

FASHION AND TEXTILES

Paper 6130/01
Theory

Key messages

The short response questions in **Section A** were generally well answered. To achieve higher band marks in **Section B**, candidate responses to questions asking for discussion, comparison or evaluation should include reasons or justifications in addition to recalled knowledge.

General comments

Responses were generally neatly presented and easily read. Diagrams were neat and well labelled. Most candidates answered all the questions required. Candidates should ensure that they read questions carefully before answering. For example, in response to **Question 3(c)** which asks for a comparison of two different printing methods a number of candidates compared methods of resist dyeing and dyeing.

Comments on specific questions

Section A

Question 1

- (a) (i) Most candidates gained 1 mark for cotton, silk or nylon.
- (ii) The majority of correct responses referred to velvet being smooth. Some candidates understood that velvet has a pile.
- (iii) Many candidates suggested a fibre instead of a fabric, which did not receive a mark.
- (iv) Most candidates gained one mark for lightweight or comfortable. Few responses demonstrated knowledge of some other qualities needed for a waistcoat lining.
- (v) The majority of candidates answered this question correctly.
- (vi) This question was answered well with most candidates able to give a valid reason for the type of pocket suggested.
- (vii) Most answers to this question were correct. Passing the waistcoat on to someone else was the most popular answer.
- (b) (i) The majority of candidates achieved two marks for this question, with budget/cost and the type of iron being the most common answers. General answers that did not refer to the features of the iron did not gain marks. For example, the brand of the iron, or the availability of a guarantee.
- (ii) Most candidates identified at least two types of scissors or shears.
- (c) (i) Many candidates found this question challenging as they focused on environmental impact and did not address the reference to fashion in the question. Some candidates showed an understanding of the way in which fashion encourages excessive consumption and related this to environmental impact.

- (ii) Most candidates understood that natural fibres are sustainable or renewable and that they are also biodegradable. Marks were not awarded for vague statements about the environment which were unrelated to natural fibres.
- (d) (i) This question was generally answered well with most candidates showing knowledge of the information found on the pattern envelope and explaining its importance. A small number of candidates misread the question and wrote about the contents of the pattern envelope.
- (ii) Candidates generally found this question challenging as they did not apply knowledge to a different situation. Most candidates got a mark for attaching a paper to the existing pattern but needed to measure it before drawing a line for the V. Some candidates drew a line onto the garment which was incorrect.
- (iii) This question required candidates to apply their knowledge of pattern symbols to the pattern piece for a waistcoat. The straight grain line, seam allowance and buttonhole markings were widely known and correctly placed on the diagram.
- (e) This question was well answered. The majority of candidates successfully explained how to attach a fusible interfacing.

Section B

Question 2

This was a popular question.

- (a) (i) This question was answered correctly by most candidates. Polyester and nylon were the most common responses.
- (ii) A number of candidates named the chemicals used correctly. One mark was given for reference to petrochemicals.
- (b) Almost all candidates correctly defined a filament fibre as a long fibre. Some candidates incorrectly stated that a spinneret was used to spin yarn.
- (c) Many candidates described thermoplasticity well in the context of textiles.
- (d) Many candidates did not demonstrate knowledge of microfibres and gained marks in the low or mid band for answers about synthetic fibres. E.g. lightweight, absorbent, strong.
- (e) Most candidates were able to describe two chemical finishes, but few went on to offer an evaluation. Some candidates suggested an easy-care finish which is incorrect for fabrics made from synthetic fibres.

Question 3

This question was chosen by many candidates.

- (a) (i) The majority of candidates offered realistic and viable design ideas based on the photograph of a starfish. Marks were not given for embroidery stitches which were inappropriate or unsuitable.
- (ii) Only a small number of candidates demonstrated understanding of a repeat pattern. Many candidates drew the drawing given in **Question 3(a)(i)** again.
- (iii) Most candidates achieved one mark for drawing a garment or accessory.
- (b) Some candidates focused on fabric properties instead of considering the factors that would influence fabric choice such as the wearer, the occasion, the season etc. To gain higher level marks, responses needed to offer a discussion of the factors.
- (c) There were some good comparisons made, mainly between block printing and roller printing. Some candidates compared dyeing methods instead of printing techniques.

