

Topic Tests

for AQA AS and A Level Year 1

Fashion and Textiles

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Teacher's Introduction

This resource has 16 tests on the AQA AS Level Fashion and Textiles curriculum. Every key aspect of the specification is covered in this resource.

These topic tests are designed to test the students' knowledge and enable the teacher to diagnose the students' strengths and weaknesses in certain areas. Each test covers a range of question types, and there is a wide variety of stimulus material. The main aim of these tests is to cover the broad content of the specification. The tests have the additional benefit of testing student knowledge using exam-style questions and mark schemes, helping with exam preparation.

The resource is designed to be co-teachable with both AS and A Level students.

Mark schemes for each topic test can be found at the back of this resource. For 'closed' questions, where only one answer is acceptable, a model answer has been provided. For 'open' and extended questions, indicative content has been included.

When to Use This Resource

This resource can be used at the end of a particular topic area, or at the end of the whole unit in order to enable consolidation of knowledge. The students can also use the tests towards the end of the course, to assess knowledge either before or after revision. There is scope to provide your students with one test every two weeks if teaching the A Level course over two years.

Tests 10–15 may help to prepare students for their non-exam assessment as classroom scenarios and guiding questions are used to illustrate certain points.

How to Use This Resource

The tests can be completed individually in class, or set as homework tasks. The tests can be quickly marked by the student or the teacher, at home or in the classroom, as student-friendly answers are provided.

These structured tests provide an opportunity to mark and score students in order to monitor progress. The tests are provided in a write-on format.

The Benefits to the Student

Students can be confident they have been tested on every key aspect of the specification. After completing a test, they will know which areas they are strong in, and which require further work, and can set their own goals for future learning. The answer sections also provide students with an indication of what a good answer entails.

Real-life scenarios and industry-used terminology have been incorporated in these Topic Tests to help students to identify with real design problems and to help contextualise learning, increasing motivation.

Differentiation

In order to support lower-ability students while pushing the more able, each test has a range of different question styles from multiple choice to 8-mark answers.

As this test is for AS Level (following on from GCSE) some straightforward questions / bridging activities are used to ease transition, e.g. labelling images. Elements such as the use of tables also allow for wider coverage of relevant information.

Links to Specification

The 22 points of the specification have been condensed into 15 Topic Tests with content grouped into a best fit scenario and in specification order as much as the document style permits.

As there are many links between specification points, some points are covered in more depth in different tests or appear across several tests. Prototyping, for example, is present on several of the tests to cover different scenarios of when, where and how a prototype might be used.

November 2017

Test 1 — Materials and Their App

1. Define the term 'natural fibre'.

.....

.....

2. Name three synthetic fibres.

1.

2.

3.

3. Which of the following fabrics could be heat set to create permanent pleats?

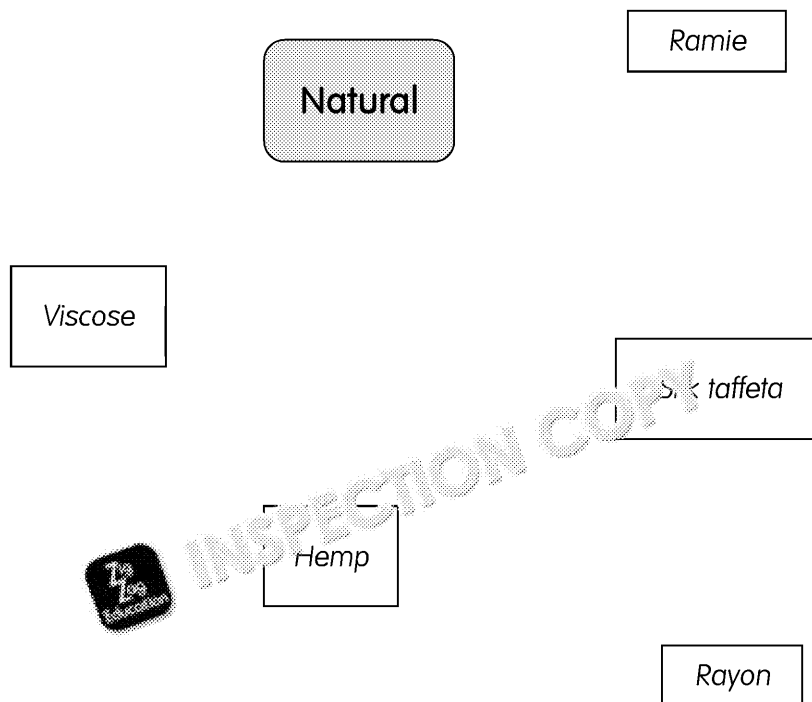
- ☐ a) Wool ☐ b) Linen
- ☐ c) Polyester ☐ d) Silk

4. Lyocell® is a type of manufactured fibre. Name **two** other types of Lyocell, or modal.

1.

2.

5. Link each fabric to the correct classification.



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6. Look at the photograph below.



