

Cambridge O Level

FASHION AND TEXTILES**6130/01**

Paper 1 Written

May/June 2025**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 May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **24** 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 descriptions 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.








Annotations guidance for centres


Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

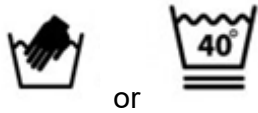
We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Indicates a point which is relevant and rewardable.
	Indicates a point which is inaccurate/irrelevant and not rewardable.
	Indicates that content has been recognised but not rewarded.
	Indicates where content has been repeated.
	Used when the answer or parts of the answer are not answering the question asked.
	Used when the benefit of the doubt is given in order to reward a response.
	Uncertain what the candidate means – an illogical line of thought.

Question	Answer	Marks
	Section A Answer <u>all</u> questions.	
1(a)(i)	<p>Give <u>two</u> reasons for using gabardine fabric to make the skirt in Fig.1.1.</p> <ul style="list-style-type: none"> • Drapes well/holds its shape • Medium weight so will pleat well • Not too bulky to make the pleats • Hardwearing/durable • Tight weave/firm to handle/high thread count. <p>One mark for each point.</p>	2
1(a)(ii)	<p>Describe the construction method used to make gabardine fabric.</p> <ul style="list-style-type: none"> • [Twill] weave • Weft threads are passed over two or more warp threads and under one or more warp threads • Each weft row is offset by one warp thread from the previous row • [Right side of] the fabric has a diagonal pattern. <p>One mark for each point. Two marks for a well explained point.</p>	3
1(b)	Answer the questions below about vegetable fibres and protein fibres that can be used to make gabardine fabric.	
1(b)(i)	<p>Vegetable Fibres: Identify <u>one</u> vegetable fibre that can be used to make gabardine fabric.</p> <p>Cotton</p>	1
1(b)(ii)	<p>State <u>two</u> performance characteristics of the vegetable fibre identified in 1(b)(i).</p> <ul style="list-style-type: none"> • Washable [at high temperatures] • Durable/hardwearing/abrasion resistant • Moth resistant • Absorbent • Strong <p>One mark for each point up to two marks</p>	2
1(b)(iii)	<p>Sketch the wash care symbol for the vegetable fibre identified in 1(b)(i).</p> <p>Care symbol:</p> <ul style="list-style-type: none"> • Any temperature up to 60 degrees • Or between 1 and 4 dots. <p>One mark</p> 	1

Question	Answer	Marks
1(b)(iv)	<p>Protein Fibres: Identify <u>one</u> protein fibre that can be used to make gabardine fabric.</p> <p>Wool [from goat, sheep, camel, alpaca, rabbit]. One mark.</p>	1
1(b)(v)	<p>State <u>two</u> performance characteristics of the protein fibre identified in 1(b)(iv).</p> <ul style="list-style-type: none"> • Abrasion resistant/hardwearing • Good elasticity/resilience • Needs care when washing • Flame resistant • Water repellent/ both hydrophilic and hydrophobic <p>One mark for each point up to two marks</p>	2
1(b)(vi)	<p>Sketch the wash care symbol for the protein fibre identified in 1(b)(iv).</p> <p>Care symbol:</p>  <p>Only accept temperature up to 40 degrees or 1 or 2 dots instead of temperature.</p> <p>One mark</p>	1
1(c)(i)	<p>Identify the method used to control fullness in the skirt in Fig.1.1.</p> <p>[inverted/box] Pleats</p>	1
1(c)(ii)	<p>Identify <u>one</u> component used in the skirt in Fig.1.1.</p> <p>Zip, interfacing.</p>	1
1(d)(i)	<p>Explain how to make a hem on the skirt in Fig.1.1.</p> <ul style="list-style-type: none"> • Measure the desired length of the hem • Turn/press the hem to the wrong side • Turn under/neaten raw edge or apply bias binding to the raw edge • Tack the hem in place • [Slip] stitch the hem or blind hem by machine • For thicker materials the raw edge may be bound with a crossway strip. <p>One mark for each point in correct, logical order.</p>	3