Question 4

This question was a popular choice.

- (a) (i) Almost all answers to this question were correct.
- (ii) Most candidates achieved two marks for 'saves time' and 'saves money/cheaper' but needed a more in-depth point for a third mark.
- (iii) Few correct answers were given to this question.
- (b) Many candidates offered general reasons for pressing fabric rather than considering why a garment should be pressed during construction. Most achieved one mark for 'making the finished garment neat'.
- (c) Many answers suggested that candidates either did not read the question properly or did not understand the term 'laying out' fabric. These answers were often about designing rather than laying out fabric. Correct answers included: saves money, economical, does not waste fabric and saves labour.
- (d) Most candidates achieved marks in the middle mark band because they did not offer discussion of why it is important to follow safety rules when using a sewing machine. Answers tended to be disorganised and often focused on maintenance of machines rather than safety rules about using a sewing machine.

Question 5

This question was generally well answered.

- (a) (i) As the question was about 'making' the shorts, marks were not given for buying and using a pattern and cutting out the shorts. To get full marks it was necessary to identify the processes used to make shorts and to work out a logical order to carry out the processes. The longest correct sequence of processes was rewarded.
- (ii) The most common correct answers were hemming and tacking.
- (iii) Candidates evidenced a good understanding of different methods of neatening seams, but responses needed to make a comparison of the methods to gain the top band marks.
- (b) The majority of candidates discussed the differences between pleats and tucks well and gave examples to support their answers.

Question 6

This was the least popular question on the paper.

- (a) This question was answered well.
- (b) Most candidates demonstrated knowledge of the process of making yarn from linen fibres. Technical terms were not always used.
- (c) Most candidates made a good comparison of warp and weft knitting. A few candidates did not understand the question and compared the construction of woven fabrics.
- (d) Although most candidates listed some information found on care labels, few offered the evaluation needed to access top band marks.

FASHION AND TEXTILES

Paper 6130/03
Coursework

Key messages

- Excessive packaging should be avoided when posting coursework. Soft, lightweight A4 folders are more suitable for the moderation process. Packaging of coursework is best kept to a minimum; candidate work does not need to be packed individually.
- The syllabus should be followed carefully, as it has specific details of the amount and standard of work expected both in folders and on fashion items. The example project outline within the syllabus is particularly helpful and a good guide for planning the coursework lessons.
- Learners should be encouraged to be original, creative, and experimental in their coursework. It is good practice to include creative experimental work such as appropriate decorative techniques linked to the research information and inspirational images. The most successful coursework demonstrated individual flair and included evidence of unique experimental work linked to a theme.
- The quality of drawings/sketches of design ideas can be improved with the use of fashion drawing templates (for both garments and accessories). A wide variety of these are available free on the internet and provide a good starting point for improving the quality of sketches.
- A wide range of different skills/processes should be shown in the two fashion items.

General comments

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 learners entered for the series. Centres should 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 our public website: www.cambridgeinternational.org/samples. Enter your centre number and the relevant syllabus code and the appropriate information will be retrieved from the database for you.

Most centres labelled all work with care including, centre number, name of candidate and candidate number. Work should be removed from heavy ring binders, be securely fastened together and presented so that pages can be turned without having to remove sheets from plastic wallets. Centres should avoid packaging the work from each candidate in individual packages that make it difficult for the moderating process.

Centres interpreted the marking criteria well, applying the marks appropriately and fairly. Where adjustments have been made to centre's marks this is usually because of misinterpretation of the marking criteria by centres or a lack of evidence to justify the marks awarded. The section, 'Development of Design Proposal' was often marked too generously. In awarding marks, assessors needed to pay close attention to the descriptions within each of the mark bands, particularly the words in the higher mark band. 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. Supporting comments for the fashion items is especially helpful to aid accurate moderation.

