



Cambridge O Level

FASHION & TEXTILES

6130/01

Paper 1

October/November 2023

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 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **21** 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)	<p>Fig 1.1 is a drawing of a coat.</p> <p>The coat in Fig1.1 is made from cotton poplin fabric for summer wear. Describe poplin fabric</p> <p>Appearance – smooth, same both sides, plain weave/warp threads over weft threads, slight sheen, slight corded appearance (thicker weft)</p> <p>Feel handle – drapes well, medium/light weight, smooth, firm.</p>	2
1(a)(ii)	<p>State two reasons why poplin fabric is suitable for the coat shown in Fig 1.1.</p> <ul style="list-style-type: none"> • Medium/lightweight • Tightly woven • Holds shape • Easy to work on/firm 	2
1(a)(iii)	<p>Identify two performance characteristics of cotton fibre that make it suitable for poplin fabric to make the coat in Fig 1.1.</p> <ul style="list-style-type: none"> • Strong • Hard wearing/abrasion resistant/durable • Washable • Absorbent (for dyes/sweat). 	2
1(a)(iv)	<p>Suggest two synthetic fibres that could be blended with cotton fibres to improve the performance characteristics. Give one reason for each suggestion.</p> <p>Polyester or Nylon</p> <ul style="list-style-type: none"> • Creases less • Washes more easily • Dries more quickly • More durable. • Stronger <p>Elastane</p> <ul style="list-style-type: none"> • For stretch • Less creasing • Improved drape/fit <p>One mark for a fibre (max 2) and one mark for one different reason for each.</p>	4

Question	Answer	Marks
1(a)(v)	<p>Identify one fabric that could be used if the coat in Fig.1.1 is to be worn in winter. Give one reason for the choice.</p> <p>Fabric: Corduroy, denim. Accept tweed, flannel, worsted, velvet, gabardine or any other suitable fabric for winter wear not in syllabus.</p> <p>Reason: Fashionable/smart, smooth, thick fabric for winter/warmth. Reason must relate to the fabric identified and to winter wear. E.g. the pile of velvet traps air making the coat warmer.</p> <p>One mark for fabric and one mark for reason.</p>	2
1(b)(i)	<p>Identify where interfacing should be used when making the coat in Fig.1.1.</p> <p>Collar, end of sleeves, CF buttonhole stand.</p>	1
1(b)(ii)	<p>State three reasons to use interfacing in the coat in Fig 1.1.</p> <ul style="list-style-type: none"> • Stiffen/make firm • Strengthen/reinforce • Shape/stabilise/give better form. 	3
1(b)(iii)	<p>Identify three methods that could be used to make buttonholes on the coat in Fig.1.1.</p> <p>Bound, machine stitched, hand stitched.</p>	3
1(c)(i)	<p>Identify one suitable fibre for lining fabric for the coat in Fig.1.1.</p> <p>Nylon, cotton, polyester, acetate, silk, viscose.</p>	1
1(c)(ii)	<p>State four ways in which a lining will improve the quality of the coat in Fig.1.1.</p> <ul style="list-style-type: none"> • Easier to get coat on and off • Neater/more professional finish. • Covers any raw edges/loose threads. • Makes the coat warmer • Makes the coat more attractive, may be contrasting colour/printed. • Improves hang of coat/prevents main fabric stretching out of shape. • Makes coat more durable/long lasting 	4
1(d)	<p>Label the style details on the coat shown below.</p> <p>A Lapel B Princess line/seam C Pocket.</p>	3

Question	Answer	Marks
1(e)	<p>Identify four cutting tools used in home garment making.</p> <ul style="list-style-type: none"> • Seam ripper/quick unpick. • Tailor’s/dressmaking/fabric shears/scissors • Embroidery/trimming scissors • Pinking shears • Thread clippers/cutters/snips. 	4
1(f)(i)	<p>Suggest three processes in which tacking might be used to improve accuracy.</p> <ul style="list-style-type: none"> • Tacking a seam together/joining two fabrics • Tacking a sleeve in place • Tacking a collar/cuff • Placing a pocket • Making a casing • Inserting a zip • Hem • Making dart • Making pleats 	3
1(f)(ii)	<p>Explain how to work tacking stitches. You should use labelled diagrams to support your answer.</p> <p>Marks for:</p> <ul style="list-style-type: none"> • Use (tacking/thin) thread • May use contrasting thread. • Fasten on and off at beginning and end. • Long even stitches/long and short stitches/even stitches. • One mark for a clearly labelled diagram. <p>Award marks for written instruction or labelled diagram.</p>	4
1(g)	<p>Identify two uses for fabrics that change in response to light.</p> <ul style="list-style-type: none"> • Safety/work wear • Items worn at night for safety • Fun applications/fashion – glow in the dark fabrics • Club wear that responds to UV light. 	2