Question	Answer	Marks
1(d)(ii)	<p>Identify <u>three</u> methods that could be used to neaten the plain seams in the skirt in Fig.1.1.</p> <ul style="list-style-type: none"> • Zig zag stitch the edge • Overlock • Narrow machined hem • Hand stitch e.g. blanket/buttonhole/loop stitch/overcast • Bound with crossway strip/bias binding • Pinking shears <p>1 mark for each correct method (max 3 marks).</p>	3
1(e)	<p>The manufacturer has received an order for 100 yellow skirts. Identify the production method that will be used to make the skirts.</p> <p>Batch production</p>	1
1(f)	Fig. 1.2 is a drawing of a bee.	
1(f)(i)	<p>Sketch and label a design for an appliqué based on the drawing, or part of the drawing of the bee in Fig.1.2. Label your sketch to show <u>two</u> colours used, <u>one</u> appropriate component and <u>two</u> suitable fabrics.</p> <ul style="list-style-type: none"> • A clear labelled drawing of an appliqué based on a bee or part of a bee [1] • Any two colours for the design [1] • One appropriate component e.g. bead, lace, sequins etc. [1] • Two appropriate fabrics labelled to show where they will be used (e.g. organza for wings, fleece or felt for striped feature). Any named fabric suitable for the appliqué design shown. [2] 	5
1(f)(ii)	<p>The manufacturer decides to print the design sketched in 1(d)(i) onto T-shirts. State <u>two</u> reasons why the manufacturer would use print rather than appliqué to apply the design to a T-shirt.</p> <ul style="list-style-type: none"> • Cost/more profit/less labour • Fewer sewing skills needed • Time saving • Process can be done using computers or CAD/CAM • Can use more than one colour • Can subcontract to a specialist print company • Uses less fabric/extra materials not needed. <p>One mark for each reason.</p>	2

Question	Answer	Marks
1(f)(iii)	<p>Explain how to block print the design sketched in 1(f)(i) onto fabric.</p> <ul style="list-style-type: none"> • Secure the fabric to a surface with pins or tape • Transfer the design to a block of wood, rubber, polystyrene or potato etc. • Cut away the area around the design to leave the image • Put paint or printing ink into a container • Apply paint or printing ink to the block • Stamp the block onto the fabric • Repeat as required. • Set dye with heat [iron] <p>One mark for each process described.</p>	4
1(f)(iv)	<p>Describe <u>one</u> printing method used in industry other than block printing.</p> <p>Roller/cylinder/machine printing uses an engraved plate which passes over the fabric. Many colours can be used on different plates.</p> <p>Digital printing/direct to garment printing uses ink jet technology and different inks depending on the fibre in the fabrics to be printed. Can be used for one offs, and even long runs. The design is loaded on to a computer and sent to an inkjet printer.</p> <p>Screen printing - A mesh is stretched across a frame and the negative image is applied to the mesh. Ink is then pressed through the mesh with a squeegee to reveal the design. Several colours can be repeated.</p> <p>One mark for a printing method identified. [max 1]</p> <p>One mark for description with method not named. [max 1]</p> <p>Two marks for method and explanation.</p>	2
1(g)	<p>State <u>one</u> piece of information that may be included in the manufacturers' label on T-shirts. Do not refer to care label symbols in your answer.</p> <ul style="list-style-type: none"> • Country of origin • Fibre content • Company name • Size. 	1

Question	Answer	Marks
1(h)	<p>Suggest <u>four</u> ways in which the manufacturer might sell T-shirts.</p> <ul style="list-style-type: none">• Designer shops/boutiques• Factory outlets• Department stores• High street retailers/supermarkets• Mail order/catalogue• Internet shopping• Markets. <p>One mark for each outlet identified.</p>	4

