

# FASHION AND TEXTILES

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Paper 6130/01  
Theory

## Key Messages

Candidates responded well to the examination for the new syllabus and showed a good understanding of most aspects of the syllabus. To improve marks, candidates should ensure that their answers relate to the question and are not simply a statement of facts they have learnt. Candidates showed strength in their knowledge of practical work. Greater attention should be paid to those aspects of the syllabus not directly encountered in practical projects.

## General Comments

Scripts were well presented and in all cases handwriting was legible. All questions were answered in the answer booklet this year and most candidates answered all the questions that were required.

All candidates attempted **Section A** and produced a wide range of responses.

The majority of candidates answered three questions in **Section B**, as required, with a small number attempting only two questions. **Questions 2** and **6** were the most popular questions.

Candidates should be encouraged to read all questions carefully before they begin to answer and should ensure that answers relate specifically to the context of the question. Candidates should be reminded that the number of marks for each question is clearly indicated in brackets [ ] at the end of each question or part question and that this should give an indication of the amount of information that is required to gain full marks for each question.

## Comments on Specific Questions

### **Section A**

#### **Question 1**

Candidates generally responded well to the new style of the layout for this section and all questions were attempted by most of the candidates

- (a) (i) Candidates generally understood the properties of cotton/polyester gingham. To gain full marks answers should relate to why this fabric is suitable for a pair of shorts for a child.
- (ii) This question was answered well by most candidates.
- (iii) This question required candidates to consider why this style of shorts is suitable for summer wear. Most candidates focused on the properties of the fabric instead of the style of the garment.
- (iv) The majority of candidates were able to explain the meaning of the pattern symbols.
- (v) This question was about lengthening the pattern for the shorts. Diagrams were good and well labelled. A substantial number of candidates did not notice the word 'pattern' and showed how to lengthen a pair of shorts that had already been made. Others drew a pattern piece for shorts and added 5 cm on all sides of the pattern. Those who read the question thoroughly gave good answers showing the lengthening/shortening line on a diagram and clear instructions for lengthening it.

- (vi) Most candidates were able to offer one reason for lengthening the shorts. Most gave either personal choice or the height of the child as a reason. Some candidates simply said 'to make them longer' which could not be credited.
- (b) (i) Almost every candidate knew that the child's waist must be measured. Few candidates suggested adding an amount for ease or joining the elastic and a number of candidates thought the elastic should be shorter than the length of the child's waist.
- (ii) Most candidates were able to demonstrate that they understood how to thread the elastic into the casing; most did not go on to state correctly how to join the elastic. Many suggested incorrect stitches or using a sewing machine when the question specifically asked for a hand-worked stitch. A small number of candidates explained incorrectly how to make a casing to cover a piece of elastic. There were some excellent labelled diagrams.
- (c) Most candidates drew good clear diagrams to show the stitches; although names of the stitches were often incorrect. A number of candidates incorrectly suggested zigzag stitch as suitable for a hem.
- (d) Although the question referred to garment construction only a small number of candidates gave the correct answer for notching, referring instead to notches on pattern pieces. Many gave a general explanation of pressing in relation to general household ironing instead of during the construction of a garment.
- (e) The care symbols were known by most candidates; candidates should be careful to note the detail of questions as their answers should have indicated the care symbols specifically needed for polyester cotton.
- (f) (i) This question was answered well by most candidates. Wool was not accepted as an answer as it is not suitable for summer wear.
- (ii) Answers showed an understanding of the properties of knitted garments. Many candidates gave answers that related to fibres rather than the characteristics of a knitted fabric. Answers that related to the cost advantages of knitwear production methods were given by very few candidates.

## **Section B**

### **Question 2**

This was the most popular question and all sections were generally well answered, apart from **section (e)**.

- (a) Almost all candidates answered this question correctly
- (b) Most candidates answered this question correctly.
- (c) Answers to this question showed a good understanding of the properties of silk. To gain full marks candidates needed to demonstrate that they also knew which properties related to the performance of the fabric. i.e. strength, absorbency and elasticity.
- (d) Answers to this question were good.
- (e) This question relates to one of the new elements in the syllabus about the effect of textiles production on the environment. A very small number of answers showed any understanding of these issues. The majority of candidates wrote about buying fabric from a reputable supplier who could sustain supplies to a manufacturer.

### Question 3

This was a fairly popular question. Some parts were well answered with good clear diagrams but few candidates gained high marks on this question.

