Cambridge Assessment International Education

Cambridge O Level

FASHION & TEXTILES **6130/01**

Paper 1 **October/November 2022**

MARK SCHEME

Maximum Mark: 100

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **22** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Social Science-Specific Marking Principles (for point-based marking)

1 Components using point-based marking:

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)

b DO credit alternative answers/examples which are not written in the mark scheme if they are correct

c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).

d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)

e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities

f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).

g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Question	Answer	Marks
1(a)(i)	**Identify one blended fibre yarn that would be suitable to make the fabric for the shirt in Fig.1.1.** Polyester cotton/polycotton, linen/viscose, cotton viscose, any feasible mix.	**1**
1(a)(ii)	**Give two reasons for your choice of blended fibre.** • The combined fibres give the advantages of both fibres • Blended fibres may make the fibre or yarn cheaper, • Synthetics such as polyester may improve properties – easy care/dries quickly/lighter in weight/durability • Blended fibres with a high % of synthetic fibre may be thermoplastic. • Natural fibres such as cotton/linen may be more absorbent/breathable/cool to wear Credit reasons for other fibres suitable for a shirt.	**2**
1(a)(iii)	**List four factors to consider when selecting a fabric for the shirt in Fig.1.1.** • Budget available • The occasion when the shirt will be worn – formal/casual wear. • Is it important for the shirt to be fashionable/match existing clothes? • Who will wear the shirt? • Age • Gender • The season – does the fabric need to be cool to wear/warm? • A lightweight/thin fabric will be needed. • Care of the shirt – washable easy care/little ironing. • The colour/pattern of fabric. Bright colours for casual wear/children. Pale colours and simple designs for formal wear. • Is the fabric from a renewable/natural source? One mark for each factor.	**4**
1(b)(i)	**Identify two components used in the shirt in Fig.1.1.** Interfacing, buttons.	**2**
1(b)(ii)	**Identify a suitable pocket for the shirt in Fig.1.1.** Patch pocket	**1**
1(c)(i)	**A designer decides to make the shirt in Fig. 1.1 from fabric with a large check design.** **State how this may affect the amount of fabric needed to make the shirt.** Checks have to be matched when laying out pattern pieces It will take more fabric.	**1**

Question	Answer	Marks
1(c)(ii)	**Identify one pattern alteration that could be made to control fullness in the shirt in Fig.1.1.** Darts in front/back, waistline/bust dart.	**1**
1(c)(iii)	**Describe how to alter the paper pattern for the sleeve of the shirt in Fig.1.1 to make short sleeves. You may use diagrams to support your answer.** • Measure desired length of sleeve • Mark the length on the pattern [following the straight grain line from shoulder] • Draw a line on pattern at right angles to the SG at the desired length of the short sleeve from the shoulder point • Add an amount for the hem [this could be added before marking length] • Draw cutting line/cut off the excess pattern paper One mark for each correct point which can be written or in a diagram.	**4**
1(d)(i)	**Identify the type of hem used on the shirt in Fig.1.1** Top stitched, narrow (machined) hem, double hem.	**1**
1(d)(ii)	**French seams have been used on the shirt in Fig.1.1. State the correct order of work to make a French seam. You may use diagrams to support your answer.** • With wrong sides together stitch narrow seam 0.5 cm, • Trim • press seam, • With right sides together stitch 1cm seam over the first seam • press seam to one side • might stitch down the seam One mark for each point in the correct order. Credit the longest correct sequence of points.	**4**
1(d)(iii)	**State two advantages of using French seams for the shirt in Fig.1.1.** • Strong • Hardwearing/durable • Won't fray/neat	**2**
1(e)	**The fabrics and style details of the shirt in Fig.1.1 are changed each season to reflect current fashion. Identify the production method used to make the shirt in Fig.1.1** Batch production.	**1**

Question	Answer	Marks
1(f)	**Sketch and label a design for a pair of shorts to wear with the shirt in Fig.1.1** • A neat/tidy labelled sketch of a pair of shorts. • knee length or above • style details such as pockets, turnup hems, belt loops up to 2 marks. • zip or elasticated waist – anything to show the garment can be removed. 1 mark for a point. Max 3 if sketch not labelled	**4**
1(g)	**State two causes for each of the following problems when sewing on an electric sewing machine.** **The thread breaks:** [upper] tension too tight, incorrect threading, blunt or bent needle, incorrect needles size, overfull bobbin, poor quality thread. **Missed stitches:** blunt, bent or twisted needle/needle not inserted properly, pulling material as it is stitched, thread too thick for needle. **Broken needle:** Presser foot loose, fabric too thick for needle size, needle loose, needle hits pin/zip/presser foot. Incorrect presser foot for stitch being used. Up to two marks for each problem	**6**
1(h)	**State three safety rules to follow when using sharp items of small equipment.** • Store needles in a tin or packet/ pins in a pin cushion • Do not store by sticking needles or pins in clothing or fabrics • Always pick up needles and pins dropped • Dispose of needles and pins safely • Close scissors when not in use • When passing scissors to someone do not point the blades at them • Carry scissors with blades pointing downwards. • Keep top on quick-un-picks/seam rippers when not in use • Thimble/finger protection One mark for each correct safety rule.	**3**
1(i)(i)	**Identify two methods of knitting.** Warp knitting Weft knitting	**2**

