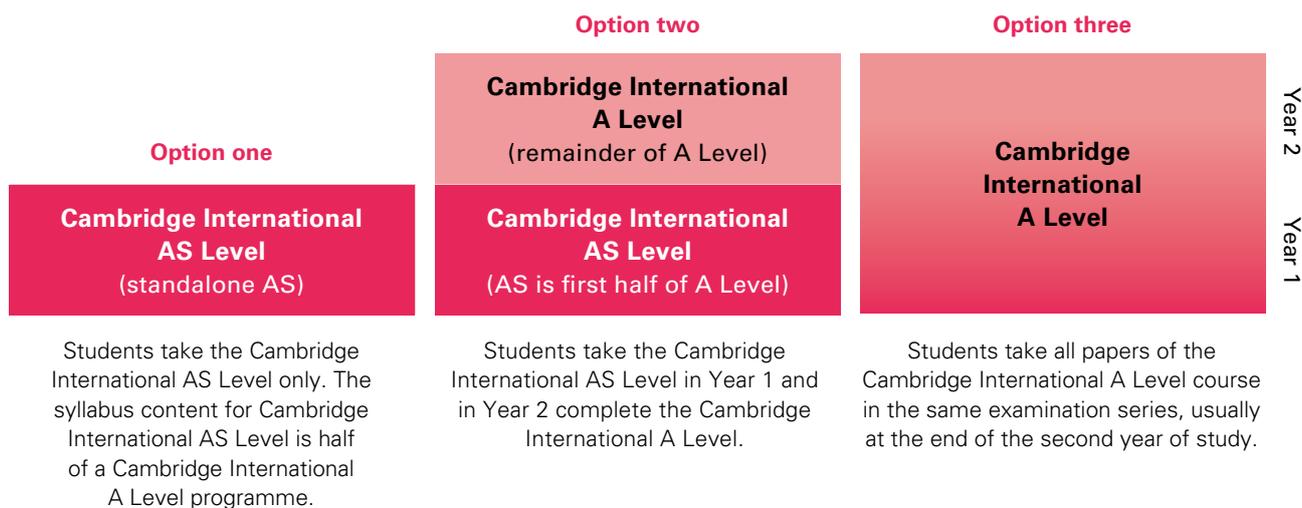
- a deep understanding of their subjects
- higher order thinking skills – analysis, critical thinking, problem solving
- presenting ordered and coherent arguments
- independent learning and research.



Our approach in Cambridge International AS & A Level encourages learners to be:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Cambridge International AS & A Level offers a choice of assessment routes with staged assessment available in many subjects: Cambridge International AS Level can be offered as a standalone qualification or as part of a progression to Cambridge International A Level:



## International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. Every year thousands of students with Cambridge International AS & A Levels gain places at leading universities worldwide. They are valued by top universities around the world including those in the UK, US (including Ivy League universities), Europe, Australia, Canada and New Zealand.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge International AS & A Level and found it to be comparable to the standard of AS & A Level in the UK. This means students can be confident that their Cambridge International AS & A Level qualifications are accepted as equivalent, grade for grade, to UK AS & A Levels by leading universities worldwide.

### Learn more

For more details go to [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

## Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/ISO9001)



Cambridge Assessment International Education is an education organisation and politically neutral. The content of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

“ The depth of knowledge displayed by the best A Level students makes them prime targets for America’s Ivy League universities ”

Yale University, USA

## Why choose Cambridge International AS & A Level Design & Textiles?

### About the syllabus

Cambridge International AS & A Level Design and Textiles is accepted by universities and employers as proof of knowledge and understanding of design and textiles. Successful candidates gain lifelong skills, including:

- an awareness of how textiles and the user interrelate in a changing multicultural and technological society
- knowledge of a range of textile resources and products and the processes involved in working with them
- the ability to make informed decisions
- the ability to solve problems easily

an excellent foundation for studies beyond Cambridge International A Level in design and textiles, in further or higher education, and for professional courses.

### Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 guided learning hours for Cambridge International AS Level, and around 360 guided learning hours for Cambridge International A Level.

These figures are for guidance only. The number of hours needed to gain the qualification may vary depending on local practice and the learners' previous experience of the subject.

### Prior learning

Candidates beginning this course are not expected to have studied Design and Textiles previously.

### Progression

Cambridge International A Level Design & Textiles provides a suitable foundation for the study of Design & Textiles or related courses in higher education. Equally it is suitable for candidates intending to pursue careers or further study in Design or Textiles, or as part of a course of general education.

Cambridge International AS Level Design & Textiles is the first half of Cambridge International A Level Design & Textiles. Depending on local university entrance requirements, the qualification may permit or assist progression directly to university courses in Design & Textiles or some other subjects.

We recommend learners check the Cambridge recognitions database and the university websites to find the most up-to-date entry requirements for courses they wish to study.

#### How can I find out more?

##### If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org)

##### If you are not yet a Cambridge school

Learn more about the benefits of becoming a Cambridge school from our website at [www.cambridgeinternational.org/startcambridge](http://www.cambridgeinternational.org/startcambridge)

Email us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) to find out how your organisation can register to become a Cambridge school.

## Cambridge AICE

Cambridge AICE (Advanced International Certificate of Education) Diploma is the group award of the Cambridge International AS & A Level. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of candidates who pass examinations from different curriculum groups.

### Learn more

For more details go to [www.cambridgeinternational.org/aice](http://www.cambridgeinternational.org/aice)

“ Our research has shown that students who came to the university with a Cambridge AICE background performed better than anyone else that came to the university. That really wasn't surprising considering the emphasis they have on critical research and analysis, and that's what we require at university. ”

Assistant Vice President for Enrollment Management, Florida State University, USA

## Supporting teachers

We provide a wide range of practical resources, detailed guidance, and innovative training and professional development so that you can give your students the best possible preparation for Cambridge International AS & A Level.