Question	Answer	Marks
2(a)(i)	<p>State the origin of linen fibres.</p> <p>(Stem of) the flax plant</p>	1
2(a)(ii)	<p>Explain how linen fibres are obtained.</p> <ul style="list-style-type: none"> • Flax stems are cut/harvested/picked. • Retting where the woody covering of the stems is rotted away. Traditionally left to soak in ponds but now tanks of water are used. • Scutching – fibres are cleaned and seeds and stem removed. • Hackling – fibres are combed/straightened and formed into a sliver. <p>One mark for a point, two marks for a well explained point</p>	4
2(b)	<p>State three ways to stop linen fabric fraying before and during garment construction</p> <ul style="list-style-type: none"> • Zig zag before stitching • Overlock edges before sewing • Use closed seams • Use bound seams • Narrow hem/edge stitch before sewing 	3
2(c)	<p>Discuss the characteristics of fabric made from linen fibres that make it suitable for summer clothing.</p> <ul style="list-style-type: none"> • Durable/hard wearing/abrasion resistant • washes well – pale/bright summer colours show dirt • creases easily, may be fashion statement. Needs ironing so not so good for travelling. • smooth, lustrous and attractive/fashionable • absorbent/breathable so cool to wear in hot weather. • absorbent – dyes well – bright/pale summery colours <p>5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of a wide range of characteristics of fabric made from linen fibres and its suitability for summer clothing. Shows a high level of skill in selection of reasons to support the answer. Very good organisation of answer with skilled use of technical textile terms.</p> <p>3–4 marks Good attempt, wide knowledge of two or more characteristics of fabrics made from linen fibres. Selects most reasons why it is suitable for summer clothing. Shows knowledge of technical textile terms with good organisation and presentation skills.</p> <p>1–2 marks Valid, satisfactory attempt, fair knowledge of one or more characteristics. May offer a list. Competent selection of some relevant reasons. Moderate organisation with some use of technical textile terms.</p>	6

Question	Answer	Marks
2(d)	<p>Evaluate the methods of controlling fullness that could be used in a linen dress. Give reasons and examples to support your answer.</p> <ul style="list-style-type: none"> • Linen is quite stiff so does not gather easily so gathering would not work well. • Darts would be good as linen presses well and a crisp finish can be obtained. • Pleats/tucks might look good but would not stay in place unless stitched. • A style that requires easing would work such as princess line. • Linen styles tend to be loose and rely on silhouettes for impact rather than detail. <p>5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of most methods used to control fullness in garments. Relates the methods well to use in a linen dress. Shows a high level of skill in selection of appropriate reasons and examples to illustrate the answer. Very good organisation of answer with skilled use of technical textile terms.</p> <p>3–4 marks Good attempt, wide knowledge of two or more methods of controlling fullness or less detailed knowledge of all methods. Selects examples and reasons related to linen dresses and shows knowledge of technical textile terms with good organisation and presentation skills.</p> <p>1–2 marks Valid, satisfactory attempt, fair knowledge of one method of controlling fullness. May be a list. May be some selection of examples related to linen dresses. Moderate organisation with some use of technical textile terms.</p>	6

Question	Answer	Marks
3(a)(i)	<p>Fig 3.1 is a drawing of a shopping bag.</p> <p>Identify one plain fabric to make the shopping bag in Fig.3.1.</p> <p>Calico, denim, gabardine, poplin. Accept canvas/drill or any strong fabric not in syllabus.</p>	1
3(a)(ii)	<p>State two reasons for your choice of fabric in 3(a)(i)</p> <p>Strong, hardwearing, can be dyed, can be printed on, light/medium weight, washable/easy care.</p>	2