Question	Answer	Marks
1(i)(ii)	**State one difference between the two methods of knitting identified in question 1(i)(i).** • Weft knitting has horizontal loops across the work; warp knitting has vertical loops going up and down the fabric. • Weft knitting can be carried out by hand. Warp knitting is carried out by machine only. • Weft knitting uses one continuous yarn whereas warp knitting uses more than one yarn • Weft knitting ladders more easily than warp knitting • Plain weft knitting looks different on front and back/ purl, knit stitches • Warp knitting can look the same on both sides • Weft knitting stretches more than warp knitting	**1**

Question	Answer	Marks
2(a)(i)	**Identify one raw material used to make nylon fibre.** Hexamethylene diamine and adipic acid, [nylon] polymer	**1**
2(a)(ii)	**Identify two fabrics that can be made from nylon fibre.** Satin, net, jersey, warp knit, proofed nylon, seersucker.	**2**
2(b)	**Describe the stages in cotton production from when the cotton is picked to when the cotton is spun into yarn.** • Pick the cotton • Ginning – the cotton bolls pass through a machine which separates the seeds from the fibres and removes any plant waste • Baling – the cotton lint is packed for shipping • Bale breaking – the matted fibres are fed into machines to remove impurities • Opening and cleaning – more breaking down and cleaning to produce a lap • Carding – the fibres are separated, short fibres are removed and a loose rope called a sliver is made • Combing – The slivers are laid parallel by passing over revolving drums with teeth • Drawing – the slivers are drawn/pulled out and then twisted together. Repeated several times • Slubbing – Drawn further into rovings which are wound onto bobbins One mark for each stage. Reward longest correct sequence ignoring omissions.	**5**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(c)</td><td>

Compare the performance characteristics of fabrics made from nylon fibres with fabrics made from cotton fibre.

<table>
<tr><td>Performance characteristics</td><td>nylon</td><td>cotton</td></tr>
<tr><td>abrasion resistance</td><td>hard wearing. Pills during wear.</td><td>moderately resistant to abrasion</td></tr>
<tr><td>strength</td><td>very strong when dry</td><td>moderately strong
stronger when wet</td></tr>
<tr><td>elasticity</td><td>good</td><td>low</td></tr>
<tr><td>absorbency</td><td>poor</td><td>high</td></tr>
<tr><td>washability</td><td>easy to wash and dries quickly</td><td>can be washed at high temperature</td></tr>
<tr><td>flame resistance</td><td>melts</td><td>burns</td></tr>
<tr><td>moth resistance</td><td>resistant</td><td>resistant</td></tr>
<tr><td>mildew resistance</td><td>resistant</td><td>susceptible if stored damp</td></tr>
<tr><td>thermoplasticity</td><td>yes, so may be set into pleats</td><td>no</td></tr>
</table>

5–6 marks
Very good/excellent attempt, demonstrates detailed knowledge of most performance characteristics of both cotton and nylon and compares the two fabrics. Shows a high level of skill in selection of appropriate examples to illustrate the answer. Very good organisation of answer with skilled use of technical textile terms.

3–4 marks
Good attempt, wide knowledge of three or more performance characteristics of cotton and nylon with perhaps less detailed knowledge of one fabric. May not make a comparison. Shows knowledge of technical textile terms with good organisation and presentation skills.

1–2 marks
Valid, satisfactory attempt, fair knowledge of one or more performance characteristic. Might make a list. No comparison made. Moderate organisation with some use of technical textile terms.