Question	Answer	Marks
	Section B Answer any <u>three</u> questions	
2(a)(i)	Identify <u>one</u> raw material used to make viscose rayon fibre. Cellulose, wood pulp, cotton linters.	1
2(a)(ii)	Identify <u>one</u> chemical used in the manufacture of viscose rayon fibre. Carbon disulphide, caustic soda, titanium dioxide, sulphuric acid. One mark for any one of these.	1
2(a)(iii)	Describe the process used to make viscose rayon fibre. <ul style="list-style-type: none"> • Wet spun • Cellulose is forced through a spinneret • Carbon disulphide is added to turn the cellulose into cellulose xanthate • Cellulose xanthate is dissolved in caustic soda • Titanium dioxide may be added to de-lustre • Forced through spinneret into sulphuric acid which firms the threads or filaments • Cleaning and bleaching. One mark for any correct part of process described.	3
2(b)(i)	Identify <u>two</u> fabrics that can be made from viscose rayon fibre. Crepe, taffeta, velvet, sharkskin, gabardine, jersey, satin, net. One mark for each fabric.	2
2(b)(ii)	Identify <u>one</u> other type of viscose rayon fibre. Triacetate rayon, cellulose acetate, modified rayon, acetate.	1

Question	Answer	Marks
2(c)	<p>Evaluate the use of viscose rayon fabric for nightwear.</p> <ul style="list-style-type: none"> • Soft, so comfortable • Lightweight, so comfortable • Creases easily – not important for nightwear • Drapes/gathers well so suitable for loose styles • Breathable so cool to wear • Absorbent, so dyes and prints well and absorbs sweat • Care needed when washing – low temperatures, may shrink easily • Sheds dirt easily • Relatively cheap to produce • Can be combined with other fibres to improve performance • Colourfast to light but may not be colourfast to sun which will not be an issue for nightwear • Colourfast to perspiration. <p>5–6 marks Very good/excellent attempt demonstrates detailed knowledge of a wide range of the qualities of viscose rayon. Shows a high level of skill in the evaluation of the advantages and disadvantages of each for nightwear. 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 qualities of viscose rayon or less detailed knowledge for or more qualities. Evaluates advantages and disadvantages of these qualities for nightwear. 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 qualities of viscose rayon that make it suitable for nightwear. Competent selection of some relevant advantages and disadvantages. Moderate organisation with some use of technical textile terms.</p>	6

Question	Answer	Marks
2(d)	<p>Discuss the advantages to the environment of using viscose rayon instead of other fibres to make fabric for garments.</p> <ul style="list-style-type: none"> • Produced from natural sources of cellulose with the addition of chemicals • May use recycled wood pulp or cotton • Cellulose is renewable/sustainable - trees, bamboo etc. • Biodegradable • Concerns about toxic chemicals used to produce viscose rayon have led to the development of Lyocell which uses a different solvent and produces little waste • Better than cotton which needs a lot of water and increases CO₂ emissions • Better than synthetics which are not renewable and are not biodegradable. <p>5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of a wide range of advantages to the environment of using viscose rayon. Shows a high level of skill in selection of appropriate information about the environmental damage done by the production of other fibres. 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 advantages to the environment of using viscose rayon. Includes some information about the effect of other fibres on the environment. 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 to the environment of using viscose rayon. May not mention the adverse effects of other fibres on the environment. Moderate organisation with some use of technical textile terms.</p>	6

Question	Answer	Marks
3(a)	<p>Explain the meanings of following textile terms: Spinning, staple fibres, filament fibre/yarn, felt.</p> <p>Spinning is the twisting of fibres together to make a single yarn/thread.</p> <p>Staple fibres are short fibres usually from natural sources – cotton, wool etc.</p> <p>Filament fibre/yarn is an extruded/long/continuous fibre - usually man-made/synthetic but also silk.</p> <p>Felt is a non-woven fabric made from wool or acrylic fibres.</p>	4

