Cambridge Assessment International Education

Cambridge O Level

FASHIN AND TEXTILES **6130/01**

Paper 1 Written **May/June 2022**

MARK SCHEME

Maximum Mark: 100

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **23** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Social Science-Specific Marking Principles (for point-based marking)

1 Components using point-based marking:

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)

b DO credit alternative answers/examples which are not written in the mark scheme if they are correct

c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).

d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)

e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities

f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).

g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Question	Answer	Marks
1(a)(i)	**State one reason why denim is a suitable fabric for the jeans shown in Fig.1.1.** Tight/strong weave, heavyweight/mediumweight, hardwearing/durable, strong.	**1**
1(a)(ii)	**Describe denim fabric.** Appearance: has diagonal ridges on the right side. White weft/blue warp. Feel/handle: Stiff, smooth, does not drape easily, heavy.	**2**
1(a)(iii)	**Identify the construction method used to make denim fabric.** [Twill] weave/woven	**1**
1(a)(iv)	**Explain how denim fabric is constructed.** [Weft] thread is woven under two [warp] threads then over two [warp] threads. The next row/pass is staggered/moves forward one thread [making a diagonal pattern] Correct diagrams should be rewarded. One mark for each correct point.	**2**
1(b)	**Cotton fibre is used to make denim fabric for the jeans in Fig1.1. State three performance characteristics of cotton fibre that make it suitable for fabric for denim jeans.** • hard wearing/durable • strong • washable • absorbent for dye/comfort	**3**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(c)</td><td>Complete the table below to show the information shown on a care label for cotton denim jeans. Sketch the symbol in the first column and write an explanation in the second column.
<table>
<tr><td>Sketch of symbol</td><td>Explanation for symbol</td></tr>
<tr><td>Wash
 

Wash hot</td><td>Wash by machine/hand up to max. temperature/60 degrees</td></tr>
<tr><td>iron
 
Iron hot
(max 200 °C)</td><td>Iron at hot/ temperature/Up to 200 degrees C
[Cooler iron will not work as well]</td></tr>
<tr><td>Other
 
Do not bleach
 
Do not dry clean</td><td>Bleach would remove dye and make fabric white.
Would dry clean but inappropriate</td></tr>
<tr><td>Drying method
 
Hang to dry
 
Tumble dry allowed
(on any heat)</td><td>Line dry/tumble dry
Will not be damaged by tumble drying at any heat</td></tr>
</table>
Note: Marks for column 2 are for an explanation not for identifying the symbol.</td><td>6</td></tr>
<tr><td>1(d)</td><td>Label the following style details on the denim jeans shown below:

A Waistband
B Zip/fly [opening]/topstitching
C Yoke
D Patch pocket</td><td>4</td></tr>
<tr><td>1(e)(i)</td><td>Identify the seam used for the side seam of a pair of denim jeans.

Flat felled or French seam.</td><td>1</td></tr>
</table>

Question	Answer	Marks
1(e)(ii)	**State the correct order of work to make the pocket shown on the back of the jeans in Fig1.1.** • Neaten the top edge of the pocket. • Fold the facing at the top of the pocket on the fold line so that the right sides of the pocket and facing are together. • Stitch a seam on the side edges of the facing. • Continue stitching along the seam line on the other edges of the pocket • Turn the folded top edge to right side • Stitch the facing down/topstitch facing in place. • Turn/fold the seam allowance to the inside of the pocket along the stitching line. • Press • [top]stitch to trousers One mark for each process in correct order. Reward the longest correct sequence.	**5**
1(f)	**Denim fabric is dyed with synthetic indigo dye. State two ways in which synthetic indigo dye can harm the environment.** • Water pollution • Use of large amounts of water in dying and rinsing • Toxic chemicals [can poison fish, wildlife and humans].	**2**
1(g)(i)	**Identify two ways in which CAM can be used in the production of the jeans shown in Fig1.1.** • Pattern lay • Pattern grading • Fabric cutting • Zip insertion • Placement of rivets/pockets/belt loops/buttons • Organisation of production line	**2**
1(g)(ii)	**Suggest three ways in which denim fabric left over from factory production of jeans can be recycled.** • Shredded and used for mattresses • reconstitute into new fabric • Fabric could be used to make small accessories such as hat or bag • Sold for patchwork pieces • Use for cleaning/rags	**3**
1(g)(iii)	**Identify three production methods for garments.** Job/one off Batch Mass	**3**