### Teaching resources

- School Support Hub  
[www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)
- Syllabuses
- Schemes of work
- Learner guides
- Discussion forums
- Endorsed resources

### Exam preparation resources

- Question papers
- Mark schemes
- Example candidate responses to understand what examiners are looking for at key grades
- Examiner reports to improve future teaching

Support  
for Cambridge  
International  
AS & A Level

### Training

- Introductory – face-to-face or online
  - Extension – face-to-face or online
  - Enrichment – face-to-face or online
  - Coursework – online
  - Cambridge Professional Development Qualifications
- Find out more at  
[www.cambridgeinternational.org/profdev](http://www.cambridgeinternational.org/profdev)

### Community

You can find useful information, as well as share your ideas and experiences with other teachers, on our social media channels and community forums.

Find out more at  
[www.cambridgeinternational.org/social-media](http://www.cambridgeinternational.org/social-media)

“ Cambridge International AS & A Levels prepare students well for university because they’ve learnt to go into a subject in considerable depth. There’s that ability to really understand the depth and richness and the detail of a subject. It’s a wonderful preparation for what they are going to face at university. ”

US Higher Education Advisory Council

## 1 Assessment at a glance

- Candidates for Advanced Subsidiary (AS) certification take Papers 1 and 2 in a single exam series.
- Candidates who already have AS certification and wish to achieve the full Advanced Level qualification may carry their AS marks forward and take just Papers 3 and 4 in the exam series in which they require certification.
- Candidates taking the complete Advanced Level qualification take all four papers in a single exam series.

<b>Paper 1</b>	<b>Fibres, Fabrics and Design</b>	<b>2 hours</b>
This paper is in two sections. In Section A, candidates answer two compulsory structured/data response questions. In Section B, candidates answer one structured essay question from a choice of two. There is a total of 75 marks for the paper.		
50% of total marks at AS Level		25% of marks at A Level
<b>Paper 2</b>	<b>Practical</b>	<b>7 hours</b>
Candidates plan and make up a garment, for a total of 100 marks. See Section 5 in this syllabus booklet for further details.		
50% of total marks at AS Level		25% of marks at A Level
<b>Paper 3</b>	<b>Textile Applications and Textile Technology</b>	<b>2 hours</b>
This paper is in two sections. In Section A, candidates answer two compulsory questions that test their understanding of the connections between the different elements of the subject, in particular the interrelationship between textiles and the user. In Section B, candidates answer two of three essay type questions. There is a total of 100 marks for the paper.		
		25% of marks at A Level
<b>Paper 4</b>	<b>Coursework</b>	
Candidates complete coursework for a total of 100 marks. See Section 6 for further details.		
		25% of marks at A Level

Candidates following an AS Level route will be eligible for grades A–E. Candidates following an A Level route will be eligible for grades A\*–E.

## Availability

This syllabus is examined in the November examination series.

This syllabus is not available to private candidates.

Detailed timetables are available from [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable.

From 2018 this syllabus is not available in all administrative zones. To find out about the availability visit the syllabus page at [www.cambridgeinternational.org/alevel](http://www.cambridgeinternational.org/alevel)

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge International syllabus, except:

- Cambridge O Level Fashion and Fabrics (6050)
- Cambridge O Level Fashion and Textiles (6130)
- syllabuses with the same title at the same level.

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## 2 Syllabus aims and assessment objectives

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The Design and Textiles syllabus encourages candidates to develop an awareness of how textiles and users interrelate and provides the chance to study a range of textile resources and products. Candidates study the subject in the context of a contemporary, changing and multicultural society. They are given the opportunity to explore the content through a range of approaches. The syllabus allows Centres to be flexible in their approach to the coursework in both AS and A Level, using creative, design-and-make, practical application and investigative methods. The subject content is carefully defined and it is intended to be relevant and motivating to both AS and A Level candidates.

### 2.1 Syllabus aims

A course based on this syllabus should aim to:

- develop awareness of how textiles and users interrelate in a changing multicultural and technological society;
- help candidates to develop the ability to make informed decisions;
- encourage candidates to have an investigative approach to study, which may include problem solving;
- provide an experience of relevant materials and processes that will inform the candidates' decisions;
- create awareness of design and textiles as an applied field of study leading to further and higher education and a range of career options.

### 2.2 Assessment objectives

At Cambridge International AS Level, candidates should be able to show their ability to:

- identify and recall knowledge and understanding;
- analyse, choose and apply relevant knowledge by organising and presenting information clearly and logically;
- make informed and rational choices;
- carry out a course of action using a range of relevant, appropriate and transferable skills and resources;
- critically evaluate acquired knowledge, understanding and the decision-making process.

At Cambridge International A Level, candidates should also be able to show their ability to:

- carry out research
- present the results of that research and undertake a critical analysis of the results.

## 2.3 Notes

- 1 Centres should emphasise the scientific and/or artistic aspect of the subject throughout the teaching of the practical and the coursework.
- 2 When the work is marked, Cambridge International takes into account suitability of material and designs, as well as workmanship. The examiners expect to see evidence of skills in hand sewing and competence in using a sewing machine.
- 3 Centres must send all practical tests (including Plans of Action and Mark Sheets) for marking immediately after the practical exam, which should take place before 31 October in the year of the examination.
- 4 Centres must send all coursework (including garments, worked items, folders and mark sheets) for marking by 31 October in the year of the examination.
- 5 In the written papers, Cambridge International differentiates between candidates by setting questions which are designed to assess candidates at their appropriate levels of ability and which allow all candidates to demonstrate what they know, understand and can do.
- 6 In coursework, Cambridge International differentiates between candidates by task and by outcome. Candidates should carry out assignments that enable them to display positive achievement. For further details on coursework see Section 6.

## 2.4 Cambridge International AS level

### 1 Fibres and Fabrics

In this module, candidates should develop a critical appreciation of the complexity of the relationships between the performance characteristics and use of fibres and fabrics in different contexts. Candidates have the opportunity to develop an understanding of the content through a range of practical activities, including experimental and investigative tasks. Candidates must complete a Practical Test. For further information on the Practical Test see Section 5.