Question	Answer	Marks
3(b)	<p>Describe the construction of weft knitting.</p> <ul style="list-style-type: none"> • Can be done by hand or machine • Uses knitting needles or flatbed knitting machine • Horizontal rows of stitches • Made with one continuous thread/yarn • Vertical columns/whales of stitches on one side • Loops interlock across the fabric. <p>One mark for each point. Two marks for a well explained point.</p> <p>Credit points made in a labelled diagram</p>	4
3(c)	<p>Discuss the suitability of weft knitting for cardigans or sweaters.</p> <ul style="list-style-type: none"> • Can be made in a variety of thicknesses/weights • Spaces between stitches trap air so good insulator/warm to wear • Can be made in a variety of fibres/yarns depending on season they are for. Wool for winter, Cotton/linen for summer • Can be hand knitted or machine made • Many different patterns and textures can be added • Stretchy so it will fit the body well • Stretch makes weft knitting comfortable to wear. <p>5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of a wide range of reasons why weft knitting is suitable for cardigans and sweaters. 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.</p> <p>3–4 marks Good attempt, wide knowledge of two reasons or less detailed of three or more reasons why weft knitting is suitable for cardigans and sweaters. Selects some appropriate examples to illustrate the answer. Shows knowledge of technical textile terms with good organisation and presentation skills.</p> <p>1–2 marks Valid, satisfactory attempt, fair knowledge of one reason why weft knitting is suitable for cardigans and sweaters. May not use examples to illustrate the answer. Moderate organisation with some use of technical textile terms.</p>	6
3(d)	<p>Evaluate the suitability of a range of components and fastenings for use on weft knitted garments.</p> <p>Buttons</p> <ul style="list-style-type: none"> • Large or small will work • Can match colour or be a feature • Sometimes don't fasten well if holes not correct size • Not suitable for small children • Can be used for decoration. 	6

Question	Answer	Marks
3(d)	<p>Zips</p> <ul style="list-style-type: none"> • Different weights available depending on the weight of the knitting • Open ended zips for cardigans • Lightweight zips may be used in the neckline to enlarge the neck opening • Range of colours available • May be a style feature • Used to close pockets • Difficult to attach. <p>Toggles</p> <ul style="list-style-type: none"> • For heavier garments where buttons may not work • Can use the yarn for loop part. <p>Ribbons may be used for lightweight cardigans especially for children.</p> <p>Velcro is not suitable because it would stick to the garment in the wrong places.</p> <p>Hooks and eyes not suitable because the hooks would catch loops in the knitting.</p> <p>Press studs may work, especially large ones.</p> <p>Beads and sequins Can be used for decoration.</p> <p>5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of a wide range of components and fastenings. Shows a high level of skill in evaluating the suitability of the components for weft knitted garments. Includes 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 two or more components and fastenings. Evaluates their suitability for use on weft knitted garments. May not include disadvantages. Gives limited 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 components or fastenings. May include limited evaluation and examples. Moderate organisation with some use of technical textile terms.</p>	6

Question	Answer	Marks
4(a)	<p>Describe <u>two</u> mechanical fabric finishes.</p> <p>Brushing The surface of the fabric is brushed with fine metal brushes to make a nap or raised hairy surface.</p> <p>Calendering Smooths the fabric The fabric is passed through heated rollers Gums/resins may be applied before passing through the rollers Can be used to emboss.</p> <p>One mark each for an identified finish or description. Two marks for a detailed description.</p> <p>Maximum of two marks for each finish and/or its description.</p>	4
4(b)	<p>Give <u>two</u> advantages of using <u>each</u> of the two finishes described in 4(a).</p> <p>Brushing</p> <ul style="list-style-type: none"> • Raises surface • Makes the fabric softer/smoother • Improves insulation as air is trapped in the raised hairs. <p>Calendering</p> <ul style="list-style-type: none"> • Makes fabric smooth • Gives sheen/lustre • Surface texture/pattern may be applied at same time • Makes fabric thinner. <p>One mark for each advantage.</p> <p>Maximum 2 marks each for brushing and two marks for calendaring.</p>	4

