

FASHION AND TEXTILES

Paper 6130/01
Theory

Key Messages

This year candidates demonstrated their knowledge across most aspects of the syllabus and showed a good understanding of the subject. To achieve higher marks candidates should ensure that they read questions more carefully. Answers to questions asking for discussion or explanation should be more detailed to get full marks.

General Comments

Scripts were well presented and easy to read. All questions were answered in the appropriate spaces and most candidates answered all the questions that were required. All candidates attempted **Section A** and produced a wide range of responses. Candidates should be reminded that the number of marks for each question is clearly indicated in brackets [] at the end of each question and that this gives an indication of the amount of information needed to gain full marks for each question. Candidates should also be made aware that if a question specifically asks for labelling and/or a diagram they cannot gain full marks if they do not label and/or provide a diagram in their answer.

Comments on Specific Questions

Section A

Question 1

Candidates responded well to questions in Section A. The majority of candidates attempted all the questions.

- (a) (i) Candidates needed to describe the fabric rather than the dress. Few of the candidates who described the fabric could say more than that the fabric was woven. A small number of candidates understood why seersucker is a suitable fabric for this dress.
 - (ii) Most candidates demonstrated an excellent understanding of the performance characteristics of cotton seersucker.
 - (iii) Almost all candidates gained one mark for this question by drawing an iron symbol. Fewer candidates gained a second mark for indicating the correct temperature for ironing cotton seersucker.
 - (iv) Most candidates identified an alternative fabric for the dress. Few candidates went on to give a valid reason for their choice answering instead with properties of the fibre
- (b) (i) This question was answered well by most candidates.
- (ii) Candidates generally showed an understanding of how to shorten a sleeve pattern. No marks were awarded to those candidates who incorrectly explained how to shorten the sleeve rather than the pattern.
 - (iii) Few candidates got full marks for this question. Seam allowance and grainline were correctly identified by most candidates. Drawings of buttons and buttonholes were not credited.
 - (iv) This question was answered well by most candidates.

- (v) Generally answered well. Zips were not accepted as an alternative fastening as a zip could not be used in the same position on the dress.
 - (vi) Many candidates explained how to mark a seam with tailor's tacking instead of making a buttonhole marking. Relevant points were credited if the candidate showed they understood the process.
- (c) (i) A good response suggested any finish that would neaten the raw edge at the top of the pocket e.g. binding, facing, hem or lining. A number of candidates suggested decorative finishes such as lace or embroidery which were not accepted.
- (ii) This question was answered well with most candidates showing that they understood the type of pocket that would be suitable. Few candidates could give two reasons for their choice of position for the pocket.
- (iii) This question was very well answered.
- (iv) Generally answered well. Some candidates repeated the question and did not describe the advantages of using CAD to modify the design.
- 1 (d) This question was answered well with candidates giving a range of different ways of recycling textiles

Section B

Question 2

This question was the most popular and was answered by almost all candidates. The first four parts of this question were answered well.

- (a) (i) This question was generally answered well. Those candidates who said that fibres were blended to make a yarn or fabric did not gain a mark.
 - (ii) On the whole candidates answered well showing their knowledge of fibre classifications. Some candidates incorrectly named cotton as the natural fibre.
 - (iii) Most candidates knew that performance characteristics are improved by blending fibres but they couldn't always give a specific reason for blending synthetic fibres and cotton.
- (b) Few candidates gained more than half marks for this question as although they could name two chemical finishes they could not explain how the finishes improve the performance characteristics of fabric. A lot of candidates simply repeated the finish. For example, a stain resistant finish stops stains.
- (c) Only a small number of candidates gave answers that showed an understanding of the benefits of using organic cotton rather than non-organic cotton. Most candidates just described the properties of cotton.

Question 3

This was one of the least popular questions.

- (a) (i) Almost all candidates correctly named the collar
- (ii) A number of candidates named a brand of interfacing instead of offering a description. Few candidates explained why they would use a particular type of interfacing, concentrating instead on saying what the interfacing would be used for. Most answers referred to non-woven fusible interfacing.
- (iii) This question was answered well with most candidates referring to non-woven fusible interfacing in their answers.

- (iv) A number of students misunderstood this question and repeated the answer they had already given in 3(a)(iii). Some of these did gain 2 or 3 marks as they included a couple of the stages of making the collar asked for in the question.
- (b) This question was not answered well with the majority of candidates offering a method for finishing a seam instead of a collar.

