AS Fashion and Textiles – Written paper

Mark on how confident you are with each topic and what you need to do, use this as a checklist for your revision notes and then to keep track of the topics you have revised. Tick and date once you have completed the tasks.

	How confident ar			What do I need to do to improve my understanding – create a mind map, write revision note cards, use online tests, attempt some practice question papers, read and highlight my notes	I have made my revision notes on this topic	I have revised this topic	I am confident on this topic	Evidence
	I could	I would	I can not					
	teach	need to look at my notes	remember					
Materials and applications		I.				l	<u> </u>	l
Ref 3.1.1								
Overview from syllabus								
Content from syllabus				Specific skills or knowledge to be assessed				
Why specific materials and				Understand the appropriate use of textile				
combinations of materials are suitable				materials based on their physical and working				
for given applications with reference				characteristics such as:				
to:				thermal insulation				
 physical and mechanical 				ability to reflect light				
properties and working				thermoplasticity				
characteristics				flammability				
• product function				ability to absorb moisture				
• aesthetics				development of static electricity.				
• cost				Calculation of quantities of materials sizes and				
 manufacture and disposal. 				costs.				
Classification of materials				Aesthetic, functional and structural composition,				
Natural fibres -				working characteristics and				
Animal – wool, silk				advantages/disadvantages of the following fibres				
Vegetable- cotton, linen, ramie				in the design and production of textile yarns,				
Regenerated cellulosic- viscose,				fabrics and products:				
acetate, New generation lyocells -								
Modal [®] , Tencel [®] , Lyocell [®]								
Synthetic polymers – polyester, acrylic								

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polyamide (nylon), elastane (Lycra®).								
Content from syllabus				Specific skills or knowledge to be assessed				
Modern and smart materials – Modern synthetic fibres Microfibres, aramid (Kevlar®), polartec fleece (recycled bottles), nanomaterials integrated electronics, for example integrated conductive polymers wearable electronics. Structural composition, definitions, application and				advantages/disadvantages of the following modern and smart materials used in the production of textile products.				
Methods for investigating and testing materials Students must understand how workshop tests are set up and what will be tested, measured and compared, including: • flammability • crease resistance • shrink resistance • colour fastness • strength • pilling.								

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3.1.2 Performance characteristics of Performance characteristics of fibres	materials	i T		Understand how the physical shape and	T	I		
The performance characteristics of				formation of fibres affect their performance.				
fibres,including:				Tormation of fibres affect their performance.				
• absorbency								
• strength								
• elasticity								
• flammability								
• thermal qualities								
• lustre								
• handle.								
The specific performance								
characteristics of different fibres								
including:								
• plant/cellulose fibres: very								
absorbent, little elasticity, good								
strength, poor insulators								
animal/protein fibres: very absorbant thermally insulating								
absorbent, thermally insulatingregenerated fibres: poor strength,								
soft, highly absorbent, crease badly								
• new generation lyocells: with								
improved performance characteristics								
• synthetic fibres: very good strength,								
totally non-absorbent, smooth,								

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lightweight, do not crease, can be heat set (thermoplastic).								
Performance characteristics of yarns That fibres need to be made into yarns before they can be manufactured into woven and knitted fabrics. Students should be able to explain the performance characteristics of yarns, including: • the importance of twist in relation to strength and bulk of yarn • technical terms relating to yarns • staple and filament yarns. Students should be able to describe the main yarn types: • textured yarns: why yarns need to be textured, the importance of thermoplastic qualities in the texturing process • fancy yarns: bouclé, slub, chenille, metallised yarns.				Students should be able to explain the performance characteristics of yarns,				
Performance characteristics of woven fabrics The main fabric structures of woven fabrics and the ability to recognise these structures and typical end uses for a range of woven fabrics, including:				The main fabric structures of woven fabrics and the ability to recognise these structures and typical end uses for a range of woven fabrics,				