Question	Answer	Marks
4(c)	<p>Evaluate the use of chemical finishes on children's clothes made from natural fibres.</p> <p>Crease resistance/easy care</p> <ul style="list-style-type: none"> • Means that little or no ironing is needed so time saving for children's clothes which are washed frequently • Clothes look good even when they are worn for playing in • May make drying times shorter • Saves energy costs • Used on natural fabrics such as cotton • Fabric conditioner can also make clothes crease resistant. <p>Flame resistance</p> <ul style="list-style-type: none"> • Compulsory in many countries for night wear and children's fancy dress • Important because children are more at risk from naked flames than adults • Used on all fibres but especially synthetics. <p>Stain resistance</p> <ul style="list-style-type: none"> • Children get dirty playing so clothes with this finish will not get dirty so quickly so less washing needed • Also useful for bibs and play aprons • Coatings such as Teflon are used to provide a barrier. <p>Water repellency/resistance</p> <ul style="list-style-type: none"> • For outdoor clothes in wet weather • Also for play clothes may have water repellent finish so aprons etc can be wiped clean • A coating such as silicone, wax, laminate, vinyl or polyurethane is applied. <p>5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of two or more chemical finishes. Shows a high level of skill in evaluating the suitability of the finishes for fabric for children's wear. Selects appropriate examples and justifies 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 chemical finish or less detailed knowledge of more finishes. Evaluates their suitability for children's wear. Gives limited 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 chemical finishes. May include limited evaluation and examples. Moderate organisation with some use of technical textile terms.</p>	6

Question	Answer	Marks
4(d)	<p>Discuss the performance characteristics that are most important when selecting fabrics for children's clothes.</p> <p>Abrasion resistance</p> <ul style="list-style-type: none"> • Must be hard wearing/durable because children play and may fall over • Children's clothes are washed frequently • Synthetic fabrics are very hardwearing. Also cotton. <p>Washability</p> <ul style="list-style-type: none"> • Children's clothes get dirty when playing so are washed frequently • Parents are busy so quick drying and easy wash help • Synthetics dry more quickly and shed dirt easily • If clothes can be washed at high temperature this might help with stain removal (e.g. cotton). <p>Absorbency</p> <ul style="list-style-type: none"> • For comfort especially in hot weather • Absorbent fabrics have bright colours when dyed and these are attractive to children. <p>Flame resistance</p> <ul style="list-style-type: none"> • Important for safety especially for small children who may not be aware of the dangers of naked flames • Essential for nightwear • Highly flammable fabrics should be avoided for fancy dress. <p>5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of two or more performance characteristics that are important when selecting fabric for childrenswear. Suggests a wide range of reasons for their importance for children's clothing. 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.</p> <p>3–4 marks Good attempt, wide knowledge of two important performance characteristics or less detailed of three or more important performance characteristics when selecting fabrics for children's clothes. Selects some appropriate examples to illustrate the answer. Shows knowledge of technical textile terms with good organisation and presentation skills.</p> <p>1–2 marks Valid, satisfactory attempt, fair knowledge of one important performance characteristic when selecting fabric for children's clothing. May not use examples to illustrate the answer or may not link the answer to children's clothing. Moderate organisation with some use of technical textile terms.</p>	6

Question	Answer	Marks
5(a)	<p>List <u>four</u> pieces of information other than body measurements found on the outside of a commercial pattern packet.</p> <ul style="list-style-type: none"> • Fabric requirements/amount/quantity • Pattern company's name • Sizes • Finished garment measurements • Suggested fabrics • Notions/trimmings/components needed • Pictures of the garment • Different views of the garment • Pattern number. <p>One mark for each piece of information.</p>	4
5(b)	<p>Identify <u>four</u> body measurements that should be taken before selecting a pattern for a dress.</p> <ul style="list-style-type: none"> • Bust/chest • Waist • Hips • Nape to waist. 	4
5(c)	<p>Discuss the importance of taking accurate body measurements when making garments.</p> <p>Reasons for taking accurate body measurements:</p> <ul style="list-style-type: none"> • To buy correct pattern size/so garment fits • People have different proportions and are not always a standard pattern size • To enable alterations to be made to make the garment fit • For trousers you need to know the leg length so they are not too long or too short • For trousers also need to know the rise measurements so that the trousers are comfortable and not too tight • To make any length alterations that are needed • For a quality finish/to look good • To reduce waste by making garments only once • To buy the correct amount of fabric • To save time having to make alterations. 	6