Comments on specific sections

Investigation of task, including research

In general, this section was approached well. If the task is investigated thoroughly and relevant information collected and analysed, it enables candidates to develop creative design ideas much more easily. Research into similar existing products, different styles/shapes of the intended product to be made and an inspirational design theme is to be encouraged. Investigations into fashion designers can be relevant if the candidate is taking inspiration from their work, however candidates should avoid including copious notes that do not help them make informed decisions about their design intentions and design ideas. Annotated images of products or decorative techniques similar to which the learner intends to make, designed by a chosen fashion designer, are more inspiring for generating design ideas.

Development of design proposal and decision for final idea

The most successful candidates demonstrated originality and creativity in the development of their design proposal. The highest marks were awarded where there was evidence that high quality design ideas were generated from analysing investigations into the design task, and experimental work consisted of testing and trialling a range of possible construction and decorative techniques. Analysis of the practical experiments should lead to decisions on how the final design idea can be realised. If, for example, a candidate has researched flowers as an inspirational design theme, the candidate could carry out different methods of making 3D flowers, adding flowers to fabric using different decorative techniques such as hand or machine embroidery, stencilling, quilting, batik, applique, reverse applique, block and transfer printing.

Plan of work for final idea

The majority of candidates addressed this section well. In general, most candidates' plans were detailed and comprehensive, which achieved marks in the top band. However, to achieve the maximum mark of five for this section, candidates needed to provide some reasoning about decisions and choices for fabrics, pattern alterations, layout and components. Reasons for choices were not always fully justified. Some candidates did not produce a plan and instead submitted a retrospective log of what they had done and when. This is not an appropriate approach and should be strongly discouraged. Marks were compromised if candidates did not provide evidence of planning in advance of the making process.

Fashion Items

The most popular design and make choices were:

- Design and make a skirt showing the use of *tie and dye*, etc.
- 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.

Fashion items were finished to a high standard, many demonstrating high quality workmanship and a wide variety of fabrics and processes. The most successful fashion items were those that demonstrated a combination of high workmanship, creativity, and flair.

Despite the challenges brought about by Covid-19, all candidates completed a garment/accessory; no unfinished fashion items were seen. Where candidates chose to make a belt for **Item 2**, they needed to incorporate a wide variety of processes and techniques from the syllabus content into their belt design and practical. In many cases the belts had been given very high marks, yet they lacked the number of processes required to be awarded marks from the top band.

In general, higher marks were awarded to candidates who submitted more technical fashion items which allowed them to demonstrate a high standard of workmanship on a variety of processes, for example, jackets. Several centres produced very impressive, high quality holiday bags that demonstrated skilful decorative techniques such as paper piecing, quilting, hand embroidery, trimmings, patchwork and tie dye. Processes included pattern drafting, machine stitching, seams, overlocking, machined decorative stitches, piping, pockets, interfacings, linings and fastenings. Seams were even with some very skilful neatening evidenced.

Candidates should demonstrate a wide range of processes and decorative techniques such as: screen printing, batik, silk painting, hand embroidery stitches, machine embroidery, ribbons, or the addition of a lace trim. Ideas for processes, decoration and embellishment can be found in the syllabus.

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

Evaluation of final item

The most successful evaluations were closely tied to the chosen design task and showed an in-depth, critical assessment of the strengths and weaknesses of the finished item. High scoring evaluations included comments on the appropriateness and effectiveness of all chosen processes and techniques for the finished item.

Weaker evaluations were generally too descriptive, with candidates describing what they had done and how. Such evaluations often focused on the problems and difficulties encountered during the manufacturing processes and lacked critical evaluation of the finished item.

Communication and presentation

Overall, candidates produced very logical and well-organised folders that have been a pleasure to moderate. Candidates should make the most efficient use of each page with appropriate and relevant information clearly presented on each page. They should avoid overly large fonts, large headings, and excessive use of paper/pages.