Question	Answer	Marks
1(h)	**Suggest three examples of ways in which microencapsulation can be used in garments.** • Deodorants • Perfumes • anti-bacterial treatments • UV protection • for moisturizing and skin treatments • body temperature regulation • insect repellence • antihistamine treatments • medical application [examples]	**3**
1(i)	**Identify one fabric finish that must be used on a child's pyjamas made from a woven cotton fabric. State the reason why this fabric finish must be used.** Fire/flame resistant Reason: legal requirement, safety	**2**

Question	Answer	Marks
	Section B Answer three questions in this section	
2(a)(i)	**Identify two materials used to make polyester fibre.** Dicarboxylic acid 1 mark Dihydric alcohol 1 mark OR Petrochemical /polymer 1 mark	**2**
2(a)(ii)	**Explain how polyester fibre is made.** • Polymer/chemicals are melted/polymerisation • Forced through a spinneret • Passed through cool air to harden 1 mark for each correct point.	**3**
2(a)(iii)	**Identify two synthetic fibres other than polyester** Elastane, polyamide/nylon, acrylic.	**2**
2(a)(iv)	**Identify one performance characteristic of polyester fibre which makes it suitable for the manufacture of pleated skirts.** Thermoplastic, can be heat set.	**1**

Question	Answer	Marks
2(b)	**Discuss the advantages of using knitted polyester fabrics for sportswear.** • Stretchy, move with body • Can be knitted from fine yarn • Wash easily • Can withstand wear and tear/strong • Durable/long-lasting • Cheap to make – can be overlocked together • Cheap fibre • Dye well to strong colours suitable for team colours • Easy care/no ironing needed • Fleece fabric for wintersports • Can have specialist finishes e.g. sharkskin for swimwear • Rainproofing for wintersports wear • Tight fit for aerodynamics 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of both polyester fibre and knitted fabrics and their use for sportswear. Shows a high level of skill in selection of appropriate advantages and examples to illustrate the answer. Very good organisation of answer with skilled use of technical textile terms. 3–4 marks Good attempt, wide knowledge of both polyester fibre and knitted fabrics in relation to sportswear or detailed knowledge of either fibres or knit fabrics, selects most advantages. Shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of either polyester fibre or knit fabrics. Competent selection of some relevant advantages. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
2(c)	**Compare two methods of making knitted fabrics** **Warp knitting** • Machine only • Vertical loops each made by a separate yarn. • Yarn is carried up through the fabric in the warp direction. • Flat bed knitting machine. • Two types, tricot and raschel • Tricot is most commonly used and is for clothing. • Looks like jersey knit on right side. • Floats on wrong side • Tighter than weft knits and less flexible lengthwise • Raschel in variety of patterns, industrial uses • Fine knits/wide variety of uses and thicknesses **Weft knitting** • Hand or machine • Circular or flat/knitted horizontally • One continuous yarn • Vertical columns[wale] on front. Back shows purl loops • Jersey knit • Ribs and purls • Bulkier garments made by hand • Warm because of spaces formed in knit 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of both warp and weft knitting and the advantages and disadvantages of each. Shows a high level of skill in selection of appropriate examples to illustrate the answer. Very good organisation of answer with skilled use of technical textile terms. 3–4 marks Good attempt, wide knowledge of warp and weft knitting or detailed knowledge of one knitting method and little knowledge of the other method, selects most appropriate example. Shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of one or both knitting methods. Competent selection of some relevant examples. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
3(a)(i)	**Explain how to work satin stitch by hand. You may use labelled diagrams to support your answer.** • Fasten thread either by two stitches in same place or by a row of running stitches within the area to be embroidered/fasten off. • May outline the shape with a running stitch. • Stitch from side to side across the shape to be covered. • Ensure stitches are close together. Marks should be awarded for content whether written or drawn. Diagrams must be labelled.	**4**
3(a)(ii)	**Sketch and label a design for an embroidery motif using satin stitch and one other named embroidery stitch.** • Design uses satin stitch in an appropriate way. • Named embroidery stitch. E.g. stem stitch, chain stitch, fly stitch etc. • Neat design/sketch • Labelled One mark for each point	**4**