I could teach	I would need to look at my notes	I can not remember	question papers, read and highlight my notes OR Who do I need to seek support from to help me progress	topic		topic	
			Who do I need to seek support from to help me				
			The two main structures of knitted fabrics and the ability to recognise these structures and typical end uses for a range of knitted fabrics				
				ability to recognise these structures and typical			

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knowledge of typical end uses of non- woven fabrics.		notes		progress				
Smart materials The definition of the term smart material. The effects that can be created by a range of smart materials and have knowledge of specific applications, eg in relation to fabrics for safety and novelty products. The suitability of smart materials for given applications making reference to how the material responds to external stimuli, including: • changes in temperature • changes in light levels • changes in pressure (force).								
Technical textiles The definition of the term technical textiles. The suitability of technical textiles for given applications. Students should be familiar with the following technical textiles: • phosphorescent materials, microencapsulated fibres and fabrics. Commercial names of Fabrics and fabrics Popular names of natural, man-made								

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and synthetic fibres and fabrics, including: • Tactel® Lyocell® Modal® Tencel® Lycra® Polar fleece.								
Performance characteristics of fabrics The performance characteristics of fabrics, including: • strength • durability • elasticity • flammability • thermal qualities • absorption • water-resistance • stretch • formability • handle • drape • weight. Students should be able to explain the following terms, and how they relate to particular fabrics: • pattern repeat • directional pile • nap				Understand how the physical structure of fabrics affects performance. Understand that environmental factors can cause potential degradation of fabrics, eg with reference to colour fastness, weakening by sunlight and chlorine, inappropriate care routines				
• texture • lustre.				Students should be able to describe and explain the following, and how they relate to particular fabrics and their uses:				

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Students should be able to describe and explain the following, and how they relate to particular fabrics and their uses: • woven fabrics have relatively good strength and stability • non-woven fabrics lack strength and have no grain • knitted fabrics have fluidity and stretch • a nap, or pile, reflects light in different ways • size of pattern repeat in relation to the appearance of a product. How the properties of fabrics and their physical characteristics relate to their selection for specific fashion, clothing and textile products. This should include reference to both fabric construction and fibre/yarn content and the inter-relationship between them in determining the overall characteristic of a fabric. Properties and physical characteristics to include: • tensile strength • elasticity • resilience								

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durabilityflammabilityweight.								
Fibre production The manufacturing processes used to make fibres in relation to the fibre source. With specific reference to staple fibres and continuous filament fibres, students should be able to demonstrate a knowledge of: • wet spinning of regenerated fibres • melt spinning of synthetic fibres to give very fine, smooth continuous filaments.								
Yarn production Students should be aware of, and be able to describe, the manufacture of staple and filament yarns, single and plied yarns. Mixture and blends The need to blend fibres to create aesthetic effects, performance fabrics, improved care and maintenance of fabrics. The production processes associated with mixtures and blends, including:								

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 the mechanics of blending different fibres together how fibres are combined together to make yarns, eg stable fibre blends and multifilament yarns yarns made form mixes of staple fibres and filament fibres cut down to staple form fibre content of typical blends. Non-woven fabrics The production processes associated with nonwoven fabrics, including: felts, adhesive and heat bonded. Students should be aware of, and be able to describe, the production processes associated with woven effects with coloured yarns, including: checks and stripes including gingham, tartan, madras. 								
3.1.3 Methods of joining fabrics and	use of cor	nponents						
Seams Different seam types and their selection and use on different products taking into account the fabric type, effect to be achieved, efficiency of manufacture and after care of product.								

