

FASHION AND TEXTILES

Paper 6130/01
Written

Key messages

While answers often showed knowledge of the subject content, some lacked the necessary reasoning. It is important for candidates to understand how to evaluate and justify their answers, especially for higher-level questions.

General comments

Answers were neatly presented and often included labelled diagrams.

Comments on specific questions

Section A

Question 1

All items in this question were attempted by the majority of candidates.

- (a) (i) Candidates found this question challenging. Few responses described the appearance of crepe fabric.
- (ii) Candidates did not relate their answers to the suitability of the fabric to make the suit. The most common correct response was 'lightweight'.
- (iii) Most candidates correctly stated that crepe is a woven fabric.
- (b) (i) Viscose or rayon was identified by most candidates as a regenerated fibre.
- (ii) While most candidates were able to draw the basic symbols, few were able to complete them correctly for a regenerated fibre. A small number of candidates drew their own symbols to show washing and ironing instructions.
- (iii) Most candidates identified silk as a protein fibre.
- (iv) As (b)(ii).
- (c) (i) Most candidates suggested a suitable fastening.
- (ii) Most candidates could identify the dart and some responses correctly labelled the slits.
- (iii) This question was answered well by most candidates. Some candidates misunderstood the term 'embellish', and instead gave answers on how to hem the lower edges.
- (iv) This question was answered well.
- (d) (i) This was well-answered, with most candidates suggesting either widening the trousers or gathering the bottom of the trousers.
- (ii) The majority of candidates showed an understanding of how to make a casing, but few provided sufficient detail to gain full marks.

- (e) Most candidates answered well, showing an understanding of the one-off production method. However, some responses indicated that the question had been misunderstood - candidates gave their opinion on whether a salwar kameez suit was fashionable.
- (f) Candidates demonstrated a good understanding of ways in which to recycle garments. Answers needed to be detailed to get a mark. For example, a mark was not awarded for 'turn into a clothing item'. An example of a correct answer would be 'turn it into a pair of shorts.'
- (g) Most candidates got full marks for this question.
- (h)(i) There were few answers that showed understanding of the meaning of the word 'felt'. Candidates mainly offered their knowledge of how wool is produced from sheep.
- (ii) The most common correct answer given for this question was 'warm to wear', which may reflect an understanding of the properties of wool fibres, rather than any knowledge of felt. Properties of felt were generally not known.

Section B

Question 2

- (a) Candidates were generally able to either name or describe the processes involved in making flax fibre.
- (b) Marks were awarded for showing an understanding of the need for some form of water or steam to remove creases in linen. Many responses just suggested using a hot iron.
- (c) While candidates demonstrated knowledge of the properties of linen, few answers gained marks higher than the middle band, either because their answer did not refer to the context, or they did not justify it with their reasons.
- (d) Some responses suggested that this question had been misunderstood. Candidates who answered correctly understood the problems of fraying when working with linen fabric.

Question 3

This question was not a popular choice. The responses often lacked sufficient knowledge of knitting to achieve high marks.

- (a) Most candidates did not recognise that the photograph showed a set-in sleeve.
- (b)(i) Few candidates could identify the type of knitted construction used for the cardigan in the photograph.
- (ii) Correct answers mainly referred to the use of a continuous yarn and knitting needles.
- (c) Most answers lacked detail or justification for any advantages given. The main correct advantages given were 'warmth' and 'does not crease easily'.
- (d)(i) Most candidates answered correctly with a synthetic fibre.
- (ii) Candidates were able to show knowledge of basic environmental issues, but did not justify their answers.

Question 4

- (a) Most candidates were able to gain 1 mark for this question.
- (b) This question was answered well with most candidates receiving at least 5 marks.

- (c) Candidates generally showed an understanding of safety when using dyes, but did not always explain the reasons for their answers.
- (d) Candidates who understood this question answered it well. A number of answers suggested that the question had been misunderstood, as some responses referred to seam finishes or decorative techniques.

