

# FASHION AND TEXTILES

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Paper 6130/01  
Written

## Key messages

The majority of candidates did not appear to understand the difference between fibres and fabrics. Few candidates were able to evaluate information and simply gave recalled facts without justification or reasons. Candidates were most knowledgeable about practical techniques that they had used in school.

## General comments

Responses were neatly presented and easily read. Diagrams were generally neat and well labelled. Most candidates answered all the questions required and items in **Section B** requiring longer answers were generally well answered. Candidates can gain higher marks by applying knowledge rather than just recalling information.

## Comments on specific questions

### *Section A*

#### **Question 1**

Most candidates attempted to answer all items in **Question 1**.

- (a) (i) Most candidates answered correctly that corduroy is a woven fabric. Few candidates offered correct answers about the appearance of corduroy and answers about feel/handle were often not specific to corduroy.
- (ii) Most candidates gained one mark for this question with answers such as comfortable, soft or durable.
- (iii) Generally well answered.
- (iv) Answered very well with the majority of candidates understanding the reasons for using interfacing.
- (v) This question was not answered well with some candidates drawing the correct symbols in random places on the collar pattern and others not able to offer the correct symbols. Most candidates got one mark for drawing the seam line correctly. Few candidates could draw a balance mark (notch) correctly.
- (b) (i) This was generally well answered with candidates showing a good understanding of how to lengthen a sleeve pattern. Those candidates who chose to simply add to the bottom of the sleeve pattern could not gain full marks.
- (ii) There was either no response or incorrect answers were offered for this question.
- (iii) Responses did not demonstrate knowledge of corduroy fabric. Some candidates gained one mark for explaining that the straight grain should be parallel to the selvedge.
- (c) (i) Few candidates offered more than one type of seam. Many answered with stitches or inappropriate seams such as a french seam or overlaid seam.

- (ii) Answers showed a lack of understanding about curved seams. A curved seam must be clipped before it can be pressed properly.
- (d) Marks were lost by many candidates who did not read the whole question and incorrectly offered two components and not the specific components used on the collar and hem of the jacket.
- (e) Candidates who answered with instructions for making a machined buttonhole mainly gained 4 or more marks. Some candidates incorrectly described how to sew on a button and others suggested cutting the hole before machine stitching.
- (f) (i) Some candidates knew that a specific quantity would be made in batch production but could not give enough detail to get a second mark. Some candidates incorrectly described mass production or suggested examples of garments that would be made by mass production.  
(ii) Most candidates gained marks for a description of a type of retail outlet. Marks were not given for giving a specific brand name of a retail outlet.  
(iii) This question was not answered well. Marks were mainly awarded for stating that the manufacturer could increase his profit or the popularity of the product.

## Section B

### Question 2

This question was the least popular in **Section B**.

- (a) (i) A very small number of correct responses.  
(ii) Few candidates knew the answers to this question.
- (b) (i) Candidates were able to gain one mark for using a roller but few offered enough detail for two marks.  
(ii) This was not answered well. Most answered that the fabric became softer but could not give a second reason.
- (c) Candidates were able to explain that a knitted acrylic fabric is cheaper, lighter, more durable and easier to care for than wool but showed little knowledge of knitted fabrics made from wool.
- (d) There were some good answers to this question but many simply gave points to consider so lost marks as they did not give reasons as well. Others forgot that the question was about selecting fabrics and gave points relating to selecting garments. For example: Must have button fastening, leave room for growth etc.

### Question 3

This was the second most popular question in **Section B**.

- (a) (i) Some good designs. Marks were not given for a set-in sleeve unless the drawing showed the seam at the top of the sleeve. Similarly, candidates did not get a mark for a button fastening unless an opening was shown. Few candidates understood what a shaped hemline was with some labelling the side seam as a hemline.  
(ii) 'Cotton' was an incorrect answer offered by many candidates. Cotton is a fibre not a fabric.  
(iii) Few answers were related to the summer top and most concentrated on fibre qualities rather than fabrics.
- (b) This was not answered well. Many candidates listed and described three fastenings but did not attempt to evaluate the advantages and disadvantages of each. Any evaluation was basic.