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Students should have knowledge of the specific techniques required when working with different fabric types, eg knitted, checked, stretch, directional, sheer and patterned fabrics. Threads Including sewing threads, embroidery threads, and special effect threads: • sewing threads: eg polyester and cotton machine thread, buttonhole thread • embroidery threads: eg stranded embroidery, madeira/viscose machine embroidery • special effect threads: eg metallic, glow-inthe-dark, multicoloured. Fusible Fleece The use of heat-sensitive fleece such as Bondaweb ® when joining layers of fabric, eg in applique work										
The use of fastenings The use of fastenings including buttons and buttonholes and loops, zips, poppers, clips, buckles, clasps, Velcro, D-rings, hooks and eyes, fabric and ribbon ties. Selection and application of fastenings for a range of fashion, clothing and										

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textile products taking account of the intended use, fabric type, the effect to be achieved, efficiency of manufacture and after care of product. Students should have an awareness of the different types of fastening within each category, eg open-ended and invisible zips, flat and domed buttons.								
Trims Braids. Ribbons. Piping. Edging. Bindings. Fringing. Lace. Beads.								
Diamantés. Components and ecomponents and their appropriateness for a range of products Selection of the most appropriate component for a product taking into consideration the style, effect, fabric used, manufacturing considerations, safety in relation to user, availability and cost implications.								

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Interfacings, underlinings, linings, interlinings Types and applications in relation to fabric weight and construction, and end use of product. Students should have knowledge of the different fabrics used and the reasons for choice in relation to specific products. 3.1.4 The use of finishes		notes		progress				
Fabric finishes Students should be aware of, and be able to describe, the effects of finishes and the reasons they are needed in relation to: • the fibre/fabric properties • end use of the product								
improving aesthetic or functional qualities Mechanical finishes Students should be aware of, and be able to describe, a range of mechanical finishes, including: brushing/raising calendaring				Understand how the physical characteristics of fabrics can be modified by using mechanical finishes, eg trapped air acts as an insulator, air supports combustion, smooth fabric reflect light better than those with texture.				
embossing heat setting using thermoplastic fibres to give permanent pleats or								

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crinkles and make fabric non-crease and nonshrink.								
Chemical finishes Students should be aware of, and be able to describe, a range of chemical finishes, including: • flame retardancy, eg Proban® and Pytovatex® used on cotton fabrics • water resistance • non-iron/crease resistance, eg Teflon • shrink resistance. Detailed knowledge of the chemicals involved and methods of application is not expected				Understand how the physical characteristics of fabrics can be modified by applying chemical finishes.				
Laminating as a finishing process Laminated fabric is a membrane system made up of two or more layers, and students must understand the principles behind how laminated fabrics work. Students should be able to describe a range of laminated fabrics, including: • Gore-Tex® • Sympatex®. 3.1.5 Enhancement of materials								
	T		T	Hadarctand the principles helping discharge and		T		
Surface decoration – dyeing.				Understand the principles behind discharge and resist dyeing.				

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Students should be aware of dyeing as a surface decoration, including: • vat, discharge and resist, eg tie-dye, batik • when dye is applied in relation to fibres, yarns, fabrics and finished products • the different types of dye fastness required in fashion clothing and textile products, eg fastness to washing and light.				Understand the degradation of fabrics in relation to colour fastness.				
Surface decoration – printing Students should be aware of, and be able to describe, printing as a surface decoration, including: • hand (block and stencil) • rotary/flat bed screen printing • transfer • digital printing • dye sublimation.								
Embroidery Students should be aware of, and be able to describe, a range of hand and machine embroidery stitches. Quilting Students should be aware of, and be able to describe, the construction of quilted fabrics and reasons for their use				Understand the effects of trapped air on thermal insulation.				

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3.1.6 Modern industrial and comme	rcial pract	ice						
Scales of production Students should be aware of different								
scales of production. Specific scales of								
production to include:								
• one-off, bespoke								
 batch production 								
 mass/line production. 								
The use of computer systems								
Students should be able to explain								
specific industrial manufacturing								
systems and their use in the								
production of given products. Specific								
manufacturing systems to include:								
• just in time (JIT)								
quick response manufacturing (CDNA) Students should be able to								
(QRM). Students should be able to explain the use of computer controlled								
systems in production, distribution and								
storage. Students should be able to								
explain the use of standardised and								
bought-in components								
Sub-assembly								