Candidates should have 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 × 1 rib, 1 × 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

In this module, candidates should develop a critical appreciation of design through the study of contemporary, historical and multicultural design sources and processes. They will use this knowledge as the basis for exploring a range of traditional, contemporary and experimental textile processes and techniques later in the course at Cambridge International A Level.

Candidates should have an understanding of:

### 2.1 Design principles

- (a) the aesthetic qualities that 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 that 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 (for example, e-commerce)

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

- (a) manufacturing methods, to include one-off (job), batch and mass production
- (b) the stages involved in pattern-making, to include pattern construction, sizing, grading, lay planning, types of lay plans, spreading and cutting processes
- (c) adaptation of commercial patterns or pattern alteration
- (d) the methods of marking and other pre-sewing processes
- (e) the use of hand and machine 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

See section 5 for full details.

## 2.5 Cambridge International A Level

Through the Cambridge International A Level content, candidates are given the opportunity for creative, investigative and analytical approaches to the study of textiles, design and technology. Candidates must also create a coursework folder. In addition to Modules 1 and 2, candidates for Cambridge International A Level also study the following modules:

### 3 Textile Applications

In this module, candidates should develop a critical appreciation of textiles and their applications in different contexts.

Candidates should have 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 disabled, workwear, sports, leisure and outdoor wear
- (b) the finishes that alter fabric appearance: for example, calendering, embossing, glazing, delustering
- (c) the finishes that 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 that 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 that 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 that cause physical wear in textiles, to include snagging, abrasion, pilling, felting
- (b) the effects of environmental factors on the wear of textile products, to include soiling, pollution and sunlight
- (c) 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) opportunities for recycling textiles

## 4 Textile Technology

In this module, candidates should develop a critical understanding and practical experience of textile technology from product concept to end product. The content provides opportunities for developing the candidate's 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 Cambridge International A Level Coursework

See section 6 for full details.

## 3 Syllabus content

### 3.1 Introduction

The practical test (Paper 2) is set by a teacher at the centre and is a task based on making up a garment that allows candidates to show planning and practical techniques and skills. The centre should give candidates copies of the task sheet 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 exam session are given later in this section. Please make sure that these instructions are followed.

**Candidate Instructions** – the syllabus contains a blank copy of the Practical Test Task Sheet for candidates (see page 41). Centres should use this as a template for their candidates.

**Practical Test Task Mark Sheet** – the syllabus includes a blank copy of this sheet (see page 44). Centres **must** use this as a template for recording the work of candidates.

Cambridge will mark the practical task. To assist with the marking teachers are required to complete and submit a Practical Test Task Mark Sheet for each candidate, which should be sent to Cambridge International with the practical work. For examples of practical tasks for Cambridge International AS Level, see the Appendix (section 8.1).

All the work of **each** candidate should be collated (Practical Test Task Sheet, written answers and paperwork, garment, paper pattern).

Candidates are expected to show that they can apply the knowledge and understanding gained in Module 1 (Fibres and Fabrics) and Module 2 (Design) to the practical test. The requirements are listed below. The marking criteria (see Section 5.3) give further details of the requirements.

1	Task analysis and planning <ul style="list-style-type: none"> <li>• interpretation of requirements to complete the prescribed test</li> <li>• consideration of the suitability of the textiles selected</li> </ul>	1 hour 30 minutes
2	Preparation and pattern alteration <ul style="list-style-type: none"> <li>• adaptation or alteration of the commercial pattern as specified</li> <li>• completion of a production plan and order of work/time plan</li> <li>• laying, cutting and marking pattern pieces</li> <li>• importance of initial assembly and assessment of style and fit</li> </ul>	2 hours
3	Implementation – Carrying out planned test <ul style="list-style-type: none"> <li>• time management and techniques used in garment construction</li> </ul>	3 hours
4	Evaluation <ul style="list-style-type: none"> <li>• evaluation of the results achieved</li> </ul>	30 minutes
Total		7 hours

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

**Practical Test 9631/2**

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

**Assessment Criteria**

- (1) Task analysis and planning (one week before test date)
- (2) Preparation and pattern alteration (prior to exam session)
- (3) Implementation – carrying out planned test (day of exam)
- (4) Evaluation (day of exam or next day)

**Duration**

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

**Centres should take great care that any confidential information given does not reach the candidates either directly or indirectly.**

Centres should follow the instructions given in this document closely and every care should be taken to safeguard the integrity of the exam.

Centres must allow time between the planning session and the practical test so that test materials can be ordered, but they must not organise any practice that has a bearing on the exam between the planning session and the practical test.

**PREPARATION OF PRACTICAL TEST TASK – PRIOR TO EXAM SESSION**

The Centre should choose an exam date between August and October. All work must be submitted for marking by Cambridge **by 31 October**.

The Centre should make sure that:

- 1 **SIX MONTHS BEFORE** (or earlier) the day of the exam, the teacher chooses and gets a **pattern** for the practical test. At this point, the centre should lay out the tasks and required pattern alteration, and 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 Cambridge International for our consideration and comment.**
- 2 **THREE MONTHS BEFORE** (or earlier) the day of the exam, the centre must purchase/copy the **correct number and sizes** of PATTERNS for **each** candidate and print/copy 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 EXAM