- (c) This question was misinterpreted by candidates who missed the reference to 'a common problem' in the question. These candidates explained what gathers and tucks are. Some knew that tacking is essential and that easing is important when inserting a set in sleeve.

#### Question 4

The more popular questions in **Section B**.

- (a) Most candidates knew that dyeing is a method of adding colour to fabric and many were able to offer more information for a second mark.
- Most candidates were able to give the meaning of printing and offer examples of types of printing. Candidates did not get a mark for stencilling as this is not a printing method.
- (b) (i) This was answered very well with many candidates gaining full marks. A lot of candidates did not read the question properly and gave irrelevant information about tie dying.
- (ii) A number of candidates wrote about problems with the dying process. Many knew that frequent washing, lack of a mordant, sunlight and natural dyes could cause fabrics to fade.
- (c) This was answered well with most candidates gaining 4 or more marks. Top marks were awarded to those candidates who were able to relate their response to the reduction of textile waste.

#### Question 5

Answered by almost half of candidates.

- (a) This question was answered well with most candidates able to describe using tailor's tacks or a tracing wheel. A few candidates explained tailor's tacking which was also correct.
- (b) Most candidates suggested tacking but did not give pinning for a second mark.
- (c) Antistatic was defined by some candidates who understood that it prevents an electrical charge.
- Bonded web was not well understood. A few candidates gained a mark for interfacing.
- Eco labelling. Marks were awarded to those candidates who explained that the label showed that a product is environmentally friendly in some way. Eco friendly was not accepted.
- (d) Mostly answered well with candidates able to explain two methods of controlling fullness. Few candidates were able to make meaningful comparisons.
- (e) A minority of candidates were able to define the meaning of smart fabrics and go on to explain their usefulness in garment making. Other candidates described examples of smart fabrics such as reflective fabrics and the use of microencapsulation in fabrics. Fluorescent fabrics did not get a mark because they are modern, not smart fabrics. Fluorescent colours do not change; it is only the way they are perceived by the eye that changes their appearance.

#### Question 6

Answered by almost half of candidates.

- (a) It appeared that many candidates did not read the question properly and offered designs for sports tops. Motif designs were often not sport related and were not labelled or detailed. A few candidates drew a copy of a trademarked motif which did not get a mark.
- (b) Most candidates achieved two or three marks for knowing that the motif was drawn, cut and attached to the top. Many could describe how it would be stitched on. Some candidates incorrectly described how to print or embroider the motif.
- (c) This question was not answered very well. Candidates generally wrote about fastenings rather than decorative components. Ribbons, beads and sequins were often just listed with a simple evaluation if any. Some candidates incorrectly wrote about decorative techniques.

- (d) A number of candidates wrote about PPE needed when carrying out dying rather than manufacturing textile items. Most marks were gained for a basic understanding of workshop/school safety rather than an understanding of health and safety in a manufacturing environment.

# FASHION AND TEXTILES

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Paper 6130/02  
Coursework

## **Marking**

It was pleasing to see that the 'in house' moderated marks from MU centres are largely consistent with the Cambridge International Standard for the Fashion and Textiles Syllabus. Marks allocated are generally in line with the expected standard. On occasion the marking of practical items was slight harsh. This has been a trend seen in the marking of MU centres in previous years. No large discrepancies were noted between the MU marking and Cambridge International Standard.

## **Administration**

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. 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 our public website: [www.cambridgeinternational.org/samples](http://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.

The work was well packaged and labelled carefully. It is particularly helpful if the work from each candidate is securely fastened and not loose sheets. More and more centres are avoiding excessive packaging of work from individual candidates. This is most pleasing and facilitates a more effective completion of the moderation process.