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		notes		progress				
Sub-assembly as a separate line of manufacture for some parts of a product								
3.1.7 ,Efficient use of materials								
Students must develop an awareness of the relationship between material cost, form, and manufacturing processes, and the scale of production. The development of designs which use materials economically and with regard to their characteristics. The use of manufacturing processes which increase accuracy and reduce waste. The savings to be gained when comparing bulk production with one-off production. The advantages of Just In Time (JIT) manufacture 3.1.8 Digital design and manufacture	1			Determining quantities of materials.				
5.1.6 Digital design and manufacture								
Computer aided design (CAD). • The advantages and disadvantages of using CAD compared to manually generated alternative. • The use of CAD to develop and present ideas for products. • Simulation				Use of datum points and geometry when setting out design drawings. The use of tolerances in dimensioning.				

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		notes		progress				
Computer aided manufacturing (CAM). Students should be aware of, and be able to describe, how CAM is used in the manufacture of products. Specific processes to include: • fabric manufacture • fabric printing • lay planning and computer controlled cutting • automated buttonholing • making and sewing of pockets • seam stitching • pressing • computer controlled decorative processes • laser cutting				Calculating speeds and times for machining.				
Computer aided design (CAD) The advantages and disadvantages of using CAD compared to manually generated alternative. • The use of CAD to develop and present ideas for products.				Use of datum points and geometry when setting out design drawings. The use of tolerances in dimensioning.				
Computer aided manufacturing (CAM) Students should be aware of, and be able to describe, how CAM is used in the manufacture of products. Specific processes to include: • fabric manufacture				Calculating speeds and times for machining.				

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fabric printing								
• lay planning and computer controlled cutting								
automated buttonholing								
making and sewing of pockets								
• seam stitching								
• pressing								
computer controlled decorative								
processes								
laser cutting								
3.1.9 The requirements for textile ar	nd fashion	design an	d develop	ment				
Product development and								
improvement								
Product development and								
improvement. Through the study and								
critical analysis of existing products								
students should develop an								
understanding of the requirements of the following:								
• the design, development and								
manufacture of fashion clothing and								
textile products to meet specification								
criteria and be fit for purpose								
 how the critical assessment of 								
products can lead to the development								
of new designs								

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the application of ergonomic and anthropometric principles in the development of design ideas consideration of aesthetic and functional qualities. Students should develop the skills to critically assess products and develop new design proposals. Students should develop their ability to work with a variety of materials, including two- and three dimensional forms, to produce creative and original products which satisfy the demands of the target market, and consider accurate and efficient manufacture. Inclusive design. When designing products students should consider aesthetics, ergonomics and anthropometrics.								
Inclusive design Students should be aware of, and be able to explain, the development of products that are inclusive in their design so that they can be used by a wide range of users including the disabled, children, the elderly, transgender people and gender nonconformists.								

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3.1.10 Health and safety			l .		ı			
Safe working practices Students should be aware of: • Health and Safety at Work Act (1974) • control of Substances Hazardous to Health (COSHH) • safe working practices for the school or college workshop including identifying potential hazards. Safety in products and services to the customer Safety in products and services to the customer. Students should be aware of: • legislation used to protect consumers eg Consumer Rights Act (2015), Sales of Goods Act (1979), specifically including the requirements that relate to children's clothing • the British Standards Institute (BSI), and how specific products might be tested to meet safety standards • measures to ensure the safety of toys, eg Lion Mark • advice to consumers: • manufacturer's instructions • safety warnings								

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 aftercare advice including care 								
labelling.								
3.1.11 Design for manufacturing, ma	intenance	e, repair ar	nd disposa	I				
Manufacture, repair and disposal Students should be aware of: • how the choice of materials affects the use, care and disposal of products: advisory labelling to encourage responsible use and care of textile products • application of the six Rs of sustainability: reduce the quantity of materials, of toxic materials, of damaging materials and associated energy use, reuse components and parts, rethink by using eco friendly alternative materials, recycle materials and/or components into new products								
Care and maintenance of products Students should be aware of, and able to explain, the different ways in which a product can be cared for and maintained, including care labels, their use and what they mean 3.1.12 Enterprise and marketing in the				Understand the relationship between care recommendations and fibre/fabric properties, eg the thermoplastic nature of synthetic fibres and wash/iron temperatures, shrinkage of wool fibres when washed at high temperatures and with excessive mechanical action.				
development of products								

