

FASHION AND TEXTILES

Paper 6130/01
Theory

Key messages

Many candidates showed that they understood the difference between fibre properties and the characteristics of fabrics. Candidates are advised to focus on the fibre or fabric as appropriate in their responses.

Candidates should read every question carefully. For example, if the question asks candidates to sketch and label a design, then candidates should follow the instructions closely and ensure that they sketch **and** label their design.

General comments

Handwriting was generally neat and legible. Generally speaking, candidates responded well to the longer answer questions in **Section B**.

Comments on specific questions

Section A

Question 1

- (a) (i) Answered well by most candidates.
- (ii) Many candidates found the difference between appearance and handle challenging.
- (iii) Most candidates answered 'Drapes well' but the second reason provided was not appropriate.
- (iv) There were some good responses but some candidates did not respond with *fabric* finishes. Some candidates gave fibre finishes and others suggested anti static (incorrect for cotton fibre) and water repellency.
- (v) Silk and linen were the most popular answers. Wool was incorrect. A few candidates answered with the name of a fabric rather than a fibre.
- (vi) Many candidates offered fibre properties rather than advantages.
- (vii) A lot of candidates knew that synthetic fibres can cause pollution. Only a small number of candidates understood that synthetic fibres are non-renewable but more were aware that synthetic fibres are not biodegradable.
- (b) (i) Most candidates knew this but some wrote 'end of the sleeve' instead of cuff
- (ii) Many candidates answered this question well.
- (c) (i) A few candidates showed that they understood how a straight band cuff was made.
- (ii) Many candidates did not give enough detail in their responses.
- (d) (i) Generally well answered

- (ii) Some candidates found it challenging to explain how stitches were made but gained marks for diagrams.
- (e) Some candidates wrote: 'hand and machine' but these are not methods of making a hem.
- (f) Few candidates demonstrated knowledge of how CAM is used in production. Some candidates gained marks for knowing laying out and cutting fabric. Some candidates talked about CAD instead.

Section B

Question 2

This question was chosen by a minority of candidates.

- (a) (i) Generally correct though some candidates confused regenerated fibres with fibre blends.
- (ii) Most candidates knew at least one raw material.
- (iii) There were some good answers, but a number of candidates talked about blending natural and synthetic fibres.
- (b) Generally answered well.
- (c) Most candidates knew absorbent, comfortable or washable but few gave the sufficient explanation needed to gain full marks.
- (d) Generally well answered with most candidates showing a good understanding of the construction of two weaves. Plain and twill weaves were the most popular choices.

Question 3

This was one of the most popular questions.

- (a) Candidates generally offered appropriate examples for one off production and mass production but often did not name a garment which would have been made by batch production. A small number of candidates described the production methods instead of offering a type of garment.
- (b) Many candidates offered recycling methods instead of ways in which a manufacturer can reduce waste during production. Economical pattern lay and buying only the correct amount of fabric were given by a number of candidates.
- (c) (i) Some good designs. Please see our initial comment at the start of this report: Where the instruction is sketch and label, candidates need to sketch **and** label their designs.
- (ii) This was answered well with many candidates achieving the higher mark band for a detailed explanation. Many responses used good diagrams to support their answer.
- (d) Candidates demonstrated a good understanding of the advantages to a manufacturer of using printing rather than appliqué.

Question 4

A relatively small number of candidates answered this question.

- (a) (i) A relatively small number of candidates were able to comment that reflective textiles contain glass beads.
- (ii) Most candidates answered this correctly even when their answer to **4(a)(i)** was incorrect.
- (iii) A relatively small number of candidates knew micro-encapsulated.

- (b) Generally well answered.
- (c) Some very solid responses with only a small number of candidates describing, incorrectly, the instruction sheet inside the pattern envelope.
- (d) Candidates generally were able to describe two different methods of controlling fullness. Many also offered appropriate examples of styles and fabrics to support their answers.

Question 5

This was one of the most popular questions.