</td><td>6</td></tr>
</table>

Question	Answer	Marks
2(d)	**Discuss the advantages of using iron-on non-woven bonded interfacing, instead of sew-in woven interfacing.** **Fusible non-woven interfacing** • More economical because no grain to worry about/can cut more out/saves money • Easy to cut out • Easier to apply as just needs ironing on • Less likely to stretch because non woven • Available in different weights and colours • Stretch fusible is also available • May cost less because economical to use. • Does not fray **Woven interfacing** • Grainline has to be used so not as economical and takes more time/skill to cut out • Has to be tacked in place so more time consuming • May move better with fabric because it is woven so has slight stretch on cross. • May not come in as many weights or colours • There will not be any stiffness that may be caused by glue in some brands. 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of both types of interfacing. and the advantages of fusible/iron on/ bonded non-woven interfacing. Shows a high level of skill in selection of appropriate advantages and gives examples to illustrate the answer. Very good organisation of answer with skilled use of technical textile terms. 3–4 marks Good attempt, wide knowledge of one or both types of interfacing or detailed knowledge of one fusible/iron-on/bonded interfacing. Selects some advantages of fusible interfacing. Shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of one type of interfacing. Competent selection of some relevant advantages. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
3(a)(i)	**Sketch and label a design for a quilted evening bag. Include suitable embellishments and a fastener in your design.** 1 mark for a drawing of a suitable shape/size. 1 mark for appropriate embellishments/components 1 mark for fastener 1 mark for handle, strap or reference to how it will be carried. Maximum three marks if drawing not labelled.	**4**
3(a)(ii)	**State the correct order of work to quilt fabric for the bag sketched in question 3(a)(i).** • Mark the quilt design/pattern onto the fabric • Two layers of fabric/ top fabric and lining • Wadding or foam rubber between the two layers • Pin/tack [with safety pins] the layers together [temporary spray glue may be used] • Machine or hand stitch a quilting design/pattern/grid through all layers. 1 mark for each point. Credit the longest sequence in logical order.	**4**
3(b)	**Discuss the advantages and disadvantages of using a <u>quilted fabric</u> for an evening bag.** **Advantages**: Attractive/fashionable, comfortable to hold, protects contents/stronger, can be embellished, different designs can be used for quilting, gives structure to the bag. **Disadvantages**: May be bulky, may be difficult to sew/attach fastenings or embellishments May increase cost May need more careful laundering/ sponge clean 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of the advantages and disadvantages of quilted fabric for an evening bag. Shows a high level of skill in selection of appropriate examples to illustrate the answer. Very good organisation of answer with skilled use of technical textile terms. 3–4 marks Good attempt, wide knowledge of quilting, selects most advantages and disadvantages of quilted fabric for an evening bag, shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of quilting. Competent selection of some relevant advantages and disadvantages. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
3(c)	**Evaluate the range of components that could be used to embellish a quilted evening bag.** The components used will depend on the style of the design. Glitzy shiny/understated etc. Consideration to be given to practicality. Most are time consuming to add. • Buttons, bright shiny ones could add interest. Could be used as a fastening too • Sequins, can be used to add designs, patterns. Lots of different colours • Beads tend not to be glittery but tiny beads could be used to make a pattern/picture/design on the bag • Tape/Ribbon etc. Could be applied before quilting in a design or as a border • Seeds – local seeds could be combined with other materials • Zips – used as fake or striking fastener • Applique motif. 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of a wide range of suitable components. Shows a high level of skill in selection of appropriate advantages, disadvantages and examples to illustrate the answer. Very good organisation of answer with skilled use of technical textile terms. 3–4 marks Good attempt, wide knowledge of several components. Selects most advantages and disadvantages of the components discussed. Shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of one or more components. Competent selection of some relevant advantages and disadvantages. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
4(a)	**List four items of pressing equipment used in the production of textiles.** Iron, ironing board, sleeve board, seam roll, needle board, tailor's ham, pressing cloth, steam dolly [presser]/steamer.	**4**
4(b)(i)	**Identify four ways in which Computer Aided Manufacture (CAM) is used in factory production of garments.** • Computerised lay plans • Computerised grading of pattern sizes • Computerised/laser cutting of fabric. • Stock control and ordering systems • Flow of work around factory/specialist systems • Specialist sewing machines. E.g. embroidery, buttonhole etc • Ultraviolet light to automatically place components etc. • Automatic steam pressing/packaging • Quality control using ultraviolet and cameras One mark for each point.	**4**