- 3 **TASK ANALYSIS AND PLANNING – 1 hour 30 minutes** is allowed for this part of the exam. A maximum of **ONE SCHOOL WEEK** before the start of the practical test, the teacher should give **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 teacher should keep the copy of the shopping list, and make sure, during the week before the exam, 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 teacher should provide a fabric that conforms as closely as possible to the candidate's specifications. Centres must lock away the pattern envelopes containing the Practical Test Task Sheet etc. until the day of the preparation session.
- 6 **THE PREPARATION SESSION – 2 hours** are allowed for this part of the test and centres should supervise it under the usual exam conditions. The pattern envelopes must be returned 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 that may be suggested in the Practical Test Task Sheet. At the end of 2 hours, the candidates must return the pattern envelopes and all other test materials to the Supervisor, except for the items on which the candidates have been instructed to work before the Exam Session.  
**Note: It is important that candidates try on the test piece for the first time before the exam starts. 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. Centres should add a note to the mark sheet to show the amount of extra time taken.**
- 7 **IMPLEMENTATION – CARRYING OUT PLANNED TEST – 3 hours** are allowed for this part of the exam. On the day of the exam, each candidate should have ready all the usual sewing requirements.
- 8 Each candidate should be given the question paper, pattern, test materials and the shopping list **30 minutes** before the exam commences.
- 9 **Before** the exam, candidates must prepare labels showing their names, candidate numbers and centre number. These must be attached to the practical work after the exam.
- 10 Centres must allow enough table space for work by each candidate. They must also provide facilities for pressing.
- 11 The teacher should supervise the planned test, but **should not help or guide** candidates in any way.
- 12 Centres must provide a first-aid box, a reliable clock and a full-length mirror.

13 **EVALUATION** – Candidates have **a further 30 minutes** to complete their evaluation. They should carry this out within one day of the test. They should include an analysis of how successfully the test turned out, problems encountered, what could have been done differently, etc.

Candidates should mention the following points in their evaluation:

- The **strengths** and **weaknesses** of their work: i.e., the good and bad points of how they **planned** and **carried out** the task
- The **accuracy/workmanship** of their work – does the garment fit well, are the seams neat, etc.; which **techniques** did they find **hard** or **easy**?
- What **problems** did they face and how did they **solve** them?
- What **improvements** should they make in terms of planning, preparation, organisation, time management, cutting and sewing?
- What would they **do differently** if given the opportunity to complete the task again?

14 At the end of the practical exam session, the centre **MUST** send **ALL** practical work together with the relevant documentation – for example, Practical Test Task Sheet, mark scheme, working mark sheets, shopping lists, etc. – to Cambridge International for marking.

15 Cambridge International will return the work done during the exam to the centre after the results of the exam have been released.

**CW/9631/2/PTTI**

### 3.2 Specification grid for Cambridge International AS Level practical test (Paper 2)

Assessment objective	Analysis, planning and justification	Preparation	Implementation	Evaluation
Candidates should be able to:				
identify and recall knowledge and understanding	✓			
analyse, choose and apply relevant knowledge by organising their work clearly and logically	✓	✓		
make informed and rational choices	✓	✓		
carry out a course of action using a range of relevant, appropriate and transferable skills and resources			✓	
critically evaluate acquired knowledge, understanding and the decision-making process				✓

### 3.3 Criteria for assessing the Cambridge International AS Level practical test (Paper 2)

#### 1 Task analysis and planning – 10 marks

This area relates to the candidate's ability to see possible opportunities for showing practical skills, including pattern lay and techniques required.

Criteria	Marks	
<ul style="list-style-type: none"><li>Detailed analysis of task and a clear understanding of the opportunities for practical work relevant to the task</li><li>Informed judgements on the use of appropriate resources</li><li>Justification of choices made, with full reasoning</li></ul>	8–10	High
<ul style="list-style-type: none"><li>Shows some analysis of the task and some understanding of the opportunities for practical work relevant to the task</li><li>Suitable judgements on the use of appropriate resources</li><li>Justification of choices made, with reasoning</li></ul>	4–7	Mid
<ul style="list-style-type: none"><li>Brief analysis of task, with some understanding of the opportunities for practical work relevant to the task</li><li>Some judgements on the use of resources</li><li>Justification of choices made, with little or no reasoning</li></ul>	0–3	Low

## 2 Preparation – 20 marks

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

Criteria	Marks	
<ul style="list-style-type: none"> <li>Makes informed decisions about what is to be done and how the work should be carried out, including pattern adaptation/alteration</li> <li>Generates a logical plan of action/production plan/order of work/time plan</li> <li>Indicates specific resource materials and methods to be used, with relevant details</li> <li>Fully assembles the resource materials needed for carrying out the test, including fitting if necessary</li> </ul>	15–20	High
<ul style="list-style-type: none"> <li>Makes decisions about what is to be done and how the work should be carried out, including pattern adaptation/alteration</li> <li>Generates a logical plan of action/production plan/order of work/time plan</li> <li>Indicates resource materials and methods to be used, with some detail</li> <li>Partially assembles materials needed for carrying out the test</li> </ul>	7–14	Mid
<ul style="list-style-type: none"> <li>Makes decisions to apply a plan of action, including the pattern adaptation/alteration</li> <li>Indicates some of the resource materials and methods to be used, with little detail</li> <li>Prepares fabric for carrying out the test, with little or no assembly of materials</li> </ul>	0–6	Low

### 3 Implementation – Carrying out planned test

- **Organisation and time management – 10 marks**
- **Making up – 50 marks**

This area relates to the candidate’s ability to use appropriate skills to complete the tasks.

#### Organisation and time management

Criteria	Marks	
<ul style="list-style-type: none"> <li>• Carries out a course of action with precision, showing efficient use of resources</li> <li>• Shows awareness of relevant aspects of economy, safety and available technology when using equipment</li> <li>• Uses appropriate time scales effectively</li> <li>• Responds effectively to unexpected developments</li> </ul>	8–10	High
<ul style="list-style-type: none"> <li>• Carries out a course of action with some precision, showing some efficiency in the use of resources</li> <li>• Shows some awareness of relevant aspects of economy, safety and available technology when using equipment</li> <li>• Uses appropriate time scales</li> <li>• Responds adequately to unexpected developments</li> </ul>	4–7	Mid
<ul style="list-style-type: none"> <li>• Carries out a reasoned course of action, showing some efficiency in the use of resources</li> <li>• Shows some awareness of aspects of economy, safety and available technology when using equipment</li> <li>• Uses time scales</li> <li>• Responds to some extent to unexpected developments</li> </ul>	0–3	Low