- (a) Generally well answered with most candidates gaining at least two marks. A number of candidates offered answers not specifically related to safety or to pressing equipment (e.g. tie long hair back).
- (b) Some solid answers but some candidates offered fibre qualities instead of thinking about fabric factors.
- (c) Candidates showed a strong understanding of fastenings and were generally able to relate them to the needs of a three year old child. Some responses were more coherent and organised than others.
- (d) In general, candidates' knowledge of internet shopping was strong. However, many candidates did not offer the same detail about a different method of shopping.

Question 6

This was one of the most popular questions.

- (a) (i) Generally well answered.
 - (ii) Most candidates were awarded one mark for free movement with only a small number getting a second mark for understanding that it is cheaper or quicker to manufacture a raglan sleeve garment.
- (b) A number of candidates offered bias binding which is not shown in the drawing Fig. 3.1. Binding was correct.
- (c) Generally answered well.
- (d) Most candidates described the performance characteristics of cotton but few obtained maximum marks because they did not discuss/give reasons for the suitability of the fibre for sports tops specifically.
- (e) (i) Most candidates obtained one mark for Jersey with a smaller number giving tricot as well.
 - (ii) A large number of candidates gave answers about fibre properties instead of discussing the suitability of knitted fabrics. Most correct responses included reference to the fact that the stretch in knitted fabrics allows ease of movement for sports.

FASHION AND TEXTILES

Paper 6130/03
Coursework

Key messages

- Learners are to be encouraged to develop initial design ideas through focused research, investigations, sketches and practical experiments. Successful learners were able to fully examine and draw conclusions from the information collected to make informed decisions about their final design proposal. Learners who made decisions too early compromised on ideas evolving and creativity.
- A wide range of different skills/processes should be shown in the two fashion items.
- It is recommended that the garment made for item 1 is made to fit the learner – this should include a pattern alteration/adaptation – details of how this was carried out should be included in the planning section of the folder.

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.

The numbers entered for this syllabus have increased. Administration of the coursework is good. Centres are checking the addition of marks carefully and no errors were found this series. For each candidate in the sample, centres need to submit their work and the marks on the ICRC. 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 candidates entered for the series. It is helpful when centres identify, on the CASF, which section has been allocated for the practical mark and which for the folder mark. All fashion items and folders of supporting evidence should be clearly labelled with learner numbers as indicated in the guide to centres. For further information on compiling your sample and administration processes please refer to the Cambridge Assessment International Education Samples Database Enter your centre number and the relevant syllabus code and the appropriate information will be retrieved from the database for you.

Packaging of coursework is best kept to a minimum, it is excessive to pack candidate's work individually. It is recommended that learners avoid using large font sizes and minimize excessive use of paper. Responsively most centres have moved away from using big bulky cardboard folders to the more suitable soft, lightweight A4 binders. Many learners successfully put folder work for both fashion items into a single soft covered binder. Where fashion items are particularly large/fragile it can be more suitable to include a set of accurate photographs than posting the product. Cambridge examinations can provide guidance on such circumstances.

The quality of work, particularly the fashion items, continues to be impressive across the ability range. The most successful centres are those which follow the CIE Coursework Guidance Notes found in the syllabus. The example project outline is also particularly helpful in giving suggestions on what should be included within each section of the coursework.

Several centres are to be congratulated on applying marks appropriately and fairly across all criteria areas. It is a well-established syllabus and most teachers understand the assessment criteria although it has been necessary, in some instances, to adjust learner's marks in line with the International Standard. Where adjustments have been made, this is as a result of lack of evidence, both written and practical, to justify the marks submitted. The quality of work produced by the candidate should match the description within the band for the mark that is being awarded. Assessors should also provide some brief supporting comments to indicate how/where credit has been given for each of the assessment criteria on the Individual candidate Record Cards.

Comments on specific sections

Folder

The standard of folder work was good and mostly successfully presented in A4 format. Many learners produced accomplished folders that were well organised and clearly structured. Word processing has become very popular and enables learners to improve presentation and produce some professional looking folders. The task title or design brief should be clearly stated on the front of each folder. Most learners take pride in their folders and appear to very much enjoy the task.

Investigation of task, including research

Learners who achieved the highest marks were able to select appropriate research and images that informed their initial design ideas and sketches. Learners must choose an inspirational designer with care; the most successful learners chose designers relevant to their task, design theme or a designer that specialised in an intended decorative technique. Copious notes on the history of a designer are to be avoided as do not inspire design ideas.