The material of this rucksack is made from nylon. Fill in the table to explain why this material has been selected for this product. The first one has been completed for you.

Characteristic	Suitability to product
Strong	Can carry heavy items with ease

7. A new womenswear top has been developed. The fabric of this top is 54% viscose, 35% polyester and 11% metallised fibres. State three properties of this fabric.

1.
2.
3.

8. Denim is a popular fabric and is used for jackets, shorts and jeans. Explain why it is suitable for jeans.

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9. Look at the image from question 8. There is a trend for denim to look 'distressed' with the fraying of purposely made holes. Explain why denim frays easily.

.....

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10. The jeans are made from 100% denim. Suggest how the elasticity of this fabric is a benefit of this to the consumer.

.....

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11. Suggest a benefit of improved elasticity to the manufacturer.

.....

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12. The manufacturer wants to know if the jeans would shrink when washed at 40°C. Suggest a test for shrink resistance.

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13. Describe a quick workshop test for pilling.

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14. Name **four** other workshop-based material tests.

1.
2.
3.
4.

The following questions are on smart materials

15. Write a definition of a smart material.

.....

16. Microencapsulation can be used to improve products in various ways; for example, microcapsules containing vitamin E can be woven in to tights. When the tights are worn, the vitamin is then absorbed by the skin, giving extra moisture and nourishment.

Using specific examples, explain how modern or smart materials can be used in products.

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Preview of Questions Ends Here

This is a limited inspection copy. Sample of questions ends here to avoid students previewing questions before they are set. See contents page for details of the rest of the resource.

15. • Washing. Washing this top after wearing requires energy to power the machine.
• If tumble-dried, this also requires energy.
• Ironing, as above.
• May want to refresh the dye at home by using a machine dye.
• Energy used to manufacture detergents and softeners used to wash the top.
• Sewing Machine used if any seams need repairing

5–6 marks

Sound understanding with two or more relevant points.

3–4 marks

Good understanding with two or more relevant points.

1–2 marks

Some understanding with one or more vague/less relevant points.

0 marks

No answer worthy of credit.

16. • Add a crease or fold, a finish or mix with a material which does not crease.
• Add an element or further antibacterial elements to prevent the fabric from creasing.
• Include a 'wash at 30 degrees' symbol/instruction so that not as much water to hotter temperatures.

1 mark for each point

Test 16

1. Less room for human error as template is already approved.
2. It would be costly to have a mistake in mass production as hundreds of products would be made in the same process within a short space of time. If something was being made in a small batch, they might not be able to be sold – wasting time, resources and money.

1 mark for each appropriate point or 2 marks for one well-explained point

3. • Check the fabric / raw materials for flaws
• Check that the pattern pieces have been cut out correctly
• Check that the stitching of the garment is OK and that the tension is correct
• Check that the hem is sewn correctly and accurately
• Check that the branding/label has been securely attached
• Check that the lining is correctly attached to the outer

1 mark for each suitable point

4. Test the fastening as if you were a customer using it, try to push the button through the hole so that it can go through but doesn't come out easily.

5. Measure both sides at the same distance points along the collar from the centre.

6. Test it by pulling on the strap and recording how much force that took to break the strap.

7. Model the idea using a CAD program or print a sample of the fabric and assemble it.

8. View the fabric in different lighting conditions, moving the fabric and assessing the colour.

9. Tolerance means an acceptable measurement usually ± 1 cm that a product can vary from.

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10. • Does it fit a standard sized head?
 • Are all the parts secure?
 • Is the stitching/gluing neat?
 • Is the fabric perfect (no snags, etc.)?
 • Does the end result match the specification points?

11. Makes the design more expensive to produce as more fabric must be used.
 Needs to align where pieces are sewn together and direction of pattern needs to be correct.
 Have to be careful to align all pattern pieces and follow grainline guidance to get a good final result.

Nap may make the garment have different textures if not matched up correctly. Needs to be thought about, e.g. velvet.

5-6 marks

Very detailed answer with three or more points discussed.

3-4 marks

Good answer with two or three points mentioned.

1-2 marks

Outline or brief answer.

0 marks

No answer worthy of credit.

12. • Testing embroidery and beading on different fabrics, e.g. Duchess satin, different weights, etc. to see what looks best
 • Testing different styles of components (beads) and evaluating impact on design
 • Testing different embroidery threads
 • Testing different interfacings, e.g. iron-on, different weights
 • If fabric is strengthened, will it still work for overall dress design, e.g. will it be too stiff?
 • Testing and trialling different embroidery designs in keeping with the overall design.

7-8 marks

Excellent knowledge and understanding.

5-6 marks

Good level of knowledge and understanding demonstrated.

3-4 marks

Some process detail may lack structure.

1-2 marks

Outline of one or two processes.

0 marks

No answer worth of credit.

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Preview of Answers Ends Here

This is a limited inspection copy. Sample of answers ends here to stop students looking up answers to their assessments. See contents page for details of the rest of the resource.