#### Making up

Criteria	Marks	
<ul style="list-style-type: none"> <li>• Shows a good level of competence in practical skills</li> <li>• Achieves an effective realisation of the task, following a logical structure</li> <li>• Shows outstanding technical competences in the practical task</li> </ul>	35–50	High
<ul style="list-style-type: none"> <li>• Shows a satisfactory level of competence in practical skills</li> <li>• Achieves a realisation of the task, following a given structure</li> <li>• Shows clear technical competences in the practical task</li> </ul>	18–34	Mid
<ul style="list-style-type: none"> <li>• Shows some competence in practical skills</li> <li>• Achieves some realisation of the task, following a given structure</li> <li>• Shows some technical competences in the practical task</li> </ul>	0–17	Low

## 4 Evaluation – 10 marks

This area relates to the candidate’s ability to evaluate the results achieved.

Criteria	Marks	
<ul style="list-style-type: none"> <li>Analysis of specific strengths and weaknesses in the approach to the task and how the task was completed</li> <li>Well-structured discussion that is consistently relevant and supported by concise reference to appropriate evidence</li> </ul>	8–10	High
<ul style="list-style-type: none"> <li>Analysis refers to general strengths and weaknesses in the approach to the task and how the task was completed</li> <li>Expresses statements well and presents arguments and ideas logically, supported by sound evidence</li> </ul>	4–7	Mid
<ul style="list-style-type: none"> <li>Limited or no analysis of strengths and weaknesses in the approach to the task and how the task was completed</li> <li>Expresses simple statements clearly, but is unable fully to develop points made</li> </ul>	0–3	Low

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## 4 Cambridge International A Level coursework (Paper 4)

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### 4.1 Introduction

At this level, candidates must choose their own content and develop their own task, having picked a specific area of interest arising from the content of Textile Applications and Textile Technology. Cambridge International A Level coursework builds on and develops the knowledge, understanding and skills established at AS. Coursework at this level can involve a range of approaches, including:

- creation
- design and making
- practical application
- investigation.

Candidates must:

- carry out research, develop aims and analyse the task
- plan and develop the task
- carry out 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. The marking criteria (section 6.6) give further details of the requirements.

All work submitted **MUST** be designed and made by the candidate. Externally-produced work will not be accepted.

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 item that share a common theme. Further details can be found in the suggested list of topics (see Appendix, section 8.2).
- **A folder** that demonstrates the research, planning, implementation and evaluation undertaken by the candidate for each **item** (approximately 1000 words for each item).

Guidance on size, weight, materials and packing instructions are given in Appendix 3.

Candidates must research and collect information and use the research to help in the decision-making process, leading to a design specification and carrying that out, or a decision to continue active research. Candidates should indicate a range of possible future developments that could be explored.

Final coursework submissions may be up to 3000 words **in total**. However, Cambridge International recognises that some good approaches to coursework can result in submissions of fewer words. The coursework is marked by Cambridge International.

## 4.2 Submission of Coursework folders

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

Centres must label each folder clearly on the outside, with the name and number of the centre, and the candidate name and number. A working mark sheet must accompany the folder.

Any appendices should contain evidence to support, justify and illustrate 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.

Centres are asked to consider the following when preparing to send their coursework to Cambridge International for marking:

- No extra marks are gained from making excessively large garments. When marking, we focus on the skills and techniques that the candidate demonstrates. If a candidate is thinking about producing a particularly long dress with significant amounts of heavy fabric that will result in a particularly heavy parcel, please check this with Cambridge International Customer Services first.
- Do not send all the samples of, for example, the printing blocks that have printed the fabric, as this leads to excessively heavy parcels. In this case, submitting a photograph of the blocks will be sufficient.
- Candidates are encouraged to provide precise and well-presented folders, and please consider whether any information that they may wish to include that is unnecessary can be left out of the folder.
- Do not send such objects/accessories as wires, batteries or electronics. If a candidate wants to develop a product that has such things in, photographs will need to be taken and submitted. But the product must not arrive with any wires, batteries or electronics.

Please contact Cambridge International Customer Services if you have any doubts or questions about coursework.

Outline proposal forms are no longer in use for this syllabus for entries from 2022 series onwards. As part of teaching, you should give guidance and feedback to candidates on whether their coursework, essay or project title is suitable.

For guidance on developing suitable titles for coursework, essays or projects go to our School Support Hub [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

For further information, see the *Cambridge Handbook* for the relevant year of assessment at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

## 4.3 Marking

All coursework is marked by Cambridge International. Centres must submit all coursework to Cambridge International **by 31 October**.

## 4.4 Authentication

Teachers must be able to verify that the work submitted for assessment is the candidate's own. A Cover Sheet must be completed and attached to the front of the work of each candidate. The Cover Sheet may be downloaded from [www.cie.org.uk/samples](http://www.cie.org.uk/samples). The database will ask you for the syllabus code (i.e. 9631) and your centre number, after which it will take you to the correct form.

It is the centre's responsibility to make sure all assessed work is the candidate's original work. If plans and first drafts are completed under teacher supervision, you can be sure of the authenticity of the final coursework. You should not correct or edit draft coursework. (Candidates can draft and redraft work, but you should only give brief summative comments on progress during this drafting phase.) A general discussion on the progress of coursework is a natural part of the teacher–candidate relationship, as it is for other parts of the course.

Candidates must understand that they cannot submit someone else's work as their own, or use material produced by someone else without citing and referencing it properly. You should make candidates aware of the academic conventions governing quotation and reference to the work of others, and teach candidates how to use them.

