

FASHION AND TEXTILES

Paper 6130/01

Theory

Key Messages

- Candidates demonstrated their knowledge across all aspects of the syllabus.
- It is important for candidates to understand that if a question asks for a fabric name marks will not be awarded for giving the name of a fibre. Attention to this one aspect could improve the marks of many candidates.
- Candidates should also ensure that their answers relate specifically to the question. For example in **Question 5(b)(i)** the only factors to be considered should be those relating to buying children's clothes, not to buying clothes generally.
- 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 gives an indication of the amount of information that is required to gain full marks for each question.

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. Candidates should be encouraged to read all questions carefully before they begin to answer and should ensure that answers relate to the context of the question.

Comments on Specific Questions

Section A

Question 1

Candidates responded well to the questions in **Section A** with most candidates attempting to answer all of the questions.

- (a) (i) Some candidates gave the correct method of fabric construction. A number of candidates said that the fabric polyester jersey is constructed by weaving and others described how polyester fibre is made. Many candidates still went on to give correct reasons for the suitability of the polyester jersey fabric for a sports top with most candidates understanding that a knitted fabric stretches.
- (ii) This question was answered well by most candidates.
- (iii) Some candidates incorrectly named a woven fabric and many others named a fibre instead of a fabric. Nevertheless most correct reasons given for the choice of fabric related to knitted fabric. Many candidates gave fibre properties such as absorbency as a reason for choice. These were credited if the fibre and fabric were both named.
- (iv) A small number of candidates answered this question correctly. Most answers referred to seam finishes or different styles of neckline. Of the candidates who answered correctly few understood why binding was a suitable finish for the neckline
- (v) Responses often described fabric finishes rather than giving finishes suitable for a sports top. A number of candidates misunderstood the question and responded with methods for finishing a hem.

- (vi) There were many correct responses for the methods of colouring fabric for sports tops. The reasons given for using the methods were generally incorrect because they did not relate to sports tops. Other candidates gave answers inappropriate for use on polyester fibres.
- (b)(i) Most candidates explained that raglan sleeves in a sports top offer freedom of movement even if they were unable to name the type of sleeve correctly. Only a small number of candidates understood that a raglan sleeve is easy to sew.
- (ii) Answers generally showed an understanding of the processes used in making a sports top but not the order in which the top would have to be completed. Few candidates achieved more than two marks for this question
- (iii) Most candidates sketched interesting and original designs in response to this question.
- (iv) This question was generally well answered.
- (v) Only a small number of candidates were able to explain how CAM can be used to print or embroider a logo. Most answers explained instead how CAD (computer aided design) can be used to design a logo.
- (c)(i) Answers to this question showed a limited understanding of the environmental problems associated with the use of polyester fabrics for clothing.
- (ii) Almost all candidates gave the name of a fibre instead of a fabric in answer to this question. Many of the fabrics that were suggested were not suitable for making a sports top. E.g. cotton lawn
- (iii) Candidates showed a good range of knowledge about how to recycle fabrics.

Section B

Question 2

This question was generally well answered although it was not popular.

- (a)(i) Many candidates were able to identify the basic materials used to make viscose fibres.
- (ii) Few candidates were able to state the meaning of regenerated fibres.
- (iii) Answers to this question were mainly good. The appearance and construction of viscose satin were known by most candidates.
- (iv) The absorbency of viscose was understood by most candidates. Few gave the correct answer for abrasion.
- (b)(i) Most candidates gained 3 marks for this question with only a very small number being able to give the temperature for ironing viscose.
- (ii) This was generally well answered. A small number of candidates incorrectly described printing techniques instead of stencilling. Although the question is worth only 1 mark, some candidates wasted time by including a lengthy description of how to stencil a design.
- (iii) Most candidates gave an excellent explanation of how to stencil onto fabric. Diagrams were of a high standard.

Question 3

This was a fairly popular question and some parts were well answered. Responses to items (a) (iii) and (b) (ii) were generally weak.

- (a)(i) There were some excellent responses to this question with almost all candidates producing clear, detailed and well labelled sketches for a skirt. A few candidates lost marks because their designs were not placed on the hemline as the question asked. Designs that included laces rather than a lace trim were credited if the laces were used to decorate the hem.