Question	Answer	Marks
3(b)	<p>Suggest two ways of fastening the shopping bag in Fig.3.1 to make it more secure.</p> <ul style="list-style-type: none"> • Zip • Flap • Button fastening • Buckle • Velcro • Snap fastening, press studs/poppas. • Magnetic fastening 	2
3(c)	<p>Identify three methods of using dyes or fabric paints to add colour to the shopping bag in Fig. 3.1.</p> <ul style="list-style-type: none"> • Tie dye/shibori • Tritik • Dip dye • Block printing • Stencilling • Batik, 	3
3(d)	<p>Evaluate two methods of making the side seams of the shopping bag in Fig.3.1.</p> <p>Plain/flat seam.</p> <ul style="list-style-type: none"> • Needs to be neatened strongly– zigzag, overlock, hemmed, overcast. Pinking not appropriate because of wear and tear and appearance • Will be visible/untidy. • Weak as only one line of stitching • Could be stitched down • Can't be seen from right side. • Quick to make <p>Overlock seam</p> <ul style="list-style-type: none"> • Quick • Neatens automatically • Needs accurate and skilled machinist • (Quick to make so) cheap • May catch on bag contents • Strong as more than one row of stitching • Cannot be seen on outside <p>French seam</p> <ul style="list-style-type: none"> • Time consuming • Very strong • Very neat/no raw edges • Does not need lining • Not visible from outside 	6

Question	Answer	Marks
3(d)	<p>Double Stitched Seam</p> <ul style="list-style-type: none"> • Strong • Neat • Time consuming • Accuracy needed • May be difficult to do second seam • May be decorative on outside. <p>5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of two appropriate seams and evaluates each. 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.</p> <p>3–4 marks Good attempt, wide knowledge of one or more appropriate seams or less detailed knowledge of two methods. Shows some evaluation and selects some advantages and disadvantages. Shows knowledge of technical textile terms with good organisation and presentation skills.</p> <p>1–2 marks Valid, satisfactory attempt, fair knowledge of one type of seam. Competent evaluation of some relevant advantages and disadvantages. Moderate organisation with some use of technical textile terms.</p>	

Question	Answer	Marks
3(e)	<p>Sketch and label a design for a small bag in which to store the folded shopping bag in Fig.3.1 when it is not in use. The small bag must be embellished and have a suitable fastening to stop the folded shopping bag from falling out.</p> <ul style="list-style-type: none"> • Labelled sketch of a drawstring bag, envelope style bag, mini tote bag. • Quality of sketch • Original creative idea shown in design • Fit for purpose • Indication of fibre/fabric • Fastening identified • Any labelled detail/embellishment. E.g. top stitch, addition of colour, trimmings. <p>5–6 marks Very good/excellent attempt. A neat and clearly labelled drawing of an original design for a suitable storage bag that is fit for purpose. Shows a high level of skill in selection of a fastening and embellishment. May indicate colours, materials used and dimensions. Answer includes skilled use of technical textile terms with excellent presentation skills.</p> <p>3–4 marks Good attempt. A tidy drawing of a storage bag which is fit for purpose. There is a fastening and basic embellishment which may not be appropriate. Shows knowledge of technical textile terms with good presentation skills.</p> <p>1–2 marks Valid, satisfactory attempt. A basic bag which might be fit for purpose. May have either a fastening or embellishment. May be untidy and not labelled. Some use of technical textile terms.</p>	6