- (a) There were some excellent responses to this question with almost all candidates producing clear, detailed and well labelled diagrams for a school dress. A few candidates lost marks because they drew a skirt instead of a dress.
- (b) Candidates were able to give reasons why a cotton/polyester fabric would be suitable for a child's school summer dress. Few candidates gave a correct fabric name and many named fabrics that were not plain or named fabrics made from other fibres.
- (c) Most candidates were able to name appropriate fabric finishes. Some candidates misunderstood and gave a seam finish as the answer. Calendering would not be an appropriate finish for a polyester cotton fabric.
- (d)(i) This question was generally well answered. Some answers were confused and candidates may have improved their response by setting it out in list form.
- (d)(ii) To gain full marks for this question candidates should have named two different ways in which the dress could be recycled to make an accessory. Many candidates simply named two accessories and others said the dress could be cut up to make two different items.
  - (iii) Only a small number of candidates were able to identify appropriate smart or modern fabrics that could be used in making an accessory. The majority of responses did not show any familiarity with the terms smart or modern fabrics.

### Question 4

This was a fairly popular question. There were some good responses to the first three parts of the question.

- (a) Many candidates did not include two fabrics in their appliqué designs, as required by the question. Some of the designs offered were not labelled and others featured designs for decorating the entire hat rather than an appliqué design.
- (b) Candidates generally gained some marks for this question. Most answers focused on tacking the fabric in place with few answers referring to the use of fabric adhesive, e.g. Bondaweb.
- (c) Generally well answered.
- (d) Many candidates answered this question by giving a detailed description of batch production. The correct answer should have suggested ways in which the appliqué design from part (a) could be changed to make it suitable to be produced in larger numbers (batches).

### Question 5

This was the least popular question. Most candidates who attempted the question were able to gain high marks.

- (a)(i) Most answers were well-drawn and neat, and showed appropriate use of a contrasting binding.
- (ii) This was generally well answered with almost all answers showing an understanding of how to make a crossway strip. A small number of candidates gave information on how to join together two pieces of bias strip that had already been made.
- (iii) Most candidates showed some understanding of how to attach the crossway strip to the bag. Few candidates could explain the process in sufficient detail to achieve full marks.
- (b) This part of the question was very well answered.
- (c) Very few candidates were able to name more than one correct benefit of using CAD. Some candidates confused CAD with CAM.

### Question 6

This was a popular question. There were some good responses to all parts of the question.

- (a) This was well answered. Some responses lacked sufficient detail to gain full marks.
- (b) This question was well answered.
- (c) Answers showed a good understanding of how to make a machined button hole. A small number of candidates explained how to sew on a button.
- (d) This question was generally well answered. A minority of candidates outlined instructions for using an iron rather than safety issues.
- (e) This question was fairly well answered with many candidates showing a good understanding of the considerations for choosing components when making a garment.

# FASHION AND TEXTILES

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Paper 6130/03  
Coursework

## Key Messages

- The overall standard of coursework was good.
- The standard of the fashion items was higher than that of the folders.
- The use of decorative techniques and stitches in appropriate places can result in higher marks.
- The most successful coursework included evidence of creativity and experimental work.
- Candidates have responded with interest and enthusiasm to coursework.
- It is important for Centres to note that the Coursework Summary Marksheets and Coursework Assessment Form must also be sent with the coursework.
- It is recommended that the syllabus is followed carefully, as it has specific details of the amount and standard of work expected both in folders and on fashion items.
- Excessive packaging is to be avoided when posting coursework.

## Popular Project Choices

- Design and make a dress for a special occasion which is decorated with machine stitching, etc.
- Design and make a bag with a batik or quilted design suitable for a holiday.

## General Comments

The Report to Centres is an important document where issues raised from moderation are highlighted and suggestions for improvement given. It is recommended that all staff responsible for the delivery of this syllabus read this document thoroughly.

This new syllabus allows candidates to take ownership over their coursework by encouraging creative design skills and experimental work. The work submitted showed enthusiasm and commitment from the candidates. Most Centres tackled the change in syllabus well, however, Centres would greatly benefit from following the CIE Coursework Guidance Notes more closely. The example project outline (which can be found on p.14 of the coursework guidance notes) is particularly helpful in giving suggestions on what should be included within each section of the coursework.

In the majority of cases the work was well packaged and labelled carefully. It is particularly helpful if the work from each candidate is securely fastened and not loose sheets. Centres are asked to avoid excessive packaging, the use of pins and presentation techniques that make it difficult for the moderator to inspect the work. This facilitates a more effective completion of the moderation process.

Predominantly, Summary Coursework Assessment Forms were appropriately completed with marks recorded and totalled accurately, which is to be commended. Inclusion of annotations illustrating how the teacher allocated the marks is strongly recommended and is particularly helpful in the moderation of the fashion items. The Coursework Summary Marksheet is a useful document which helps the moderator to understand where a Centre has allocated the marking criteria, thus allowing for more accurate feedback to Centres. It is beneficial to the moderator when Centres identify fashion item one and two.