Question 4

This question was popular and mostly well answered.

- (a) (i) Most candidates gained 3 or 4 marks for this question. Marks were lost by candidates who either did not include a quilted panel or did not label their drawing.
 - (ii) The majority of candidates were able to name a suitable fabric and describe its construction.
 - (iii) This question was answered well.
 - (iv) This question was answered well.
- (b) Most candidates showed that they understood how to quilt fabric, others needed to provide more sufficient detail to gain full marks.
- (c) Most candidates could identify three advantages of a quilted panel but few offered sufficient detail to gain full marks.

Question 5

This question was popular and generally well answered.

- (a) (i) Most candidates could state the textile production stages when dye could be added to products.
 - (ii) Responses were variable. Candidates appeared to have a vague understanding that environmental issues and cost may be issues to consider.
 - (iii) This was generally answered well with candidates showing a good understanding of the advantages of using synthetic dyes.
- (b) Most candidates showed a good understanding of how to carry out batik to make patterns on fabrics. Candidates who described dying using paste or starch as a resist method were rewarded for points common to both methods.
- (c) Few candidates gained full marks for this question as they did not support their answers with reasons or examples. Some candidates referred to the quality of the dying, in particular of fabrics where the dyes have not been fixed or rinsed properly.

Question 6

This question was the least popular question which was surprising as this is a topic familiar to candidates in completing their coursework.

- (a) (i) Most candidates could only offer one reason for using a commercial pattern.
 - (ii) Answers for nap and stay stitching mainly appeared to be guesses. Most candidates knew the meaning and use of notches.
 - (iii) In order to gain full marks candidates needed to explain enough of the processes in preparing the fabric and paper pattern before cutting out a pair of shorts.
- (c) Only a small number of candidates showed an understanding of how fabric is cut out to make quantities of garments in industry.

FASHION AND TEXTILES

Paper 6130/03
Coursework

Key messages

- The overall standard of coursework was good.
- Candidates have responded with interest and enthusiasm to coursework.
- The standard of the fashion items was higher than that of the folders.
- Inspirational research assists candidates to generate a range of creative design ideas.
- The most successful coursework included evidence of creativity and experimental work.
- The use of decorative techniques in appropriate places can result in higher marks.
- It is important for Centres to note that the Coursework Summary Mark Sheet **and** Coursework Assessment Form must be sent with the coursework.
- It is recommended that the syllabus is followed carefully, as it has specific details of the amount and standard of work expected both in folders and on fashion items.
- Excessive packaging is to be avoided when posting coursework.

Popular project choices:

- Design and make a dress for a special occasion which is decorated with machine stitching, etc.
- Design and make a bag with batik or quilted design suitable for a holiday.

General comments

The Report to Centres is an important document where issues raised from moderation are highlighted and suggestions for improvement given. It is recommended that all staff responsible for the delivery of this specification read this document thoroughly.

The great thing about this syllabus is that it allows candidates to take ownership over their coursework by encouraging creative design skills and experimental work influenced by a textile designer of their choice. The work submitted showed enthusiasm and commitment from the candidates. Centres would benefit from following the CIE Coursework Guidance Notes more closely. The example project outline (which can be found on p.14 of the coursework guidance notes) is particularly helpful in giving suggestions on what should be included within each section of the coursework.

All Centres package and label work with care. It is particularly helpful if the work from each candidate is securely fastened and not loose sheets. Centres are asked to avoid packaging the work from each candidate in individual packages that make it difficult for the Moderator to inspect the work. This facilitates a more effective completion of the moderation process.

Summary Coursework Assessment Forms were appropriately completed with marks recorded and totaled accurately, which is to be commended. Inclusion of annotation illustrating how the teacher allocated the marks is strongly recommended and is particularly helpful in the moderation of the fashion items. The Coursework Summary Mark sheet is a useful document which helps the Moderator to understand where a Centre has allocated the marking criteria, thus allowing for more accurate feedback to Centres. It is beneficial to the Moderator when Centres identify fashion item one and two.

On the whole Centres have interpreted the marking criteria well, applying the marks appropriately and fairly for the fashion items. However, it has been necessary in some instances, this series, to make adjustments to bring candidates' marks for the folders in line with the agreed International Standard. Principally, where adjustments have been made, this is as a result of misinterpretation of the marking criteria by Centres or a lack of evidence to justify the marks awarded in the folders.