A candidate taking someone else's work or ideas and passing them off as his or her own is an example of plagiarism. It is your responsibility as a teacher to prevent plagiarism from happening and to detect it if it does happen. For more information, search for 'Preventing plagiarism – guidance for teachers' on our website at [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

## 4.5 Specification grid for Cambridge International A Level coursework (Paper 4)

Assessment objective	Research, aims and analysis	Planning and development	Implementation	Evaluation
Candidates should be able to:				
identify and recall knowledge and understanding	✓			
analyse, choose and apply relevant knowledge by organising and presenting information clearly and logically	✓	✓		
make informed and rational choices		✓		
carry out a course of action using a range of relevant, appropriate and transferable skills and resources			✓	
carry out effective research	✓	✓	✓	
present the results of the research and undertake a critical analysis of the results				✓
critically evaluate acquired knowledge, understanding and the decision-making process				✓

## 4.6 Criteria for assessing Cambridge International 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 candidate's own choice of context, and to use a range of research techniques.

Criteria	Marks	
<ul style="list-style-type: none"> <li>Formulates task and specific, detailed and realistic aims for the work</li> <li>Detailed analysis of the task</li> <li>Explores thoroughly ideas for the task and discusses a range of relevant issues/factors</li> <li>Shows a clear understanding of the opportunities for practical and investigative work relevant to the area of study</li> <li>Makes informed judgements on the use of appropriate resources</li> <li>Carries out research from a wide variety of sources and selects especially appropriate background information</li> </ul>	11–15	High
<ul style="list-style-type: none"> <li>Formulates task and detailed aims for the work</li> <li>Some analysis of the task</li> <li>Explores ideas for the task and explains a range of relevant issues/factors</li> <li>Shows an understanding of the opportunities presented for practical and investigative work relevant to the area of study</li> <li>Makes suitable judgements on the use of appropriate resources</li> <li>Carries out research from a variety of sources and selects relevant background information</li> </ul>	6–10	Mid
<ul style="list-style-type: none"> <li>Formulates task and aims for the work</li> <li>Brief analysis of the task</li> <li>Explores some ideas for the task and identifies some issues/factors</li> <li>Shows some understanding of the opportunities for practical and investigative work relevant to the area of study</li> <li>Makes judgements on the use of resources</li> <li>Carries out research from a limited number of sources and selects some background information</li> </ul>	0–5	Low

## 2 Planning and development – 20 marks

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

Criteria	Marks	
<ul style="list-style-type: none"> <li>• Uses detailed relevant knowledge and research to generate ideas and in decision-making</li> <li>• Determines clear design specification with specific and detailed objectives for the task</li> <li>• Takes evidence gained from research and uses it as a basis for making valid judgements and relevant choices</li> <li>• Indicates 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>	14–20	High
<ul style="list-style-type: none"> <li>• Uses relevant knowledge and research to generate ideas and in decision-making</li> <li>• Determines design specification and formulates specific objectives for the task</li> <li>• Takes evidence gained from research and uses it as a basis for making judgements and choices</li> <li>• Indicates 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>	7–13	Mid
<ul style="list-style-type: none"> <li>• Uses knowledge and research to generate ideas and in decision-making</li> <li>• Determines outline for design and formulates general objectives for the task overall</li> <li>• Takes evidence gained from the research and uses it in a limited manner to make simple judgements and choices</li> <li>• Indicates 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>	0–6	Low

### 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.

#### Process – Carrying out coursework tasks

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

### Realisation – Quality of the outcome

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

## 4 Evaluation – 25 marks

This area relates to the candidate’s ability to evaluate the findings and results achieved and to draw conclusions. Candidates must critically analyse and review the decision-making process of the task as a whole.

Criteria	Marks	
<ul style="list-style-type: none"> <li>Summarises the outcome of the task and draws informed conclusions</li> <li>Interprets the outcome of the task with reference to the original aims</li> <li>Analyses and substantiates specific strengths and weaknesses in the results/outcomes achieved</li> <li>Fully recognises the degree to which the aims of the task have been met</li> <li>Produces a critical evaluation of the task</li> <li>Recognises the effectiveness of the chosen course of action</li> <li>Indicates a range of possible relevant future developments that could be explored</li> <li>Work is 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>	18–25	High
<ul style="list-style-type: none"> <li>Summarises the outcome of the task and draws appropriate conclusions</li> <li>Interprets the outcome of the task with reference to the original aims</li> <li>Analyses some strengths and weaknesses in the results/outcomes achieved</li> <li>Recognises the degree to which the aims of the task have been met</li> <li>Produces an evaluation of the task</li> <li>Recognises the value of the chosen course of action</li> <li>Indicates some possible future developments that 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>	9–17	Mid
<ul style="list-style-type: none"> <li>Limited summary of the outcome of the task and draws some conclusions</li> <li>Interprets the outcome of the task with little reference to the original aims</li> <li>Limited analysis of strengths and weaknesses in the results/outcomes achieved</li> <li>Limited recognition of how some of the aims of the task have been met</li> <li>Produces a limited evaluation of the task</li> <li>Recognises some of the strengths and weaknesses of the chosen course of action</li> <li>Indicates only a few developments that might be explored</li> <li>Work is not fully developed; few points made</li> <li>Folder shows some organisation; a few illustrations</li> </ul>	0–8	Low

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## 5 Glossary of terms

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The following terms are used in the exam papers:

ACCOUNT FOR	Answer for; explain the cause of.
ANALYSE	Examine minutely, separate into parts so as to find out their nature; find the essence of.
ASSESS	Give your judgement on the merit of something; put a value on it, the worth of something.
CRITICALLY ASSESS	As for ASSESS <b>plus</b> make a judgement of the merit or truth of something, backed by a discussion of the evidence.
COMMENT ON	Write brief explanatory notes on; make remarks on or about a topic; give an opinion about something.
COMPARE	Look for similarities and differences.
CONSIDER	Think about in order to understand or decide; 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 <b>plus</b> judge the worth of something by means of stated criteria.
EXAMINE	Look at or study closely; find out the facts.
IDENTIFY	Name and/or select; pick out.
ILLUSTRATE	Make plain or clear; interpret and account for; make room in detail.
JUSTIFY	Demonstrate correctness of.
OUTLINE	Describe essential parts only – summary, main features, general principle.

