

FASHION AND TEXTILES

Paper 6130/01

Written

Key messages

To gain higher marks candidates should ensure that questions are read thoroughly before they answer. Candidates should be aware that fabrics and fibres are not interchangeable when identifying fabrics. For example, cotton is not a fabric.

General comments

It was pleasing to see that more candidates are attempting basic evaluation in their answers. Questions requiring simple and straightforward answers were done well, while the answers to more stretching questions needed to contain more evaluation, explanation or justification.

Most papers were neatly written and easy to read.

Comments on specific questions

Section A

Question 1

(a) (i) Many answers given were about the performance characteristics of fibres, rather than the reasons why gabardine fabric is suitable for the skirt.

(ii) Twill weave was known by a minority of candidates. Those who answered correctly were mostly able to give more detail such as how twill weave is made, and also mentioned the diagonal lines that characterise a twill weave. Few answers gained full marks for this question.

(b) (i) This question was answered correctly by the majority of candidates.

(ii) This was well answered.

(iii) This question was generally not answered well. Handwashing was not accepted as a valid answer as cotton is invariably machine washable.

(iv) Wool was correctly given by most candidates. Silk was not a correct answer as it would not be used to make gabardine fabric.

(v) Few candidates could identify two performance characteristics of the fibre identified in **Question 1 (b)(iv)**.

(vi) The wash care symbol for wool was known by most candidates.

(c) (i) This question was answered correctly by most candidates. However, some responses did not relate to the skirt in Fig 1.1 (these answers incorrectly suggested gathers or darts as the answer).

(ii) This was answered correctly by the majority of candidates.

(d) (i) This question was answered well, with most candidates getting full marks.

- (ii) This was answered well by almost all candidates, with a small number of responses referring to enclosed seams.
- (e) This question was very well answered.
- (f) (i) Answers were disappointing for this design question. Many responses either misunderstood the question, did not know what an appliqué is, or did not demonstrate how to do a design based on the image provided. As a result, designs were offered for garments and accessories featuring a bee motif instead of a design for an appliqué. Many candidates suggested fibres rather than the fabrics asked for in the question. It will be increasingly important for candidates to know how to create simple designs as this is an important element of the new syllabus.
- (ii) Most candidates achieved one mark for 'time saving', with some others getting a mark for cost or less materials being used.
- (iii) Most answers gained three out of four marks because they did not include four valid processes. Some responses mentioned ironing the garment, but did not say that this was to set the dye. Some answers referred to using a readymade printing block, so missed marks for transferring the design and carving the block.
- (iv) The most common valid answer was screen printing. Many responses ignored the fact that the question asked for a method used in industry and instead offered craft techniques.
- (g) This was generally very well answered.
- (h) Almost all candidates knew online shopping. Flea markets, thrift shops and just 'shops' were not valid answers, as these methods of selling are not appropriate for manufacturers. A few candidates gave answers relating to promoting and advertising products.

Section B

Question 2

This was the least popular question.

- (a) (i) Most answers were correct.
- (ii) Most answers correctly identified one chemical.
- (iii) Answers generally showed understanding of the basic process used to make viscose rayon. Most answers were awarded two marks.
- (b) (i) Some candidates correctly identified two fabrics.
- (ii) Acetate was known by most candidates.
- (c) Most answers showed a good understanding of the advantages and disadvantages of using viscose rayon fabric for nightwear. However, few responses were concise or well-organised.
- (d) Most answers did not demonstrate an awareness of environmental issues associated with the production of fibres and the reasons why viscose rayon is considered more environmentally friendly than other fibres. The facts that viscose rayon is biodegradable and sustainable were the most common responses.

Question 3

This question was answered by about half of all candidates.

- (a) Valid answers were given for the first three items, but few candidates were able to explain what felt is.
- (b) Responses to this question were often confused as some answers associated the term 'weft' with weaving. Correct answers referred to horizontal rows, loops and a continuous thread being used.

- (c) Most correct answers referred to stretch, comfort and warmth. Few referred to the versatility offered by different types and weights of yarn which can be used to produce different patterns and textures.
- (d) While responses demonstrated a good knowledge of fastenings and components, many were unable to relate this to weft knitted garments or to offer a relevant evaluation of the advantages and problems associated with using components and fastenings on weft knitted garments.