Question	Answer	Marks										
4(a)	<p data-bbox="304 248 1193 315">Explain the meaning of each of the following symbols found on commercial garment patterns.</p> <table border="1" data-bbox="304 347 1321 1037"> <thead> <tr> <th data-bbox="304 347 555 412">Symbol</th> <th data-bbox="555 347 1321 412">Meaning</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 412 555 548"></td> <td data-bbox="555 412 1321 548">Straight grain indicates the direction in which the pattern pieces should be placed on the fabric.</td> </tr> <tr> <td data-bbox="304 548 555 748"></td> <td data-bbox="555 548 1321 748">Notches are balance marks to ensure accuracy when placing pieces of fabric together before sewing.</td> </tr> <tr> <td data-bbox="304 748 555 880"></td> <td data-bbox="555 748 1321 880">Dots can be used to show where pieces are to be paced e.g. pockets, shoulder point on sleeves, darts etc.</td> </tr> <tr> <td data-bbox="304 880 555 1037"></td> <td data-bbox="555 880 1321 1037">To fold line. The fabric should be folded so that the piece cut is double the size of the pattern with no seams. The pattern edge is placed to the fold.</td> </tr> </tbody> </table> <p data-bbox="304 1070 783 1104">One mark for a detailed explanation.</p>	Symbol	Meaning		Straight grain indicates the direction in which the pattern pieces should be placed on the fabric.		Notches are balance marks to ensure accuracy when placing pieces of fabric together before sewing.		Dots can be used to show where pieces are to be paced e.g. pockets, shoulder point on sleeves, darts etc.		To fold line. The fabric should be folded so that the piece cut is double the size of the pattern with no seams. The pattern edge is placed to the fold.	4
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4(b)	<p data-bbox="304 1137 1321 1171">State one reason to press work after each of the processes listed below.</p> <ul data-bbox="304 1205 1294 1440" style="list-style-type: none"> • Seams – press seam open/make seam lay flat/smooth on right side. • Dart – so points are flat on right side, to make darts face in correct direction. • Finished garment – for quality control/quality assurance, so it's ready to sell/to remove creases/neaten the garment. • Collar – to give neat/sharp edge, to make the collar lie flat, so the collar sits properly. 	4										

Question	Answer	Marks
4(c)	<p>Compare two production methods that might be used to manufacture dresses for special occasions.</p> <p>One off/job production/bespoke</p> <ul style="list-style-type: none"> • Exclusive/unique • Skilled maker • Made to measure/good fit • Tailor/designer • Lots of handmade embellishments • Can choose materials/can match materials/accessories. • Expensive/labour costs • May have to plan to order in advance. • High standard/quality <p>Batch production</p> <ul style="list-style-type: none"> • Fashionable • Many made so may be others wearing similar but limited numbers • Batches of same garments made but may be in different colours or fabrics • Cheaper because of scale of production. • Simpler, less decorative details • Made to standard sizes <p>5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of both production methods/systems and the reasons why each may be used. Shows a high level of skill in selection of appropriate detail and examples for both methods. Very good organisation of answer with skilled use of technical textile terms.</p> <p>3–4 marks Good attempt, wide knowledge of one production method or less detailed knowledge of both correct methods. Includes main details and shows knowledge of technical textile terms with good organisation and presentation skills.</p> <p>1–2 marks Valid, satisfactory attempt, fair knowledge of one production method. Competent selection of some relevant details. Moderate organisation with some use of technical textile terms.</p>	6

Question	Answer	Marks
4(d)	<p>Discuss the advantages and disadvantages of different ways to buy a readymade dress for a special occasion.</p> <p>Designer shops/Tailor</p> <ul style="list-style-type: none"> • Expensive • unique styles no one else will be wearing. • May be more decorated, • may alter to fit • Personal attention/advice • Designer labels <p>Department stores</p> <ul style="list-style-type: none"> • May have well-known names/latest fashions • Range of different labels/brands. • Budget/cheaper • May be a long way away • May sell suitable accessories as well <p>High street retailers</p> <ul style="list-style-type: none"> • Cheaper than designer • Personal attention • May have limited range of styles/sizes • May have to travel to get there • May put products aside <p>Mail order/catalogue</p> <ul style="list-style-type: none"> • Limited range • May be able to buy on credit to spread cost but this can cost more • Don't have to go out • Size may be wrong • May not look like the picture • Cost of returns • Time and cost of delivery <p>Internet/online</p> <ul style="list-style-type: none"> • Mainly same as mail order • Wide variety of styles and sizes • Range of makers and designers • May be able to buy things not available in country • Use credit and debit cards • Some companies have sophisticated systems to enable correct choice of size and styles. 	6