Question	Answer	Marks
3(b)	**Discuss the choice of fabrics suitable for hand embroidery. Give examples of fibres and fabrics to support your answer** **Qualities** • Smooth fine, firm • Not too closely woven • Depends on end use but must be easy to work • May need stabilising with interfacing • Heavier embroidery thread are suited to heavier fabric. **Fabrics** Linen, cotton lawn, calico, hessian, felt, any appropriate fabric. **Fibres** Cotton, linen, flax, silk: usually natural fibres but other fibres may be used if the fabric is workable. Poly cotton or other blends would be OK for clothing. 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of a wide range of fabrics and their properties and the reasons for their suitability for hand embroidery. Shows a high level of skill in selection of examples to illustrate the answer. Very good organisation of answer with skilled use of technical textile terms. 3–4 marks Good attempt, wide knowledge of one or more fabrics, their properties and their suitability for embroidery. Selects one or more examples, shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of one fabric. Competent selection of some properties. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
3(c)	**Assess the features to consider when buying a new steam iron for use in home dressmaking.** • Weight • Cost • Ease of use • Clear and easily read temperature dial • Thermostat so correct temperature can be set for different fabrics. • Spray, steam and dry options • Metal or non-stick base plate • Removable or attached water container • Ease of filling with water and emptying • Type of flex, coiled, plastic coated • Storage options • Size 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of all features found on an iron and can explain the importance of each. Shows a high level of skill in selection of appropriate reasons for choices. Very good organisation of answer with skilled use of technical textile terms. 3–4 marks Good attempt, wide knowledge of several features of a steam iron and understands some reasons for their importance. Shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of one or more important features of a steam iron. Competent selection of some reasons for the importance of the feature. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
4(a)	**Identify two fastenings to use on a clutch bag** • Magnetic clasp • Button [and loop/buttonhole] • Zip • Press stud/poppers • Hook and eye • Velcro • buckle One mark for each correct fastening.	**2**
4(b)(i)	**State the correct order of work to make a narrow machine stitched hem.** • Finish the raw edge by turning in/overlocking/zig zagging/overcasting • Measure the depth of hem • Mark the position of the hem/ where the hem will fold • Press the hem to wrong side • If necessary, fold in edge of hem • Stitch the hem in place One mark for each point in logical order. Credit longest correct sequence.	**4**
4(b)(ii)	**Identify two methods used to neaten the raw edge of a seam.** • Zig zag, • narrow hem, • overlock, • binding, • pinking, • loop stitch, • overcasting. One mark for each correct method.	**2**