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The importance of marketing and	I could teach	I would need to look at my notes	I can not remember	OR OR	Copic		СОРІС	
brand identity, including:								
A range of communication and presentation techniques for conveying design proposals to clients, potential users and manufacturers, including: • report writing • the use of graphs • tables and charts • 2D/3D sketching • the use of mixed media and rendering to enhance drawings • dimensioning and details for manufacture.				Scaling drawings. Use of datum points and geometry when setting out design drawings. Representation of data used to inform design decisions and evaluation of outcomes. Presentation of market data, user preferences and outcomes of market research.				
3.2 Designing and making pr 3.2.1 Design methods and processes Iterative design process Different approaches to user centred design. That in approaching a design challenge there is not a single process, but that good design always addresses many issues, including:	-			Representation of data used to inform design decisions and evaluation of outcomes. The use of ergonomic and anthropometric data when designing products for humans and specific applications.				

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designing to meet a need investigations to inform the use of primary and secondary data including market research, interviews, human factors, focus groups, product analysis and evaluation, the use of anthropometric data and percentiles, the use of ergonomic data the development of a design proposal the planning and manufacture of a prototype solution the evaluation of a prototype solution to inform further development.								
3.2.2 Design theory								
Designers and their work The work of influential designers and how their work represents the principles of different design movements including: • Chanel • Dior • Vivienne Westwood • McQueen.								
Design Influences								

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Design influences. How key historical								
design styles, design movements and								
influential designers that helped to								
shape fashion and textile design and								
manufacture.								
Design styles and movements								
Key design styles and movements and								
their principles of design, including:								
Art Nouveau								
• Art Deco								
• Pop-art								
Minimalism Duralism								
Punk. 3.2.3 How technology and cultural classifications.	hanges ca	n impact o	n the wor	k of designers				
	ilaliges ca	ii iiiipact c	on the wor	k of designers			_	
Socioeconomic influences								
Socioeconomic influences have helped								
to shape product design and								
manufacture, including:								
• trends								
street culture music and media								
• world events, eg WW1, WW2								
• the rise of youth culture and								
antiauthoritarian attitudes								
the influence of workwear garments an fashion								
on fashion								
the role of women in society sport and leigure								
sport and leisure	<u> </u>		<u> </u>		1			

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• technological developments								
• music, film, royalty and celebrities.				6 1 1/6 1				
Major developments in technology How major developments in technology are shaping product design and manufacture, including: • the introduction of regenerated and synthetic fibres during the 20th century • the development of fabric finishes, etextiles and smart materials • new methods of manufacturing clothing and textile materials including mass production as opposed to bespoke, automated manufacturing including CAD and CAM • new decorative techniques such as laser printing • development in the care of textiles.				An awareness of scientific advancements/ discoveries and their potential development.				
3.2.4 Design processes								
The stages of a range of design processes in order to apply personal judgement and relevant criteria in the appraisal of products and systems, including: • investigations and analysis								

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 use of inspiration materials, eg mood boards ideas generation illustration modelling planning evaluating and testing 								
Prototype development Students should be aware of, and able to discuss and demonstrate, the development of a prototype from design proposals. This knowledge should influence the development of design ideas for the NEA so that students may make high quality products the meet the needs of identified users. Students should have knowledge and experience of: • basic pattern/template drafting, knowledge and use of technical terms, including: • basic block • labelling • notching • balance marks • seam allowance • be able to work from a set of basic block patterns, developed from				The use of mathematics in developing pattern templates.				