## **Key messages**

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 p.18) is also particularly helpful in giving suggestions on what should be included within each section of the coursework.

- The overall standard and presentation of coursework was good.
- Candidates have responded with interest and enthusiasm.
- The standard of the fashion items was higher than that of the folders.
- Candidates have the potential to further develop their fashion drawing skills and demonstrate experimental decorative techniques. The use of decorative techniques and stitches in appropriate places results in higher marks.
- The most successful coursework included evidence of creativity and experimental work.
- It is recommended that the 6130 syllabus is followed carefully, as it has specific details of the amount and standard of work expected both in folders and on fashion items.

## **Key messages on specific sections**

### ***Investigation of task, including research***

Candidates that did well, researched into the main points of the task and included sketches based on their research into a chosen design theme. Choosing a design theme helps to focus the candidates and inspire idea generation. Irrelevant work, for example; information on the history of fashion, costing, care labels and

colour schemes should be avoided. All investigations should inspire and help the design and make process. As a guideline research could be limited to two or three A4 pages.

### ***Development of design proposal and decision for final idea***

To achieve the highest marks in this section candidates should evidence fashion sketches of a range of different styles of the item to be made. Sketches should include ideas on methods of decorating the item, for example the position of any embroidery or applique. Using a model template helps to improve the standard of fashion sketching. Experimenting with different decoration methods is to be recommended and enables the candidate to access the higher mark band. A sample of a construction technique such as a hem or dart is not considered to be creative/experimental – care should be taken here. Excellent examples of experimental work included testing and trialling decorative techniques such as batik, printing, embroidery and tie dye. This experimental work shows development of design ideas and should lead to decisions for final idea. The inclusion of modelling to develop the final product helps to secure the higher mark for this section.

### ***Plan of work for final idea***

To achieve high marks in this section the planning of key manufacturing stages needs to be detailed and thorough. This is an area which could be developed by centres. In addition, written evidence of all decisions and choices for fabrics, pattern alterations, layout and components should be included. A cost breakdown is not required. Marks were compromised if candidates did not provide sufficient evidence of planning **in advance** of the making process. Care must be taken to ensure candidates do not write plans retrospectively.

### ***Fashion Items***

Successful centres chose two fashion items that allowed for a variety of fabrics, skills and processes to be used. A wide range of suitable processes/skills are to be selected from the syllabus content. 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 suitable choices of fabric and components for the style of fashion item. Higher marks could be awarded to candidates who submitted more technical and challenging fashion items, such as a lined jacket. Thus, allowing the candidate to demonstrate a high standard of workmanship on a wider variety of processes. Higher attaining candidates should be guided towards making such items.

Fashion items were mostly finished to a good standard, some 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. However, the small number of incomplete fashion items were marked appropriately.

When candidates had used decorative techniques, they were, overall, executed successfully and demonstrated creativity. Decorative techniques included: tie dye, screen printing, batik, silk painting, hand embroidery stitches, block printing, stencilling, machine embroidery, ribbons and the addition of trims. For high marks, 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 decorative work. Careful pressing during construction and of the final item facilitates a high standard of construction and final outcome.

### ***Evaluation of final item***

Candidates should write an assessment of the strengths and weaknesses of their finished fashion items and the quality of all production processes. Judgements should be made on the pressing of the final item. 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 the style of the finished item. It is important that candidates should be encouraged to evaluate the finished item and processes rather than write a personal account or conclusion of the project.

### ***Communication and presentation***

More centres are moving towards presenting work in soft A4 folders which is pleasing and, for this syllabus, seems to suit the candidates well. Folders of evidence were well presented with subject specific terminology mostly used correctly throughout. In the Development of Design Proposal section, candidates should be encouraged to use fashion model templates for fashion sketching. These are widely available on the internet

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and would help improve the quality, communication, and presentation of fashion sketches. The use of ICT, although not essential, helps candidates present work clearly and effectively.