Question	Answer	Marks
4(b)(ii)	**Evaluate the use of Computer Aided Manufacture (CAM) in factory production of garments. Give examples to support your answer.** • Saves time/work done at the press of a button • Saves money because more accurate/less wastage/less workers needed • More efficient – not dependent on availability of workers • Lay plans – accuracy can be measured as % • Grading of patterns – done automatically with software calculating the different sizes • The best work flow pattern can be calculated • Work can automatically be moved from worker to worker • Specialist machines automatically do things like fitting zips, sewing buttons, embroidery, computer controlled/programmed pressing • Quality of work is improved as computer aided scan of work may be more accurate. • Less workers to employ. May affect local economy • Cost of setting up is high/premises may not be suitable. • Power outages/problems whole factory may stop. 5–6 marks Very good/excellent attempt, demonstrates detailed understanding of the use of CAM in garment production. Shows a high level of skill in selection of relevant points and their justification. Very good organisation of answer with skilled use of technical textile terms. 3–4 marks Good attempt, wide knowledge of four or more benefits of using CAM to manufacture garments. Selects most reasons for the benefits and shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of one or more benefits of using CAM in garment construction. Competent selection of some reasons for the benefits. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
4(c)	**Discuss the ways in which a manufacturer can reduce waste in garment production. Give examples of environmentally friendly ways to dispose of any textile waste.** **Reduce waste:** • Cut fabric economically • Only buy the amount needed. • Clean, tidy working environment so fabric is not soiled • Good stock control • Good quality control/training to avoid faults • Only make the number of garments needed. **Disposal:** • Main problem is small pieces of fabric left over at cutting out stage • Should avoid landfill • Could sell fabric waste for shredding for other purposes • May be able to make small products in house to sell • Give to charities/schools to use • Depends on type of fibre how it can be recycled or reconstituted • Faulty products can be sold under a different brand/ sold in factory outlets. 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of ways in which a manufacturer can reduce waste in garment production with a wide range of examples to support the answer. Offers a number of environmentally friendly ways to dispose of textile waste. Very good organisation of answer with skilled use of technical textile terms. 3–4 marks Good attempt, wide knowledge of ways in which a manufacturer can reduce waste in garment production. Suggests one or more environmentally friendly way in which to dispose of textile waste. Shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of one or more ways to reduce waste in garment production. May only consider home sewing. Competent selection of one way to dispose of textile waste. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
5(a)(i)	**State the correct order of work for Silk Painting.** • Pre-wash silk fabric • Stretch/secure silk to a frame • Transfer/draw design on the silk • Using Gutta or a resist such as wax outline areas of different colours/the design. • Using silk fabric paints paint or spray within the gutta areas • Can have an added effect from salt • After it has dried for 24 hours iron to set colour/remove wax One mark for each correct point. Reward highest correct sequence	**4**
5(a)(ii)	**Identify <u>one</u> problem that may occur when silk painting.** Gaps in gutta means paint might run into other areas Paint can run/colours may not merge as you wish/might dry out.	**1**
5(b)(i)	**Identify <u>one</u> edge finish suitable for a scarf made from silk fabric** • Rolled hem • Bound hem • Narrow machine stitched hem • Handstitched invisible hem	**1**
5(b)(ii)	**Explain how to make the edge finish identified in question 5(b)(i) on silk fabric** **Rolled:** Can be either machined with special foot or rolled and stitched by hand with small stitches **Bound:** Use bias strip. Stitch to scarf then fold over and stitch **Narrow machined hem** Either press hem and stitch or use specialist foot **Invisible hem** Fold a pleat into hem and catch down single strands of fabric/tiny stitches One mark for each correct point relating to hem named in **5(b)(i)**. Two marks for a well explained point. If no specific hem identified in **5(b)(i)** one mark maximum.	**2**