Question 5

- (a) (i) Most candidates gave the processes used to make the blouse. However, many responses did not put the processes in the correct order, so did not get full marks.
 - (ii) The majority of candidates were able to get full marks for this.
- (b) Candidates found this question challenging. Answers mainly gave information about bound armholes, but did not show understanding of the advantages of using this finish. Knowledge about faced armholes was limited.
- (c) This question was answered well, with candidates showing a good understanding of why different types of pockets are used.

Question 6

- (a) (i) Most candidates correctly identified two hand embroidery stitches.
 - (ii) This question was answered well, with some candidates including useful diagrams in their answers.
 - (iii) Full marks were given for most of the answers to this question. Almost all sketches were correctly labelled.
- (b) Answers tended to focus on the general advantages of using CAD, but did not consider the context of an embroidery motif. There was little information about the advantages of using CAD when compared with designing on paper.
- (c) Most candidates knew the advantages of using machine embroidery rather than hand embroidery when making batch produced garments.

FASHION AND TEXTILES

Paper 6130/02 Coursework

Key messages

- The most successful coursework included evidence of creativity and experimental work.
- The use of decorative techniques can result in higher marks.
- Focused research should lead to a range of appropriate initial design ideas which are then developed through practical experiments into a final design. Successful learners were able to fully examine research and draw conclusions from design developments 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 candidate – 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

Overall, the standard of work was good and always improving. It was pleasing to see that learners have worked hard and enjoyed their Fashion and Textiles course. Centres are to be commended for their commitment and hard work.

The most successful centres are those which follow the CIE Coursework Guidance Notes found in the syllabus. The example project outline (which can be found on page 18) is also particularly helpful in giving suggestions on what should be included within each section of the coursework.

Looking ahead, the Principal Examiner hopes to continue to see candidates taking a more confident and creative approach to fashion drawing and experimenting with decorative techniques, both in folders and on fashion items.

Comments on specific sections

Folders

The requirements of the folder and marking criteria are outlined in the syllabus content. The marking criteria in the syllabus should be followed closely. In many cases, the marks for folders were too high for the quality and standard of work presented and/or there was a lack of evidence in folders to warrant the allocation of these very high marks. Assessors need to look carefully at the requirements for each of the assessment criteria and mark bands. Sections most commonly overmarked were the Development of Design Proposal, Planning and Evaluation sections. The quality of work produced by the learner should match the description within the chosen mark band. Most centres interpreted the marking criteria for Investigation of Task section correctly.

Centres are to be commended on the amount of work produced for the folder, which has been realistic in terms of the amount. A4 folders with soft covers are most appropriate and have proved to be more successful in managing learners' work expectations and in avoiding wasting paper. The task title or design brief should be clearly stated on the front of each folder. Any images and information copied from the internet should show sources.

Investigation of task, including research

Investigations were mostly thorough, relevant and marked accurately. The most successful investigations were those that included an inspirational design theme. This approach helps focus the investigations and supports creativity and generation of design ideas. Including a visual analysis of existing, and relevant garments or accessories also supports this process. Learners should 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 these do not inspire design ideas.

Research and inspirational images collected must also be fully examined to draw conclusions that help learners make informed decisions about their design intentions and ideas. It is good practice to include some pencil sketches demonstrating how the research could inspire the design process.

Learners who achieved the highest marks were able to select appropriate research and images that informed their initial design ideas and sketches. Investigations were analysed and demonstrated an understanding of how to move forward with the information collected.

As a guideline, research could be limited to three full A4 pages.

Development of design proposal and decision for final idea

Centres often find this section most difficult to mark, with a tendency to mark generously. The purpose of this section is to encourage learners to experiment, both with fashion drawings and practical sample making. The experimental developments should lead to decisions and choices about a final design proposal. Creativity is to be encouraged. The inclusion of a detailed front and back drawing of a final design proposal is essential for forward planning.

The most successful learners demonstrated creativity and imagination by exploring and generating a range of well presented, coloured design ideas inspired by their research images. Annotations demonstrated how the learner is considering how the designs could be manufactured, including positioning of decorative techniques. It is pleasing to see centres moving away from producing samples of construction methods to developing ideas through exploration and experimenting with decorative techniques such as fabric manipulation, quilting, batik, tie-dye, embroidery and printing. More centres are encouraging learners to produce relevant samples which inform the development of design ideas and decision-making process for manufacturing fashion items. Learners who were able to draw conclusions from their experimental development work, gave justified reasons for the selection of their final design and demonstrated a creative flair were able to achieve the higher marks.