- (ii) Responses for hand embroidery showed knowledge of stitches and thread. Thread for attaching the lace trim were also known. Appropriate stitches for attaching the lace trim were not as well known.
- (iii) Only a small number of candidates gave an answer that related to joining the raw edges of the lace together. Most answers referred to stitching the lace trim to the skirt.
- (b)(i) This question was very well answered with candidates showing a good understanding of how to check a sewing machine before use
- (ii) Only a small number of candidates were able to identify more than two factors to consider when preparing fabric for machine embroidery. Many answers concentrated on how to prepare the sewing machine or how to choose an appropriate fabric.

Question 4

This was a popular question. The items that examine knowledge of garment construction were well answered.

- (a) Candidates were generally able to name at least one factor.
- (b)(i) Drawings were of a good standard. The best answers were labelled clearly with two different ideas for use of a crossway strip.
- (ii) Answers to this question were clear and well labelled showing that most candidates have a thorough understanding of this process.
- (iii) There were some excellent responses illustrated by good diagrams. Some candidates answered this question incorrectly by explaining how to join a crossway strip to a garment.
- (c)(i) Candidates generally demonstrated some understanding of the environmental issues affecting fabrics; to gain 2 marks answers must relate to eco-labelling not just general environmental issues.
- (ii) Few candidates were able to give enough information to gain more than 1 mark.

Question 5

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

- (a)(i) The majority of candidates answering this question gained 1 mark for a strong seam. Only a small number of answers got a mark for the seam finish.
- (ii) Most candidates gained 1 mark for naming a cotton fabric. Many candidates named a fibre instead of a fabric and in some cases heavy fabrics unsuitable for a sports top were named.
- (iii) Correct answers showed a thorough understanding of how to make a French seam and were illustrated by excellent diagrams. A few candidates lost a mark for making the seam inside out.
- (b)(i) This part of the question was very well answered. Most responses showed a good understanding of the factors to consider when buying children's clothes. To get full marks candidates need to consider only those factors that relate to children's garments and not to clothing in general.
- (ii) This question was well answered.

Question 6

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

- (a)(i) This question was well answered.
- (ii) This question was well answered.

- (b)(i)** This question was answered well with most answers correctly naming two examples and giving correct reasons for their answers.
- (ii)** Candidates generally gained three of the four marks for this question. A small number of candidates incorrectly gave answers that explained how to attach a non-fusible interfacing.
- (c)** Most candidates were able to identify that thermoplastic pleats are heat set and are easy-care but did not go on to give the additional explanations needed to gain full marks.

FASHION AND TEXTILES

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.
- It is important for Centres to note that the Coursework Summary Mark sheets 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 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 specification read this document thoroughly.

One of the most positive things about this syllabus is that it allows candidates to take ownership over their coursework by encouraging creative design skills and experimental work influenced by a textile designer of their choice. The work submitted showed enthusiasm and commitment from the candidates. Centres would 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.

All Centres packaged and labelled work with care. It is particularly helpful if the work from each candidate is securely fastened and not loose sheets. Centres are asked to avoid packaging the work from each candidate in individual packages because this makes it difficult for the Moderator to inspect the work.

The Coursework Assessment Forms were appropriately completed with marks recorded and totaled accurately, which is to be commended. Inclusion of annotation illustrating how the teacher allocated the marks is strongly recommended and is particularly helpful in the moderation of the fashion items. The Coursework Summary Mark sheet 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 some instances, this series, to make adjustments to bring candidates' marks for the folders in line with the agreed International Standard. 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. 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. Research should be design led and based on a theme which can be used to inspire design development. 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 2 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. 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 quilting, batik, embroidery, printing and tie dye. Creative skills are to be encouraged here.

Plan of work for final idea

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. Marks were compromised if candidates did not provide sufficient evidence of planning in advance of the making process.

Fashion Items

It was pleasing that, 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. It was pleasing to see some Centres successfully experimenting with a range of decorative work. 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 quilting, batik, silk painting and tie dye. 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.

Marks were compromised 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

It was very pleasing to see the folders of evidence well presented with subject specific terminology being used correctly throughout. Overall the standard of work was good and it was pleasing to see that candidates have worked hard and enjoyed their Fashion and Textiles course. Looking ahead, we hope to see candidates 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.