Question	Answer	Marks
4(b)(iii)	**Assess the factors to consider when deciding whether to use a hand stitched hem or a machine stitched hem.** **Fabric:** • Weight, • Thickness • Sheer or opaque • Construction – knit or woven • Grain of fabric – cross cut needs narrow hem **Other factors:** • Time available – may machine a very extensive hem. Hand sewn hems very time consuming • Cost of garment – manufactured garments usually machine stitched hems. Except couture. • Style/finish • User – children's clothes need secure hems. • Position of hem on garment **Hand sewing** • Advantages of hand: easy to do if no sewing machine. • Can be invisible, • Disadvantages of hand: can come undone easily, • takes a long time, • may not be neat/requires skill. **Machine stitched** • Advantages of machine: Quick to do, • neat even stitching, • secure • Disadvantages of machine: Visible. • Not good on bulky fabrics. • Need a sewing machine. • Skill needed especially for invisible hems 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of both hand and machine stitched hems and the reasons why each is used. Can explain the advantages and disadvantages of each. Shows a high level of skill in selection of appropriate examples to illustrate the answer. Very good organisation of answer with skilled use of technical textile terms. 3–4 marks Good attempt, wide knowledge of both hand and machine stitched hems or less detailed knowledge of one method. Selects most advantages and disadvantages, shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of one type of hem. Competent selection of some relevant advantages and disadvantages. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
4(c)	**Discuss the reasons for using an elasticated waistband on shorts for a small child.** • Easy to get on and off • Child can dress themselves • Comfortable • Allows for different sizes/fits more children • Allows for growth • Cheap to manufacture • No fasteners needed • Quicker to make • Nothing to hurt child • Waistband with fasteners usually need an elastic section to fit more sizes. 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of fitness for purpose and the relevant factors when considering the waistline finish on a child's shorts. Shows a high level of skill in selecting reasons and examples to support the answer. Very good organisation of answer with skilled use of technical textile terms. 3–4 marks Good attempt, wide knowledge of the factors to consider a waistline finish for a child's shorts. Selects most relevant reasons for choosing an elasticated waistline for a child's shorts. Shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of why an elasticated waist is suitable for children's shorts. Moderate organisation with some use of technical textile terms.	**6**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5(a)(i)</td><td>Identify the collar shown in the drawing of the child’s dress in Fig.5.1

Flat/Peter Pan collar</td><td>1</td></tr>
<tr><td>5(a)(ii)</td><td>The processes used to make the dress in Fig 5.1. are shown in the table below. Write the processes used to make the dress in the correct order in the numbered boxes in the right-hand column.
<table>
<tr><td>Process</td><td>Correct Order to make dress</td></tr>
<tr><td>A Make and attach collar</td><td>1 Stitch shoulder seams</td></tr>
<tr><td>B Attach skirt to bodice</td><td>2 Make and attach facings for front opening</td></tr>
<tr><td>C Stitch shoulder seams</td><td>3 Make and attach collar</td></tr>
<tr><td>D Stitch side seams</td><td>4 Attach skirt to bodice</td></tr>
<tr><td>E Make and insert sleeves</td><td>5 Stitch side seams</td></tr>
<tr><td>F Make and attach facings for front opening</td><td>6 Make and insert sleeves</td></tr>
</table></td><td>6</td></tr>
<tr><td>5(a)(iii)</td><td>Identify one way of adding fullness to the skirt of the dress shown in Fig 5.1.