Question	Answer	Marks
5(c)	<p>5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of a wide range of reasons for taking accurate body measurements. Shows a high level of skill in the selection of appropriate examples to illustrate the answer. Very good organisation of answer with skilled use of technical textile terms.</p> <p>3–4 marks Good attempt, detailed knowledge of two reasons for taking accurate body measurements or less detailed knowledge of more reasons. Selects some appropriate examples to illustrate the answer. Shows knowledge of technical textile terms with good organisation and presentation skills.</p> <p>1–2 marks Valid, satisfactory attempt, fair knowledge of one reason for taking accurate body measurements. May not use examples to illustrate the answer. Moderate organisation with some use of technical textile terms.</p>	6
5(d)	<p>Compare <u>two</u> methods of transferring pattern markings to fabric.</p> <p>Carbon paper and tracing wheel</p> <ul style="list-style-type: none"> • You need to have the special paper and tracing wheel • Purchasing equipment may be difficult or costly • It is easy to do • The paper is placed colour side down between the paper pattern and the fabric • The wheel is then run over the markings • Good for doing straight lines but not so good for dots • The paper has to be moved around • Parts of the paper may get worn and not work properly • Available in a range of colours • Not very good for dots • Good for straight lines, darts and balance marks • Not good for textured fabrics. <p>Tailors tacks and Tailors Tacking</p> <ul style="list-style-type: none"> • Tailors tacking can be used for lines • Tailors tacks are used for dots, darts etc. • They can be fiddly to do and need training • Long lengths of double thread are used to make two loose stitches through the pattern and fabric • The fabric is pulled apart and the stitches cut • Sometimes the stitches fall out • Holes might be made in the pattern when it is pulled away • It is an accurate method • The cut stitches are pulled out later but sometimes are caught by the final stitching so then they are difficult to remove • Time consuming • Needs thread and needle • Cheap/little cost • Good for all types of fabrics. 	6

Question	Answer	Marks
5(d)	<p>Tailors chalk</p> <ul style="list-style-type: none"> • Cheap • Easy to use • Rubs off easily • Can be a block or a pencil containing chalk • Difficult to transfer marks from the middle of the paper pattern • May not be as accurate unless the chalk is sharpened. <p>Fabric Marker Pens</p> <ul style="list-style-type: none"> • Easy to use • Paper pattern has to be moved to make marks • May wear off before used • Can be removed with heat or washing • Marks may come off when pressing during making • Can be accurate • More expensive to buy and have to be replaced when worn out. <p>5–6 marks Very good/excellent attempt, gives a detailed comparison of two methods of transferring markings and a skilled selection of the advantages and disadvantages of each. Very good organisation of answer with skilled use of technical textile terms.</p> <p>3–4 marks Good attempt, a good comparison of two methods or transferring markings. Selects most advantages and disadvantages of each and shows knowledge of technical textile terms with good organisation and presentation skills.</p> <p>1–2 marks Valid, satisfactory attempt, fair knowledge of how to transfer markings. May be no comparison. Competent selection of some relevant advantages and disadvantages. Moderate organisation with some use of technical textile terms.</p>	

Question	Answer	Marks
6(a)(i)	<p>Identify <u>two</u> rules for the safe storage of dyes.</p> <ul style="list-style-type: none"> • Label containers clearly with colours/contents • Store in a safe place • Keep out of the reach of children • Use containers with secure lids. 	2
6(a)(ii)	<p>Explain the importance of following safety rules when using dyes to colour fabrics.</p> <ul style="list-style-type: none"> • Dyes are toxic • Dyes can discolour skin so PPE should be worn • Dyes dissolved in water may splash in eyes. PPE should be worn • Powdered dyes should not be inhaled as they can cause irritation • Dyes should not be allowed to escape into the environment as they can poison animals and crops. <p>One mark for a point.</p> <p>Two marks for a well explained point.</p>	3
6(b)	<p>Explain the meaning of each of the following terms: Tjanting, stencil, mordant.</p> <p>Tjanting is the small brass bowl shaped tool that is used for making the wax design in batik.</p> <p>Stencil is a piece of card, plastic, metal, etc. into which shapes have been cut. Paint or printing ink is brushed through the stencil shape.</p> <p>Mordant A chemical that combines with dye to fix the dye to the fabric.</p>	3
6(c)	<p>Discuss the advantages and disadvantages of using batik to decorate fabric.</p> <p>Batik</p> <ul style="list-style-type: none"> • A resist method of dying – the resist prevents dye from penetrating parts of the fabric • The resist can be wax or paste • Usually done on cotton • Wax is heated in a special pot • A tjanting or brush is used to apply the wax in the desired design/pattern • Several layers of colour can be used from light to dark • A final layer of wax can be applied over the whole design and then cracked when it is cold to get a crackled effect • Wax is removed by a hot iron and newsprint or a hot wash • Worked on 100% cotton • Stamps can be used to apply the wax for repeating designs • Heat is applied to fix the dye. 	6