On the whole Centres have interpreted the marking criteria well, applying the marks appropriately and fairly for the fashion items. However, it has been necessary in many instances this series to make adjustments to bring candidates' marks for the folders in line with the agreed International Standard. Principally, where adjustments have been made, this is as a result of misinterpretation of the marking criteria by Centres or a lack of evidence to justify the marks awarded in the folders.

## **Comments on Specific Sections**

### ***Folders***

The standard of work found in folders was generally good and for the most part well-presented in A4 format. Candidates predominantly produced logical and well-organised folders. Many candidates had effectively word-processed the text and had included one or two photographs of the finished garments. Most Centres are to be commended on the amount of work produced for the folder, which has been realistic in terms of the amount. A few Centres had submitted heavy A3 folders. It is recommended that folders have soft covers and A4 size is more appropriate.

### ***Investigation of task, including research***

Candidates that did well researched into the main points of the task including sketches based on the study of a fashion designer. There is concern that some Centres are including irrelevant work, for example, information on the history of fashion, costing, care labels and colour schemes. Care needs to be taken here. As a guideline, research could be limited to two or three A4 pages.

### ***Development of design proposal and decision for final idea***

This section allows the candidates to develop design ideas inspired by their research. Candidates need to produce a range of creative and original ideas using appropriate strategies and techniques. For the high marks awarded many candidates failed to produce an adequate range of original and creative ideas. Care must be taken to ensure that the ideas presented by the candidate are different in style and shape, as well as colour and pattern. It is good practice to include creative experimental work such as appropriate decorative techniques linked to the research. There were many missed opportunities to experiment with decorative techniques such as batik, printing and tie dye. Creative skills are to be encouraged here.

### ***Plan of work for final idea***

Sufficient and detailed planning of the key stages was not always evident in the folder to support higher marks awarded. Typically candidates produced detailed and logical plans; however, decisions and choices for fabrics, pattern alterations, layout and components were not always fully justified. A cost breakdown is not required. Candidates need to provide sufficient evidence of planning in advance of the making process.

### ***Fashion items***

In general, the marks awarded by the Centres for the manufacture of fashion items matched the Assessment Criteria.

Fashion items were mostly finished to a good standard, many demonstrating high quality workmanship and a wide variety of fabrics and processes. It is pleasing that most candidates were able to complete a garment and accessory; no unfinished fashion items were seen. Higher marks could be awarded to candidates who submitted more technical fashion items which allowed the candidate to demonstrate a really high standard of workmanship on a variety of processes, for example, jackets. Higher-attaining candidates should be guided towards making such items.

Where candidates had used decorative techniques these had been executed successfully enabling candidates to demonstrate creativity and access higher marks. Unfortunately there was a limited range of decorative work evidenced and this is an area which could be developed further by some Centres. It is important that high achieving candidates are given the opportunity to demonstrate good decorative techniques such as screen printing, batik, silk painting, hand embroidery stitches, machine embroidery, ribbons or the addition of a lace trim. To allow candidates to demonstrate a wide variety of skills it is recommended that the two fashion items are made from fabrics which have different weights and handling properties. Fabrics such as cotton and polyester gabardine, cotton denim, cotton gingham and printed cotton cambric are suitable and easy to handle. Candidates who have a higher level of ability may be recommended to use fabrics with more difficult handling properties, e.g. polyester satin and silk. In general, candidates made a suitable choice of fabric and notions for the style of fashion item. The most successful candidates were able to demonstrate excellent machining, hand-sewing, with neat finishes shown on zips and buttonholes, well positioned sleeves, collars and cuffs alongside some outstanding decorative work. Very good examples of piping along seam edges and pockets were seen. Seams were generally even with some very skilful neatening evidenced. Fashion items showed evidence of careful pressing during construction and of the final item.

Common reasons for lower marks were when garments were unfinished, over-handled, marked, presented with tacking left in, uneven and tight seams; loose, broken and uneven stitching.

Care must be taken to avoid awarding high marks for fashion items which fail to display a wide variety of accurately worked processes and techniques, including effective and appropriate decorative work.

Teacher annotation in this section showing how marks have been awarded continues to be most helpful to assist accurate moderation and this is to be encouraged.

### ***Evaluation of final item***

The majority of candidates were able to write an assessment of the strengths and weaknesses of their fashion items. The most successful candidates also included comments on how the final item relates back to the task title and the choice of components in relation to the fabrics used and the style of the finished item.

### ***Communication and presentation***

The folders of evidence were largely well presented with subject specific terminology being used correctly throughout.

Overall the standard of work was good and it was evident that candidates have worked hard and enjoyed the course. In order to improve, candidates could take a more confident and creative approach to fashion drawing and show more evidence of experimenting with decorative techniques both in folders and on fashion items. Centres are to be commended for their commitment and hard work.