Gathers, pleats.</td><td>1</td></tr>
</table>

Question	Answer	Marks
5(b)	**Evaluate the range of components suitable to embellish the dress shown in Fig.5.1.** **Components/trimmings**: braid, lace, ribbon, beads, sequins, buttons, zips, motifs, shells, mirrors, shisha mirrors, buckles, feathers, rickrack, piping, tassels etc. **Could be used:** to decorate edges of sleeves, hem, neckline, collar. • Beads etc could be stitched all over bodice and/or skirt • Fancy buttons could be used for fastening. • Patterns can be made with beads, buttons and sequins. • Braid etc could be used to define waistline, hem etc. 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of a wide range of components and appropriate ways in which they can be used. Shows a high level of skill in selection of appropriate examples to illustrate the answer. Very good organisation of answer with skilled use of technical textile terms. 3–4 marks Good attempt, wide knowledge of several components and appropriate uses, Selects some examples, shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of one or more components. Competent selection of some relevant examples and reasons for choices. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
5(c)	**Discuss the importance of following the instructions for garment construction in a commercial pattern.** • To make a successful garment. • Cut out the correct pieces and the correct number of pieces to avoid wastage • Lay the fabric out correctly to ensure straight grain is followed so garment hangs properly • Stitch the right pieces together in the correct order – so it can be worn. To ensure the garment is put together correctly • Attach facings as instructed to hide raw edges - quality finish • Get fabric the correct side out • Press when necessary for quality finish and accuracy • Joining pieces with balance marks matched accuracy and fit • Trim where needed neatness, to reduce bulk • Follow correct seam allowance – so garment fits • Neaten seams so garment is long lasting and does not come apart 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of the instructions found in a commercial pattern and the importance of following them. Shows a high level of skill in selection of examples to illustrate the answer. Very good organisation of answer with skilled use of technical textile terms. 3–4 marks Good attempt, wide knowledge of the instructions found in a commercial pattern and some reasons to follow them. Selects some examples to support the answer. Shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of the instructions found in commercial patterns and one or more reasons to follow them, Answers may be supported by examples. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
6(a)(i)	**Explain how to use batik to apply a design to fabric.** • Stretch fabric and secure/pin down/put in hoop, tape to surface • Draw design onto fabric • plan order of work • Heat wax in thermostatically controlled wax pot or a pan set over heat • Using a tjanting or brush, add wax to fabric following the design • Dye in dye bath or paint dye on fabric. • Dry and repeat if more than one colour • Remove wax by ironing between newspaper and then with a hot wash Paste used as a resist instead of hot wax may be rewarded.	**6**
6(a)(ii)	**Batik is a resist method of using colour to decorate fabric. Identify one other resist method of colouring fabric.** Tie dye, shibori. Any valid method.	**1**
6(a)(iii)	**State one reason why dyes must be stored in a safe place.** To keep out of reach of children, poisonous/toxic	**1**

Question	Answer	Marks
6(b)	**Evaluate the ways in which consumers can reduce the negative impact of fashion on the environment.** REFUSE/RETHINK: • The **fashion** industry produces 20 per cent of global wastewater and 10 per cent of global carbon emissions/greenhouse gases - more than all international flights and maritime shipping. • Textile dyeing is the second **largest polluter** of water globally and it takes around 2000 gallons of water to make a typical pair of jeans. • Depletion of non renewable resources. REDUCE. • Reduce the use of harmful, wasteful, and non-recyclable products. ... • Use sustainable fibres/choices of fabrics • Buy Less and Buy Better. ... • Shop in charity shops, vintage shops and take part in **clothes** swaps. REUSE. ... Upcycle give to friends/swishing parties charity shops Repair, REPURPOSE. ... Upcycle, Use worn garments to make smaller items. E.g. adult garment to become a child's garment RECYCLE. Avoid sending textiles to landfill Ensure that either the garment and/or the components are used either in their entirety or to remake fibres/fabrics Sell online. 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of the negative impact of fashion on the environment and the ways in which consumers can reduce the impact. Shows a high level of skill in selection of appropriate examples to illustrate the answer. Very good organisation of the answer with skilled use of technical textile terms. 3–4 marks Good attempt, wide knowledge of the impact of fashion on the environment and some ways in which consumers can reduce the negative impact. Selects appropriate examples to support the answer. Shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of the negative impact of fashion on the environment and one way in which a consumer can reduce the negative impact. Competent selection of examples. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
6(c)	**Discuss the safety rules needed in a sewing workshop or factory. Give reasons and examples to support your answer.** • Tie hair back • PPE/ no loose clothing/ wear shoes • One person to a machine • No trailing wires/tidy workstation • Good lighting • Keep walkways clear • Safety guards • No food/water near machinery • Staff training • Safety information posters • Regular breaks 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of safety rules needed in a workshop and the reasons for them. Shows a high level of skill in selection of appropriate examples to illustrate the answer. Very good organisation of answer with skilled use of technical textile terms. 3–4 marks Good attempt, wide knowledge of workshop safety rules and some reasons for them. Selects most examples to support the answer. Shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of one or more workshop safety rules. Competent selection of some examples. Moderate organisation with some use of technical textile terms.	**6**