Question	Answer	Marks
6(c)	<p>Advantages and disadvantages</p> <ul style="list-style-type: none"> • Batik is very time consuming • Takes a lot of planning/skill • It usually has several colours • Tends to be figurative designs – flowers, scenes etc. • Designs tend to be random rather than formal repeats • Difficult to remove the wax completely • Fabric may be stiff until washed a few times in hot water • A traditional craft/aesthetically pleasing • Expensive to make because labour intensive • Difficult to make in large quantities • Batik designs are often printed in mass production <p>5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of batik. Shows a high level of skill in selection of the appropriate advantages and disadvantages of the process and gives examples to illustrate the answer. Very good organisation of answer with skilled use of technical textile terms.</p> <p>3–4 marks Good attempt, a wide knowledge of batik. Selects most 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 batik. Competent selection of some advantages or disadvantages. Moderate organisation with some use of technical textile terms.</p>	
6(d)	<p>Evaluate the effectiveness of different methods of tie dyeing cotton fabrics. Give examples to support your answer.</p> <ul style="list-style-type: none"> • The answer may refer to cold water dyeing or microwave dyeing • Usually done on cotton fabrics which absorb dyes well • Usually only one colour is used so it is just a two colour design white and the dyed colour but the fabric may be pre-dyed with a pale colour • Looks best if there is a good contrast between the two colours – one is light and one dark. If both colours are a similar tone it will be difficult to see the pattern • Patterns are made by any method and then the fabric is placed in a dye bath. Fabric is left for the correct time and then removed and rinsed • The fabric must be rinsed well and then ironed to fix the dye • Tying may be with elastic bands or string which must be tight or the pattern will not be clear • Explanation of dyeing with stones to make circles, rubber bands, string, pleating, twisting, crumpling etc. The designs may be organised or random. The outcome can be unpredictable. 	6

Question	Answer	Marks
6(d)	<ul style="list-style-type: none"> • Circles: large area. A stone or button is tied into the fabric - bullseye if tied only once and then the fabric is tied at intervals. The pattern is then concentric circles • Spirals/swirls: pinch the centre of the damp fabric and twist the remaining fabric around the centre. Tie the fabric loosely across several points to keep it in the spiral shape. Apply colours using tube, brush etc. Leave in a closed plastic bag for 24 hours or use microwave to set the colour • Pleating makes striped pattern • Twisting makes a more random design. Large areas of fabric • Crumpling gives a random all over design and makes a good background for embellishment • In microwave dying the fabric is tied and then dyes are painted onto the fabric – see Spirals above. <p>5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of a wide range of ways in which fabric can be tie dyed. Shows a high level of skill in evaluating the effectiveness of different methods used to tie dye. Understands most problems and disadvantages associated with tie dying. Very good organisation of answer with skilled use of technical textile terms.</p> <p>3–4 marks Good attempt, wide knowledge of two ways to tie dye or less detailed knowledge of more methods. Offers some evaluation of the effectiveness of different tie dye methods and understands some problems and disadvantages of tie dying. Shows knowledge of technical textile terms with good organisation and presentation skills.</p> <p>1–2 marks Valid, satisfactory attempt, fair knowledge of one way to tie dye. Competent selection of some problems or disadvantages of tie dying. Moderate organisation with some use of technical textile terms.</p>	