Comments on specific sections

Folders

The standard of work found in folders was generally good and for the most part well-presented in A4 format. Candidates predominantly produced logical and well-organised folders. Many candidates had effectively word processed the text and had included one or two photographs of the finished garments. 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

Candidates that did well researched into the main points of the task including sketches based on the study of a fashion designer. Research should be design led and based on a theme which can be used to inspire design ideas and development. There is concern that some Centres are including irrelevant work, for example; information on the history of fashion, costing, care labels and colour schemes. Care needs to be taken here. As a guideline research should be relevant and could be limited to 2 or three A4 pages.

Development of design proposal and decision for final idea

This section allows the candidates to develop design ideas inspired by their research. Creative skills are to be encouraged. Candidates need to produce a range of original ideas using appropriate strategies and techniques. For the high marks awarded many candidates failed to produce an adequate range of original and creative ideas. Care must be taken to ensure that the ideas presented by the candidate are different in style and shape, as well as colour and pattern. It is good practice to include creative experimental work such as appropriate decorative techniques linked to the research. There were many missed opportunities to experiment with decorative techniques such as quilting, batik, embroidery, printing and tie dye. Experimental work should lead to decisions and candidates should give a clear indication as to why they have chosen their final design idea. The inclusion of a prototype to model the final design helped to secure the higher marks for 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 candidates produced detailed and logical plans; however decisions and choices for fabrics, pattern alterations, layout and components were not always fully justified. A cost breakdown is not required. Marks were compromised if candidates did not provide sufficient evidence of planning in advance of the making process.

Fashion Items

It was pleasing that, in general, the marks awarded by the Centres for the manufacture of fashion items matched the Assessment Criteria.

Fashion items were mostly finished to a good standard, many demonstrating high quality workmanship and a wide variety of fabrics and processes. It is pleasing that most candidates were able to complete a garment and accessory; no unfinished fashion items were seen. Higher marks could be awarded to candidates who submitted more technical fashion items which allowed the candidate to demonstrate a really high standard of workmanship on a wide variety of processes, for example, jackets. Higher attaining candidates should be guided towards making such items.

Where candidates had used decorative techniques these had been executed successfully enabling candidates to demonstrate creativity and access higher marks. It was promising to see a greater number of Centres successfully experimenting with a range of decorative work. It is important that high achieving candidates are given the opportunity to demonstrate decorative techniques such as: screen printing, batik, silk painting, hand embroidery stitches, machine embroidery, ribbons or the addition of a lace trim. To allow candidates to demonstrate a wide variety of skills it is recommended that the two fashion items are made from fabrics which have different weights and handling properties. Fabrics such as cotton and polyester gabardine, cotton denim, cotton gingham and printed cotton cambric are suitable and easy to handle. Candidates who have a higher level of ability may be recommended to use fabrics with more difficult handling properties, e.g. polyester satin and silk. In general candidates made a suitable choice of fabric and

notions for the style of fashion item. The most successful candidates were able to demonstrate excellent machining, hand-sewing, with neat finishes shown on zips and buttonholes, well positioned sleeves, collars and cuffs alongside some outstanding quilting, batik, silk painting and tie dye. Very good examples of piping along seam edges and pockets were seen. Seams were generally even with some very skilful neatening evidenced. Fashion items showed evidence of careful pressing during construction and of the final item.

Marks were compromised when garments were unfinished, over handled, marked, presented with tacking left in, uneven and tight seams; loose, broken and uneven stitching.

Care must be taken to avoid awarding high marks for fashion accessories such as scarfs which fail to display a wide variety of accurately worked processes and techniques, including effective and appropriate decorative work.

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

Evaluation of final item

In general this section was completed well. The majority of candidates were able to write an assessment of the strengths and weaknesses of their completed fashion items. The most successful candidates also included comments on how the final item relates back to the task title and the choice of components in relation to the fabrics used and style of the finished item. Candidates should be encouraged to evaluate the finished item rather than write a summary of the project. Care must be taken to avoid awarding marks for an evaluation of the manufacturing processes carried out and problems encountered.

Communication and presentation

As always it was very pleasing to see the folders of evidence well presented with subject specific terminology being used correctly throughout.

Overall the standard of work was good and it was pleasing to see that candidates have worked hard and enjoyed their Fashion and Textiles course. Looking ahead, I hope to see candidates take a more confident and creative approach to fashion drawing and show more evidence of experimenting with decorative techniques both in folders and on fashion items. Centres are to be commended for their commitment and hard work. Thank you.