Question	Answer	Marks
4(d)	<p>Local markets</p> <ul style="list-style-type: none"> • May not be as good quality • May not have national fashions • May be cheaper • Risk of having the same as someone else • May have work of skilled local makers • Easy to return if not wanted <p>Charity/thrift shops/swifiting etc</p> <ul style="list-style-type: none"> • Cheaper/saves money • May need cleaning/repairing • May be good quality at low price • May not be in fashion • Limited range of colours/styles • Good for environment as clothes being recycled <p>5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of at least two appropriate ways to shop and shows a high level of skill in selection of the advantages and disadvantages of each. Gives examples to illustrate the answer. The answer is related to a special occasion dress. Very good organisation of answer with skilled use of technical textile terms.</p> <p>3–4 marks Good attempt, knowledge of two or more ways to shop, selects most advantages and disadvantages and there is some reference to a special occasion dress, shows knowledge of technical textile terms with good organisation and presentation skills.</p> <p>1–2 marks Valid, satisfactory attempt, fair knowledge of one or more shopping methods construction methods. May not refer to special occasion dress. Competent selection of some relevant advantages and disadvantages. Moderate organisation with some use of technical textile terms.</p>	

Question	Answer	Marks
5(a)(i)	<p>Explain how to make felt from wool fibres.</p> <p>Wet felting: The scales on the fibres cause interlocking and matting of fibres. Heat, moisture and agitation are needed.</p> <p>Method: Place fibres in a bag or lay on a mat Add soap and moisten Rub fibres together until felted Rinse to remove soap</p> <p>Needle felting: can be used for decoration and to make 3d objects</p> <p>Method: Fibres are placed on a foam block. Fibres are stabbed with barbed felting needles on the foam block. Colours of fibres can be blended before and during needle felting. Work in thin layers/spread fibres out.</p> <p>Four marks for explaining one method. Award marks for method with most points if both methods are referenced. One mark for a point. Two marks for a well explained point.</p>	4
5(a)(ii)	<p>Identify two accessories that could be made from felt.</p> <p>Hat, bag, mitts, (baby) boots, slippers, scarves, felt jewellery.</p>	2
5(a)(iii)	<p>Suggest two embroidery stitches that could be used effectively to embellish felt.</p> <ul style="list-style-type: none"> • Chain stitch • stem stitch • lazy daisy • cross stitch • fly stitch • satin • blanket/loop stitch. • French knots <p>Accept any recognised stitch that could be used effectively on felt.</p>	2

Question	Answer	Marks
5(b)	<p>Compare hand and machine methods of embroidery.</p> <p>Hand:</p> <ul style="list-style-type: none"> • Time consuming, • Skilled • Limited range of stitches • Can be free style or following a design • Can be worked on a finished product or before making • Little equipment needed. • Can use a wide range of different threads <p>Machine embroidery</p> <ul style="list-style-type: none"> • Pre-programmed stitches if computerised • Free machine embroidery • Can scan and digitise a design with specialist machines • Expensive equipment/electric supply needed • Fast • Number of colours may be limited • Tends to be flatter, less textured • Has to be done on flat fabric and added later or done before garment assembled • Very neat/good quality • Limited range of threads can be used successfully/easily <p>5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of both hand and machine embroidery. Shows a high level of skill in selection of appropriate advantages and disadvantages and examples to illustrate the answer. Very good organisation of answer with skilled use of technical textile terms.</p> <p>3–4 marks Good attempt, wide knowledge of one type of embroidery or less detailed knowledge of both methods, selects most advantages and disadvantage, shows knowledge of technical textile terms with good organisation and presentation skills.</p> <p>1–2 marks Valid, satisfactory attempt, fair knowledge of one or both methods of embroidery. Competent selection of some relevant advantages or disadvantages. Moderate organisation with some use of technical textile terms.</p>	6

Question	Answer	Marks
5(c)	<p>Discuss the advantages of using computer-aided design (CAD) to design a garment.</p> <ul style="list-style-type: none"> • Quicker/time saving. • More accurate • Easy to copy and paste designs. • Easy to change colour. • Wide range of colours • Design can be scanned in then changed • Design ideas can be emailed to customers • Final design can be converted by software ready for manufacture. • Virtual catwalk/3D images/tried on virtual model • Can be saved easily. • Different textures and colourways can be trialled • Saves money when experimenting/trying out ideas • Saves paper. <p>5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of a wide range of advantages of using CAD compared with hand designs. Shows a high level of skill in selection of examples to illustrate the answer. Very good organisation of answer with skilled use of technical textile terms.</p> <p>3–4 marks Good attempt, wide knowledge of most advantages, and selects appropriate examples. shows knowledge of technical textile terms with good organisation and presentation skills.</p> <p>1–2 marks Valid, satisfactory attempt, fair knowledge of one or more advantages of using CAD. Competent selection of some relevant examples. Moderate organisation with some use of technical textile terms.</p>	6