Question 4

This question was very popular.

- (a) Most candidates were able to name two mechanical finishes, and most could describe each finish accurately.
- (b) This question was answered well.
- (c) Answers generally showed a good knowledge of chemical finishes that could be used on children's clothes. Some answers included information not relevant to children's clothes (e.g. moth proofing) or not applicable to natural fibres (e.g. antistatic). There was some basic evaluation.
- (d) A lot of candidates did not appear to have read the question properly and discussed qualities which were not performance characteristics (e.g. stain resistance). Correct answers covered a range of performance characteristics including durability, washability, absorbency and flame resistance.

Question 5

This question was very popular.

- (a) This question was answered well.
- (b) Most candidates got three out of four marks for this question, with very few including nape to waist measurement.
- (c) Few answers achieved full marks for this question. Most candidates understood that accurate body measurements are needed to achieve a good fit. Some candidates thought the question was only about the importance to a tailor, rather than for anyone making garments.
- (d) There were some good answers to this question. A number of answers incorrectly suggested that a tracing wheel could be used without carbon paper to trace the outline of a pattern piece before cutting out, relying on the indentations made in the fabric to see where to cut. Most answers compared tailor's tacks with carbon paper and a tracing wheel or tailor's chalk. Candidates should be discouraged from presenting the answers to comparison questions as two columns, as the answer can easily become two lists with no actual justified comparisons being made.

Question 6

This question was answered by just over half of candidates.

- (a) (i) The most common answer was 'keep out of reach of children'. Some candidates answered with rules that did not involve the safety of the dyes (e.g. store in a dry place, keep out of the sun etc.).
- (ii) Most answers gained full marks for this question.
- (b) Many candidates gained full marks for this question. Some candidates knew the meaning of tjanting. Few responses explained what a stencil is. Only a small number of answers correctly stated what a mordant is.
- (c) This question was answered quite well, but few candidates achieved full marks.

(d) Methods of tie dyeing were generally explained well. However, the question did not seem to be fully understood as there was little evaluation of the tie dye methods offered in answers. Some responses gave answers about dying methods or compared different ways of embellishing fabrics with dyes.

FASHION AND TEXTILES

Paper 6130/03

Coursework

Key messages

- The overall standard of coursework was good.
- Coursework was met with enthusiasm and keen interest by the learners.
- It is important for centres to note that the Individual Candidate Record Cards, Coursework Assessment Summary Forms and Internally Assessed Marks Report (MS1) must be sent with the coursework.
- The most successful coursework included evidence of creativity, originality and experimental work.
- Centres where learners manufactured bags reflecting a chosen theme were able to demonstrate an excellent standard of workmanship and creativity.
- There is a growing trend for awarding marks that do not adequately reflect the assessment criteria in the higher mark band, especially in the marking of folders. An increased number of centres are applying overly generous marks.
- The use of decorative techniques and stitches in appropriate places can result in higher marks.

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.

All centres package and label work with care. It is particularly helpful if the work from each learner is easily visible, securely fastened and is not submitted as loose sheets. Soft, lightweight A4 folders are most suitable for the coursework and moderation process. Packaging of coursework is best kept to a minimum. Centres are asked to avoid packaging the work from each learner in individual packages that make it difficult for the moderator to inspect the work. This facilitates a more effective completion of the moderation process.

Learners should be encouraged to make the most efficient use of each page, with appropriate and relevant information clearly presented throughout. It is recommended that candidates try to avoid using large font sizes and minimise excessive use of paper.

For each learner in the sample, centres need to submit their work with copies of completed Individual Candidate Record Cards. The Centre needs to also include the Mark Sheet for the component and the Coursework Assessment Summary Form (CASF) completed with the marks for all learners entered for the series. It is helpful when centres identify, on the CASF, which column has been allocated for the practical mark and which for the folder mark. It can clear any uncertainty if the centre also names each column according to whether the marks relate to the fashion garment or the accessory.

Predominantly, Coursework Assessment Summary 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 Individual Candidate Record Cards and Coursework Summary Marksheets are useful documents which help the moderator to understand where a centre has allocated the marking criteria, thus allowing for more accurate feedback to centres.

On the whole, centres have interpreted the marking criteria for the fashion items well, applying the marks appropriately and fairly.