## 6 Appendix

### 6.1 Appendix 1: Exemplar material and templates for the 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.**

#### Cambridge International AS Level Practical – Suggestions for Practical Test Task Sheet

##### Example 1

PRACTICAL TEST TASK SHEET – MARK SCHEME			
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:			
		Demonstration of skill	Quality of outcome
1	Side seams	[5]	[5]
2	Back darts	[5]	[5]
3	Insertion of zip	[5]	[5]
4	Making and application of waistband	[5]	[5]
5	Buttons and buttonhole on waistband	[5]	[5]
		(25)	(25)
	Total		50

## Example 2

### PRACTICAL TEST TASK SHEET – MARK SCHEME

Pattern Number: 3456

Style: A blouse gathered to a yoke, self faced, with short sleeves and banded cuffs

View: A

Pattern alteration: Alter back shoulder darts to a back yoke with gathers

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 on one sleeve	[10]
	Total	50

## PRACTICAL TEST – CANDIDATE INSTRUCTIONS

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

### DESIGN AND TEXTILES – CANDIDATE INSTRUCTIONS

9631/2

Paper 2 – Practical Test

August/October

#### Duration

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 and evaluation **must be included** with the practical work when it is submitted to Cambridge International for assessment.

This document consists of **2** printed pages

WMS713

9631/2/CW

PRACTICAL TEST TASK SHEET		YEAR of test .....
Pattern Number: Style: View:		
Pattern adaptation: _____		
Make up the garment to show the following:		
1		[ ]
2		[ ]
3		[ ]
4		[ ]
5		[ ]
	TOTAL	50

1. Task Analysis and Planning
  - (a) You are provided with a pattern and the practical paper tasks printed above.
  - (b) You will be asked to make up the pattern in a fabric and width of your choice, and to perform specific tasks in the construction of the garment.
  - (c) Write out a shopping list of the requirements for completing the garment.
  - (d) Give a reason for each of the following: choice of fabric, colour, components (notions), processes to be worked.
  - (e) List the necessary resources that you will need to carry out the practical work.
  - (f) The pattern should be divided for use in the Preparation Session.
  - (g) Hand in your shopping list, the pattern and the task sheet to the Supervisor.
  
2. Preparation Session
 

Preparation of pattern and material and assembly of garment for a fitting.

  - (a) Adjust the pattern according to the Practical Test Task Sheet above.
  - (b) Plan the order of work and layout for the garment and cut out the pieces required, including interfacing.
  - (c) Assemble the garment for a fitting.
  - (d) Any remaining time may be used to practice specific techniques. These should be sent, with the finished item, for marking.
  
3. Implementation – Carry out the test
  - (a) Organisation and time management.
  - (b) Make up the garment as detailed in the Practical Test Task Sheet above.
  
4. Evaluation
 

Evaluate the results of the practical task test and comment on how you approached the tasks.



The task sheet and evaluation must be included with the practical work when it is submitted for assessment.

At the end of the examination, cut out the label below and pin it to the garment.

<p><b>Candidate Name</b> .....</p> <p><b>Centre Number/Candidate Number</b> ...../.....</p> <p><b>WMS713</b> <span style="float: right;"><b>9631/2/CW/I</b></span></p>
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**I confirm that the work submitted is the candidate's own and no help has been given during the Practical Test.**

**Name** .....

**Position** .....

**Date** .....

**WMS709**

**9631/2/CW/S**

**DESIGN AND TEXTILES (AS Level) 9631/2 PRACTICAL TEST TASK MARK SHEET**

<b>For CIE use</b>	<b>CANDIDATE NAME</b>		<b>CANDIDATE NUMBER</b>		
	<b>CENTRE NAME</b>		<b>CENTRE NUMBER</b>		
	<b>Pattern number/style: Size:</b>				
			<b>MARK</b>		<b>TEACHER COMMENT</b>
	<b>ASSESSMENT CRITERIA</b>	<b>max</b>	<b>Teacher Mark</b>		
	1	Task Analysis and Planning (a) Analysis of task (b) Planning of requirements (c) Justification of choice	<b>0–10</b> (3) (4) (3)		
	2	Preparation (a) Alteration to pattern (b) Production plan/order of work/time plan for cutting and assembly (c) Lay out, cutting and marking (d) Testing (fit)	<b>0–20</b> (5) (5) (5) (5)		
	3	Implementation (a) Organisation and time management	<b>0–10</b>		
		(b) Tasks: 1 2 3 4 5	<b>0–50</b> (.....) (.....) (.....) (.....) (.....)		
	4	Evaluation (a) Conclusion (b) Findings (c) Results achieved	<b>0–10</b> (3) (4) (3)		
	<b>TOTAL</b>		<b>100</b>		

## 6.2 Appendix 2: Suggested topics for Cambridge International A Level coursework and marking templates

Candidates must provide **three original/creative items**, together with the **developmental work** for each item. Each item must be from a different area of the syllabus and demonstrate 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**. Evaluation should include comments on the strengths and weaknesses of the work, the techniques used, the quality of workmanship, problems and solutions, and possible improvements.