Question	Answer	Marks
6(a)	<p>Explain how to make knife pleats in a skirt. You may use labelled diagrams to support your answer.</p> <ul style="list-style-type: none"> • Decide on the size/width of the pleats. • Mark the fold lines at the top of the pleat. • Fold then press the fabric on the fold lines • Pin and tack the folds in place along waistline edge • Optional – stitch pleats down parallel with the outer folded edges • Press folds to one side • Stitch along waistline edge <p>Reward longest correct sequence of steps. Reward labelled diagrams if correct information is communicated</p>	4

Question	Answer	Marks
6(b)	<p>State four items of information other than care instructions found on a garment label.</p> <ul style="list-style-type: none"> • Brand/manufacturer/company name • Size/age • Fibres/fabrics • Country of origin • Product code • Safety warning e.g. fire 	4
6(c)	<p>Evaluate the actions a consumer can take with worn or unwanted clothing and accessories in order to reduce the negative impact of fashion on the environment.</p> <ul style="list-style-type: none"> • Give to friend/swap – easy • Pass down to another family member – easy to do • Upcycle/Reuse in another way – may need effort and skill • Rethink – needs knowledge and skills • Repurpose – needs knowledge and skills. Money saving. • Repair – skills needed. Money saving. • Give to charity shop if available – helps others. • Make into a new item – effort, time and skill –may sell. • Use components to make another item – effort, time and skill • Cut up and use for rags – easy if correct type of fibres, ie absorbent • Use to make patchwork – needs skill and effort. <p>May refer to the environmental advantages of not sending clothes to landfill.</p> <p>5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of a wide range of methods of dealing with worn or unwanted clothing and is able to evaluate/give reasons for each method. Selects examples to illustrate the answer and may show relevance to environmental issues. Very good organisation of answer with skilled use of technical textile terms.</p> <p>3–4 marks Good attempt, wide knowledge of three or more methods of dealing with worn or unwanted clothing methods or less detailed knowledge of several methods, selects some appropriate evaluation/reasons for each method. Shows knowledge of technical textile terms with good organisation and presentation skills.</p> <p>1–2 marks Valid, satisfactory attempt, fair knowledge of one or more method of dealing with worn or unwanted clothes. Limited evaluation/reasons. Moderate organisation with some use of technical textile terms.</p>	6

Question	Answer	Marks
6(d)	<p>Discuss the differences between fibres and yarns.</p> <p>Fibres</p> <ul style="list-style-type: none"> • Hair like structures if natural or filament for man-made or silk. • The basic raw materials of all fibres. • Different fibres can be blended together to give different performance characteristics or appearance • Staple fibres are short and filament fibres are long • Before spinning staple fibres are carded/combed to straighten them • Made into slivers which are then pulled out and twisted to form yarns • Fibres can be felted to make fabrics. <p>Yarns</p> <ul style="list-style-type: none"> • Yarns are spun from fibres • Come in a lot of different thicknesses. • Two or more yarn threads can be twisted together – plied, Z and S twist. • Different fibres and types of yarn can be twisted together to achieve decorative effects or to improve performance • Yarns are used to knit or weave fabrics. • Worsted and woollen yarns <p>5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of fibres and yarns and the differences between them. Very good organisation of answer with skilled use of technical textile terms.</p> <p>3–4 marks Good attempt, wide knowledge of both fibres and yarns or less detailed knowledge of one. Competent selection of some relevant differences. Shows knowledge of technical textile terms with good organisation and presentation skills.</p> <p>1–2 marks Valid, satisfactory attempt, fair knowledge of either fibres or yarns. May select some differences. Moderate organisation with some use of technical textile terms.</p>	6