The inclusion of a summary to demonstrate how learners have been inspired by their investigations was most successful when it included concept sketches illustrating the learners first design thoughts and ideas. It was noted that several centres were giving full marks for this criterion when some of the investigations lacked focus and understanding of how to move forward with the information collected.

Learners should be encouraged to avoid making decisions on final design proposals in this first section as this can compromise creativity and the design development process. Where learners decide on the shape/style/materials at an early stage the development work can become superficial.

Development of design proposal and decision for final idea

This section is about developing a final design proposal as a result of experimenting with different ideas through fashion drawings and practical fabric work.

The most successful candidates demonstrated creativity and imagination by exploring and generating design ideas inspired by their research images. Drawings were annotated to explain design thinking, showed different styles, shapes as well as the positioning of decorative techniques. Less successful candidates can benefit from using fashion drawing templates which can be found for both garments and accessories on the internet.

Most learners explore and experiment with possible construction methods. However, the highest marks are only available to learners who were also able to draw conclusions from their developments and experiments leading to well justified reasons for the selection of their final design and demonstrate a creative flair. The inclusion of a detailed front and back drawing of a final design is essential for forward planning.

More learners are showing their understanding of development and there was more evidence of independent, creative approaches being adopted.

Plan of work for final idea

Planning was generally well done and marked correctly. Successful candidates have progressed beyond simply listing the fabrics and components to providing well-reasoned choices for fabrics, pattern adjustments, components and fastenings.

In the most successful cases, the garment made for item 1 is made to fit the learner. The highest marks are only available to learners who have included a pattern alteration/adaptation; details of how and why this was carried out should be included in this section.

Plans of practical work must be written in advance of making, rather than taking the form of a retrospective log of actions and dates. In the most successful cases, detailed evidence of the planning required **before** making the fashion item was given. Marks were compromised if candidates did not provide enough evidence of planning in **advance** of the making process.

Evaluation of final item

The key to success in this section is to encourage learners to evaluate the outcome rather than the processes and associated problems experienced along the way. A minority continue to focus on how well their project went and their personal journey, this approach does not score well on the marking criteria. Sufficient and detailed assessment of the strengths and weaknesses of the finished item was not always evident in the folders to support the marks awarded

The most successful approaches include a detailed analysis of the appropriateness and effectiveness of all chosen processes and techniques for the finished item. Comments on how the final item relates back to the task title in terms of suitability of the chosen fabric, components and style also secured the highest marks.

Fashion Items

A strength of this series was the high quality of fashion items and in particular, the garments. Many textile learners excel in this section demonstrating skills at a very high level.

The most successful learners were motivated to make more technical fashion items allowing them to demonstrate their knowledge and skills on a wide variety of manufacturing processes and decorative techniques. There was evidence of excellent machining, hand-sewing, neat finishes shown on zips and buttonholes, well positioned sleeves, collars and cuffs alongside some outstanding decorative work. Seams were generally even with some very skilful neatening evidenced.

There was an increase in the production of highly personal and creative fashion items combining different materials and techniques, often combined in interesting ways. It is important that the most capable candidates are given the opportunity to be creative by effective use of a range of fabric enhancements and decorative techniques.

There an increase in the number of learner's embarking on the design-and-make-a-bag task. Learners who made scarfs or belts struggled to make products that had sufficient level of demand in terms of the construction, despite embellishment work being done well. The scarf task is most suitable for candidates who are less confident with their abilities.

Where possible, it is recommended that the two 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 are more confident in their 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 components for the style of garment.

Many centres had successfully encouraged candidates to demonstrate creativity with very effective decorative work. The use of decorative techniques such as: batik, screen printing, hand embroidery stitches, machine embroidery, ribbons or the addition of a lace trim can result in higher marks. Suitable skills/processes are to be selected from the syllabus content (application of colour, processes, decoration and embellishments).

Fashion items must show evidence of a wide variety of accurately worked processes; decorative work used effectively and produced to a high standard to be awarded marks from the high band.

Marks were compromised when garments were incomplete, lacked a range of processes and techniques, over handled, marked, presented with tacking left in, uneven and tight seams; loose, broken and uneven stitching.