There is a growing trend for awarding marks that do not adequately reflect the assessment criteria in the higher mark band, especially in the marking of folders. An increased number of centres are applying overly generous marks. It has been necessary, in many instances, to make downward adjustments to bring learners' marks for the folders in line with the agreed International Standard. Principally, where adjustments have been made, this is because 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 was generally good and, in most cases, well-presented in A4 format. Learners predominantly produced logical and well-organised folders. 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

Investigations were mostly thorough, relevant and marked accurately.

Successful learners had clearly defined tasks and conducted focused research. Design themes were investigated well and provided a design focus. It was pleasing to see most learners researched relevant information, collecting and examining images that helped them to make informed decisions about their ideas and design intentions. Investigating the customers' needs and preferences via an interview or questionnaire is useful. Including a summary of questionnaire findings and how they inform design decisions is adequate and preferable to including pages of charts. It is good practice to include some quick pencil sketches demonstrating how the research could inspire the design process. 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 learners to design and develop ideas inspired by their research. Learners need to produce a range of well-presented, creative, original hand drawn or CAD ideas using appropriate strategies and techniques. For the high marks awarded, many learners failed to produce an adequate range of original and creative design ideas. Care must be taken to ensure that the ideas presented by the candidate are different in style and shape, as well as in 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. Creative skills are to be encouraged here.

The most successful learners further developed design ideas through exploration and experimenting with decorative techniques such as fabric manipulation, quilting, batik, embroidery, printing and tie dye. The highest marks are only available to learners with a creative flair, who were also able to draw conclusions from their developments and experiments leading to well justified reasons for the selection of their final design. The inclusion of a detailed front and back drawing of a final design is essential for forward planning.

The inclusion of modelling to develop the final product also helps to secure the higher marks in this section.

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, learners produced detailed and logical plans; however, decisions and choices for fabrics, pattern alterations, layout and components were not always fully justified. Marks were compromised if learners did not provide sufficient evidence of planning in advance of the making process. Rather than including a working diary which has no mark value, learners should be guided to incorporate a realistic schedule in their plan of work.

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 was gratifying to observe that all learners were able to complete a garment and accessory; no unfinished fashion items were seen.

Higher marks could be awarded to learners who submitted more technical fashion items which allowed the learner to demonstrate an exemplary standard of workmanship on a variety of processes, for example, jackets. Higher attaining learners should be guided towards making such items.

Where learners had used decorative techniques these had been executed successfully, enabling students to demonstrate creativity and access higher marks. It was pleasing to see a greater number of centres successfully experimenting with a range of decorative work. Several outstanding tie-dye creations were observed. It is important that high achieving candidates are given the opportunity to demonstrate a range of decorative techniques such as: fabric manipulation, screen printing, batik, silk painting, hand embroidery stitches, machine embroidery, ribbons or the addition of a lace trim. Several centres should be congratulated on designing and making high quality, impressive and creatively designed bags.

To further allow learners 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. Learners 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 learners 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. The quality and finish of fashion items was enhanced when careful pressing had taken place during construction and of the finished item.

Marks were compromised when garments were over handled, marked, presented with tacking left in, had uneven and tight seams, had mis-matching seams, were loose, were broken and had uneven stitching.

Care must be taken to avoid awarding high marks for fashion items, and in particular belts, which fail to demonstrate a wide variety of accurately worked processes and techniques, including effective and appropriate decorative work. Belts can be a more suitable choice for the lower ability learners.

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 most successful learners were able to write an assessment of the strengths and weaknesses of their finished fashion items. The highest marks are secured by learners who also included comments on how the finished item relates back to the task title and evaluate the choice of components in relation to the fabrics used and the style of the finished item.

Learners that wrote an account of processes, or project summary, with associated difficulties did not score highly on the assessment criteria. Writing about problems encountered is not an expectation of this section. The quality of the finished item should be evaluated rather than the problems encountered during the manufacturing processes.

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 centres have a thorough and growing understanding of the requirements for success in the Fashion and Textiles O Level. Learners have worked hard and appear to enjoy their Fashion and Textiles coursework. Looking ahead, the Principal Examiner

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hopes to see learners continue to take a more independent and creative approach to their coursework. Centres are to be commended for their commitment and hard work. Thank you.