	How confident am I?		am I?	What do I need to do to improve my understanding – create a mind map, write revision note cards, use online tests, attempt some practice question papers, read and highlight my notes	I have made my revision notes on this topic	I have revised this topic	I am confident on this topic	Evidence
	I could teach	I would need to look at my notes	I can not remember	OR Who do I need to seek support from to help me progress	τοριε		topic	
individual measurements or from commercial basic block, including: • bodice front and back • sleeve, skirt and trouser front and back • basic adaptations to create unique and individual styles: • manipulation of the basic templates to develop patterns as required • moving of darts and seams to create new fullness • shaping or creating yokes • use of toiles: how toiles are used to test and develop fashion and clothing products and pattern templates								
3.2.5 Critical analysis and evaluation					<u> </u>		<u> </u>	
Students should be able to critically analyse and evaluate their own and commercial products leading to possible improvements/modifications of the original idea. Testing and evaluating products in commercial products. How products are required to undergo rigorous testing, and the testing methods used, before they become commercially available for sale.								

	How confident am I?			What do I need to do to improve my understanding – create a mind map, write revision note cards, use online tests, attempt some practice question papers, read and highlight my notes	I have made my revision notes on this topic	I have revised this topic	I am confident on this topic	Evidence
	I could	I would need to	I can not remember	OR				
	teatii	look at my notes	remember	Who do I need to seek support from to help me progress				
Use of third party feedback in the								
testing and evaluation process. How								
the use of feedback and testing								
informs the evaluation process,								
including:								
informing future modification and								
developmentthe importance of ensuring the views								
of other interested parties are sought								
in order to have objective and								
unbiased feedback								
3.2.6 Selecting appropriate tools, eq	uipment a	nd proces	ses		L		L	L
Good and safe working practices.								
Students should be aware of, and able								
to demonstrate, good and safe								
working practices, including:								
 the importance of using the correct 								
tools and equipment for specific tasks								
• the importance of ensuring their own								
safety and that of others when in a								
workshop situation.								
3.2.7 Accuracy in design and manufa	cture							
Measuring and marking out				Determining quantities of materials. Calculation of				
Students should be aware of, and				sides and angles of products. Use of datum points				
demonstrate, the importance of				and geometry when setting out design drawings.				
accuracy in manufacturing, including:				Use of geometry to create templates for designs				

	How confident am I?			What do I need to do to improve my understanding – create a mind map, write revision note cards, use online tests, attempt some practice question papers, read and highlight my notes	I have made my revision notes on this	I have revised this topic	l am confident on this	Evidence
how testing can eliminate errors • the value in the use of measuring aids, eg templates, in ensuring consistency of accuracy and the reduction of possible human error	I could teach	I would need to look at my notes	I can not remember	OR Who do I need to seek support from to help me progress	topic		topic	
3.2.8 Responsible design			l		l		l	
Environmental issues Students should be aware of the importance environmental issues in design and manufacture, including: • the responsibilities of designers and manufacturers in ensuring products are made from sustainable materials and components • the environmental impact of sourcing textile materials, their use and care • the environmental impact of packaging textile products, eg use of excessive packaging and plastic.				Templates for designs.				
Conservation of energy and resources Students should be aware of: • the design of fashion, clothing and textiles for minimum impact on the environment including raw material								

	How confident am I?			What do I need to do to improve my understanding – create a mind map, write revision note cards, use online tests, attempt some practice question papers, read and highlight my notes	I have made my revision notes on this topic	I have revised this topic	I am confident on this topic	Evidence
	l could teach	I would need to look at my notes	I can not remember	OR Who do I need to seek support from to help me progress	topic		topic	
extraction, consumption, ease of repair, maintenance and end of life • sustainable manufacturing including the use of alternative energy and methods to minimise waste • the impact of waste created in the process of manufacture including reuse of material off-cuts, chemicals, heat and water • cost implications of dealing with waste • the impact of global manufacturing on product miles 3.2.9 Design for manufacture								
Planning for accuracy and efficiency Students should be aware of, and able to demonstrate the importance of planning for accuracy when making prototypes. Quality control The monitoring, checking and testing of materials, components, equipment and products throughout production to ensure they conform to acceptable tolerances.				Calculations based on economies of scale. The impact of one way designs, nap and pattern on fabric layouts.				

Review of previous examinations:		