Lower ability learners may benefit from using fashion drawing templates which can be found for both garments and accessories on the internet. When using drawing templates, design features, colour and pattern should be added. These should be inspired by learners' investigations and design theme.

Plan of work for final idea

For the plan of work, details of the planned work, need to be stated before the making begins, rather than recording the process afterwards. Marks were compromised if learners did not provide enough evidence of planning in advance of the making process. Reasons for choices and decisions should be fully justified; this was often omitted. Centres need to guide learners to approach this section according to the criteria description.

In the best centres, 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.

Sufficient and detailed planning of the key stages was not always evident in the folder to support the higher marks awarded. Learners mostly produced logical plans. However, for the highest marks, planning must be detailed with decisions and choices for fabrics, pattern alterations, processes and components fully justified.

Evaluation of final item

Learners who performed well in this section focussed on evaluating the finished item, rather than writing a summary of what had been learnt or an account of processes with associated difficulties. Writing about

problems encountered is not an expectation of this section, hence does not score well on the marking criteria. Learners should be encouraged and guided to evaluate by an assessment of the strengths and weaknesses of the finished item.

Evaluations with the highest marks included a review of how the item relates back to the task title, as well as a review of the quality of stitching, the appropriateness of fabric and components used, and the effectiveness of the decorative processes chosen. Sub-headings to break down the evaluation process can guide learners to better cover the assessment criteria and attain higher marks.

Fashion items

The marking criteria for the fashion garments and accessories had been, in general, interpreted correctly. There was evidence of some superb decorative work, used effectively and produced to a high standard. Consequently, candidates who demonstrate a wide variety of processes and techniques are more likely to be awarded marks from the high mark band.

Centres and learners are to be commended for the quality of their fashion items and congratulated on the care and the commitment involved in the construction of, and decorative techniques displayed on, their practical items. There were some outstanding examples of creative and unique approaches to the use of a wide range of decorative techniques. This series saw a resurgence in the popularity of tie-dye, with some very impressive and effective results.

Where learners had used decorative techniques, these had been executed successfully, enabling students to demonstrate creativity. This is an area which could be developed further by some centres. It is important that high achieving candidates are given the opportunity to demonstrate a range of decorative techniques such as: screen printing, batik, silk painting, hand embroidery stitches, machine embroidery, ribbons or the addition of a lace trim.

Higher attaining learners should also be guided towards making more technical fashion items which allow the candidate to demonstrate a high standard of workmanship on a variety of processes, for example, jackets.

A few learners had chosen to use difficult fabrics for their fashion garments such as satin, lace, net and jersey. These fabrics are difficult to handle and many of the items moderated had a low-quality finish, yet were awarded generous marks. It is appreciated that sometimes there is little choice available to purchase locally, but where possible, fabrics which are listed in the syllabus content are recommended for use. This will allow learners to show their best work and achieve higher marks.

For the fashion accessory, backpacks and other bags were a popular and successful choice. A wide variety of processes and techniques could be demonstrated. It was pleasing to see some imaginative and creative use of decorative skills including quilting, batik, tie-dye and beadwork. When designing and making a fashion accessory, such as a scarf or belt, learners should be guided to include a variety of processes and techniques. In many cases, belts had been awarded very high marks, yet there was evidence of only a very limited range of techniques, processes and use of components. In a few cases, very simple items had been submitted with little or no decorative work. Reference should be made to the syllabus for suitable decorative techniques. A wide variety of accurately worked processes of a high standard must be evident to award marks from the high band.

Communication and presentation

It was very pleasing to see that most learners produced well-presented folders of evidence with subject specific terminology being used correctly throughout. Folders which are word processed enable learners to improve presentation and present work more successfully. Fewer learners are spending time on work of no mark value, such as unnecessary decoration of pages and folders. Learners should be encouraged to 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.