Question	Answer	Marks
5(c)	**Evaluate two resist methods of applying colour to cotton fabric** **Batik** • Uses hot wax/starch as a resist • Need equipment, tjanting and wax heater. Might use brush • Safety aspects of hot wax • Layers of different colour dyes need to be worked out in advance • Time consuming/very skilful • Can produce beautiful results if accurate and well planned • Traditional method • Can be difficult to remove the wax. Newspapers and hot iron are used • Can get crackled effect by coating with wax and breaking it • Mainly done on woven cotton fabric. **Tie Dye** • Effects are more random/unpredictable • String, elastic bands, folding, insertion of objects all used as resists • Relatively simple and quick to do regardless of skill level • Fabric with applied resists is put in dye • When dry the resist objects are remove • Fabric is ironed to set dye • The style is not popular with everyone/hippy style • Rainbow dying in microwave can also be done. • Mainly used on woven cotton but can be used on T-shirts that are knitted cotton • Shibori. 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of both batik and tie dye methods and the advantages and disadvantages of both. Shows a high level of skill in selection of appropriate advantages, disadvantages and examples to illustrate the answer. Very good organisation of answer with skilled use of technical textile terms. 3–4 marks Good attempt, wide knowledge of resist dye methods. May give detailed knowledge about one method or limited information about two methods. Selects most advantages and disadvantages, shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of one resist method. Competent selection of some relevant advantages and disadvantages. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
5(d)	**Scarf fabric can be made from different fibres. Compare the characteristics of cotton scarves with those of woollen scarves.** **Cotton:** • Soft/comfortable • breathable/cool to wear • washes well • drapes well/fine/lightweight • cheap and easily available. • absorbent/dyes well • can be decorated easily with surface techniques of applying colour or embellished with trimmings. • may be worn for decoration rather than function/cotton is more versatile • may crease/ might need ironing • fine/lightweight. **Wool:** • soft/comfortable, • can be lightweight or thicker/heavier • good insulation/keeps wearer warm • lots of colours and different weaves • might be woven in width of scarf so no sewing/hemming needed • can be knitted easily • can be itchy and scratchy • not suitable for hotter climates. 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of the characteristics of both wool and cotton fabrics and makes a comparison between them. Shows a high level of skill in the comparison. Very good organisation of answer with skilled use of technical textile terms. 3–4 marks Good attempt, wide knowledge of the characteristics of both wool and silk scarves. May have a detailed knowledge of only one fibre or limited knowledge of both. Comparison may be limited. Shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of one or more characteristic of wool and cotton scarves. There may be no comparison. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
6(a)(i)	**The waistline of the skirt in Fig. 6.1 is finished with a shaped facing. Explain the correct order of work to apply the shaped facing to the skirt waistline. You may use diagrams to support your answer.** • Apply interfacing to wrong side of the shaped facing • Join the front and back facing pieces at the right hand side seam • Neaten the long edge of the facing • Fold and press the seam allowance at the ends of the facing to wrong side • With right sides together and matching all dots and notches pin/tack the facing to the skirt waistline • Stitch • Trim seams • Turn the facing to the wrong side and press • Understitch the facing to the seam allowance • Stitch the ends of the facing to the zip opening after the zip is fitted/at side seam. One mark for each correct point. Reward the longest consecutive sequence.	**6**
6(a)(ii)	**Explain why the shaped facing might need to be strengthened.** To stop the facing stretching/keep shape, to stabilise, stiffen/support. One mark for each point	**2**

Question	Answer	Marks
6(b)	**Compare the faced waistline skirt in Fig. 6.1 with the elasticated waist skirt in Fig.6.2. Consider suitable fabrics and how the skirts would be made and worn.** **Faced waistline** • Neat/sleek/Flattering to wear, • Can be worn under jacket or with shirt/top worn inside or out • More processes so more expensive to make • More formal style • Not suited to very thin fabric • Needs a fastening – usually zip • No room for growth **Elasticated waist skirt** • Quick and simple to make/cheaper • Allows for growth • Comfortable to wear • Suitable for lightweight fabrics only • Easy to put on and off • More suitable for children • Will fit more people 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of both types of waistline and the differences in how they are made and used. Shows a high level of skill in selection of appropriate differences and gives examples to illustrate the answer. Very good organisation of answer with skilled use of technical textile terms. 3–4 marks Good attempt, wide knowledge of one type of skirt waistline or less detailed knowledge of both types of skirt waistline. May include some examples of differences in manufacture and use. There may be little comparison. Shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of one type of waistline. Competent selection of some differences and may be an example of differences in use and making. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
6(c)	**Sketch and label an innovative original design for a skirt for a person who uses a wheelchair. Include reasons for your design choices and suitable fastenings.** • Mark for labelled sketch of skirt deign • Consideration given to fastening and ease of wearing and type of disability • Length of skirt – a short skirt may not be appropriate • Decoration should be near hem and be bold or won't be seen/should not be prone to wear e.g. beading might come off • Should not be tight fitting/must be comfortable but must be safe. • Practical colour • Might have innovative features such as press studs to secure skirt for safety when wheelchair is moving. 5–6 marks Very good/excellent attempt, demonstrates an understanding of the problems associated with designing/selecting garments that are fit for purpose for a wheelchair user. The design is creative, innovative and well communicated. Includes valid reasons for design choices and the fastenings chosen. Very good organisation of answer with skilled use of technical textile terms. 3–4 marks Good attempt, a superficial understanding of designing/selecting garments that are fit for purpose for a wheelchair user. An adequate sketch. Design not innovative. Sketch may lack detail and justification/reasons for design decisions. Shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, little understanding of making the garment fit for purpose with little or no consideration for the needs of a wheelchair user. Sketch may be neat but lacking detail or may be untidy. May not include any labels or justification for design choices. Moderate organisation with some use of technical textile terms.	**6**