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 will involve market research, design ideas (occasion, age group, fabric, colour, etc.), adapting existing pattern(s), cutting, making item(s), evaluation.)
- 2 Historical study of a fashion designer/fashion style, leading to a personal response. (This will involve research, creating own design ideas from research, designing pattern/making own pattern, making item(s), evaluation.)
- 3 Product analysis of a chosen item. (This will involve research into the item with a view to their design in use, planning and developing improvements, making a prototype, evaluation.)
- 4 Design a collection of textile items for an interior design collection. (This will involve researching a particular interior style of items such as cushions, planning and development (of colour, fabrics, decoration, etc.), making item(s), evaluation.)
- 5 Create one or more original textile item(s) from research into a chosen theme. (This will involve research of a theme (such as dragons, symbols, architecture, natural forms, etc.), planning and developing textile techniques (such as hand embroidery, appliqué, quilting, etc.), making item(s), evaluation.)
- 6 Study of production methods used to show decorative effects on garments made in the textile industry. (This will involve research of two methods of production (such as batch production, mass production, hand-crafted item, etc.), planning and developing one or more item(s) for the method of production researched, making item(s) using chosen methods of production, evaluation. This approach could be linked with industry so that first-hand study of production methods in industry are possible, for example a work experience link.)
- 7 Comparison of woven and knitted fabric. (This will involve researching both methods of fabric construction (such as variation of construction methods, types, fibre content, colour effects), planning and development of items using both woven and knitted fabric, making items, evaluation.)
- 8 Modern sewing machines feature a wide variety of machine accessories. Illustrate the use of these accessories. (This will involve investigating a range of features and uses, demonstrating use of at least three accessories, making up garments to show use, providing an instructional leaflet on machine accessories.)
- 9 The success of any garment often depends on the choice of colours and fabric. Comment on this statement. (This will involve investigating the statement, providing examples, etc.)
- 10 Investigate the influence of traditional or cultural influences on garment design and fabric and assess how they may affect fashion trends.

## Assignment brief

The examples below show possible formats 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 that 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)	<ul style="list-style-type: none"><li>• What evidence can be found to support this statement?</li><li>• Record and evaluate your findings</li></ul>	[15]
(b)	<ul style="list-style-type: none"><li>• Prepare a design brief to redesign and decorate a garment in your wardrobe to create a totally different garment/style/item</li><li>• Give reasons for your choice of garment and decoration</li><li>• Identify the cost of the human and non-human resources used for making your garment</li></ul>	[20]
(c)	<ul style="list-style-type: none"><li>• Implement your design(s)</li><li>• Prepare an instructional guide and provide a sample pattern to show how your garment was made</li></ul>	[40]
(d)	<ul style="list-style-type: none"><li>• Evaluate your practical work and research folder</li></ul>	[25]
<b>Total</b>		<b>100</b>

## Example 2

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

## 6.3 Appendix 3: Administration of Coursework (Paper 4)

### Size and Weight of Work

Before candidates begin to plan their finished piece or start their supporting work, they must be aware of the size and weight restrictions. Each candidate's work must not exceed 4.5kg; nor must pieces, other than garments, exceed 750 mm in any direction.

### Inappropriate Material

Candidates must work in textiles, defined as compliant materials as opposed to hard materials such as wood, metal, etc.

Cambridge International does not wish to restrict the creative process, but teachers are reminded that the use of inappropriate media can be potentially dangerous to those packing the scripts and to the examiners. The following is a list of items that are deemed to be inappropriate.

- Any glass, including mirrors (except shisha mirrors)
- Plaster
- Unfired clay
- Animal skin
- Organic matter

Centres are advised to contact Cambridge International if they are in doubt about the suitability of materials. Any work carried out in an inappropriate medium will not be assessed if Health and Safety considerations render this impossible. Teachers must be aware that certain materials will create problems with Customs and Excise or are CITES (Convention on International Trade of Endangered Species) listed.

### Packing Instructions

- 1 The examination work and the appropriate supporting work must be packed together with the examination work on top. Supporting work must be securely fastened to the examination piece at the top left-hand corner, and it must be packed in candidate number order so that the candidate with the lowest candidate number is placed on top of the pile, i.e. the order in which the candidates appear on the attendance register. The attendance register must be placed on the top of the pile. All practical work and folders for each candidate should be packed together in clearly labelled polythene, paper or plastic sacks.
- 2 Any 3D work must be packed in durable containers and in such a way as to minimise the movement of the work within the container. Centres are advised to obtain polythene 'bubble wrap'. Newspaper and sawdust are not suitable packing materials. Picture frames should not be used for wall hangings which by definition are unframed.
- 3 Examination work and supporting work must be sent to Cambridge International as soon as it is completed. Centres should not wait until the end of the examination period before despatching the work.
- 4 Where possible the work should be packed in the large white plastic envelopes provided by Cambridge International. Candidates should not make/decorate containers to hold their work within the outer packaging. All work should be sent to Cambridge International.

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## 7 Other information

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### Equality and inclusion

We have taken great care in the preparation of this syllabus and related assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), we have designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed. Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is in the *Cambridge Handbook* at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Language

This syllabus and the associated assessment materials are available in English only.

### Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

### Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

## Retakes

Candidates can retake Cambridge International AS Level and Cambridge International A Level as many times as they want to. Cambridge International AS & A Levels are linear qualifications. Candidates must enter for an option that leads to certification. To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series.

Candidates can carry forward the result of their Cambridge International AS Level assessment from one series to complete the Cambridge International A Level in a following series, subject to the rules and time limits described in the *Cambridge Handbook*.

## Grading and reporting

Cambridge International A Level results are shown by one of the grades A\*, A, B, C, D or E, indicating the standard achieved, A\* being the highest and E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade E. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e, indicating the standard achieved, 'a' being the highest and 'e' the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade 'e'. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on the AS Level components was sufficient to merit the award of a Cambridge International AS Level grade.

## How students, teachers and higher education can use the grades

### Cambridge International A Level

Assessment at Cambridge International A Level has two purposes:

- to measure learning and achievement  
The assessment:
  - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.
- to show likely future success  
The outcomes:
  - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
  - help students choose the most suitable course or career.

### Cambridge International AS Level

Assessment at Cambridge International AS Level has two purposes:

- to measure learning and achievement  
The assessment:
  - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- to show likely future success  
The outcomes:
  - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
  - help students choose the most suitable course or career
  - help decide whether students part way through a Cambridge International A Level course are making enough progress to continue
  - guide teaching and learning in the next stages of the Cambridge International A Level course.

'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

**Zhai Xiaoning**, Deputy Principal, The High School Affiliated to Renmin University of China

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