

# FASHION AND FABRICS

Paper 6050/01

Written

## Key Messages

In 2014 this paper will be replaced by the 6130 Fashion and Textiles theory paper. Nevertheless, comments about this year's examination remain relevant in preparing candidates for the new examination in 2014. In **Section A** candidates generally showed that they had prepared well for the examination showing strength in their understanding of questions relating to dressmaking techniques. Candidates should try to improve their knowledge of the properties of fibres and fabrics. **Section B** was answered well by most candidates but candidates should be encouraged to include more detail when labelling diagrams.

## General Comments

Scripts were well presented and in all cases handwriting was legible. The majority of candidates numbered their answers clearly, leaving a gap between answers, with many using a new page for each answer, which was helpful to the Examiner.

All candidates attempted **Section A** and produced a wide range of responses. This year only one or two candidates gave the answers for **Section A** on paper instead of in the answer booklet.

The majority of candidates answered three questions in **Section B** with a small number attempting only two questions. A few weaker candidates answered all the questions in **Section B**. **Question 2** was the most popular question. Responses to **Question 7** were generally disappointing with most responses lacking the detail needed to gain full marks. Candidates should be encouraged to read all questions carefully before they begin to answer and should ensure that answers relate specifically to the context of the question. Answers to **Questions 5(c)** and **7(c)** were often vague and did not consider the needs of the target market referred to in the question. Candidates should be reminded that the number of marks for each question is clearly indicated in brackets ( ) at the end of each question or part question and that this should give some indication of the amount of information that is required to gain full marks.

## Comments on Specific Questions

### **Section A**

#### **Question 1**

- (a) (i) More candidates gave two word answers as required by the question. Few candidates recognised more than two style features.
- (ii) Responses were generally correct for fibre content for both fabrics. Many candidates knew that the two fabrics were woven but appearance was not well known. Feel/handle and weight were generally known for both fabrics with most candidates offering just one answer for weight
- (iii) The majority of candidates gave vague answers which were for the general properties of cotton fibre and did not relate their answers to the skirt in View G or the named fabric.
- (b) (i) Generally correctly answered. Few candidates missed the question out..
- (ii) Very few candidates showed that they understood why the layout was on a single thickness of fabric.

- (iii) Few candidates gained full marks for this question. Many candidates did not appear to have looked at the diagram of **Skirt G** when answering the question so named pieces as waistbands instead of yokes.
  - (iv) Most candidates named scissors as equipment needed when *preparing* to cut out showing that they had not read the question properly. The majority of candidates gained a mark for pins.
  - (v) Generally well answered with most candidates drawing and labelling four pattern markings correctly.
  - (vi) Responses to this question were generally correct. Almost all candidates understood the difference between fabric Length and Width..
  - (vii) Few candidates gained both marks for this question. Most answers focused on one way pile or design but did not go on to say how this would affect how the pattern would be laid out.
- (c) (i) Almost all candidates were able to describe an appropriate method of transferring pattern markings. A small number of candidates suggested tailors chalk which was incorrect. Answers were often supported by clear diagrams.
- (ii) Few candidates answered this question correctly. Some candidates suggested embroidery stitches while others who correctly gave straight stitch went on to give a stitch width greater than zero. Zigzag stitch was also correct.
  - (iii) Most candidates understood the need to lengthen the stitch but loosening the tension was less well known.
  - (iv) This question was generally well answered.
- (d) Answers to most sections of this question were generally correct. Candidates showed that they understood the process for making and attaching a yoke.
- (e) (i) Candidates did not give the detail needed about how to layer a seam to achieve two marks. A substantial number of candidates repeated the answer from (d)(iv) which was to reduce bulk. This was not accepted.
- (ii) If the candidate named the correct fabric answers were generally good. The answers of a small minority of candidates demonstrated no understanding of care labels.
  - (iii) Few candidates gained full marks for this question. Many candidates described how to press pleats instead of gathers.

## Section B

### Question 2

This was the most popular question with many candidates demonstrating a good knowledge of wool fibres.

- (a) Almost all candidates named the sheep as the origin of wool fibres.
- (b) Few candidates were able to name more than 3 or 4 properties of wool fibres. The most common answers referred to warmth, absorbency and attack by moths.
- (c) The majority of answers referred to making wool stronger or cheaper. Few candidates gave sufficient detail to gain full marks.
- (d) Responses to this question were generally weak.
- (e) While many candidates understood the need to dry the skirt flat a substantial number of candidates concentrated on storage rather than washing, drying and ironing.

### Question 3

This was a fairly popular question and was answered quite well.

- (a) Answers to this question lacked detail. Most candidates drew the sleeve styles correctly but did not include appropriate labels to get full marks.
- (b)(i) Most candidates achieved two or three marks for correctly describing how to attach the interfacing. A large proportion went on to describe how to make a shirt cuff instead of a straight band cuff which would be stitched at the short ends ready for attachment to the sleeve.
  - (ii) This question was answered well with good diagrams to illustrate the answers.
  - (iii) Few candidates achieved more than 1 mark for this question.

### Question 4

This was a popular question. Some parts were answered well but few candidates were able to achieve full marks in all sections. Most candidates did not attempt a comparison but simply explained the methods for each process.

- (a) This question was generally well answered with most candidates understanding the difference between ironing and pressing.
- (b) Most candidates understood the differences between these components and were able to describe their uses.
- (c) Most candidates understood loop stitch but did not always understand buttonhole stitch. A minority of candidates answered incorrectly with information about how to sew a button on.
- (d) The majority of candidates understood that top-stitch is a decorative stitch used on collars etc. but very few were able to explain how under-stitching is used to prevent facings rolling up.
- (e) Answers to this question were generally weak. Most responses showed an understanding that gathering was involved but few candidates were able to describe either process accurately.

### Question 5

This was a fairly popular question. Some parts were well answered with good clear diagrams but few candidates were able to gain high marks on this question.

- (a) Very few candidates gave enough detail or the back view required for full marks.
- (b)(i) A number of candidates explained how to make and attach a separate casing instead of simply describing how to make a simple elastic casing. Credit was given for processes described after the separate casing was attached.
  - (ii) While some candidates suggested measuring the waist only a very small number allowed an amount for joining the elastic. Many candidates even considered that elastic of half the waist measurement would be appropriate.
  - (iii) This was answered well with some very good diagrams to support the answers.
- (c) Answers to this question often failed to give points specifically related to children's clothing and concentrated instead on colour or climate.

### Question 6

This question was popular and candidates appeared confident in their answers to most parts of it.

- (a) Almost all candidates answered this question well.
- (b)(i) Answers to this question were detailed and showed a good understanding of the process.
  - (ii) There were many good responses to this question.
  - (iii) Candidates who did not read the question carefully lost marks by giving instructions for attaching rouleau loops instead of how to make them.

### Question 7

Answers to this question generally lacked sufficient detail to gain full marks and often indicated that the candidate had not read the question carefully enough.

- (a) Most designs were appropriate. Candidates need to offer more detailed designs to gain full marks. Many candidates showed the embroidery and/or lace on the lower skirt instead of on the yoke.
- (b)(i) Answers to this section were generally good.
  - (ii) This was generally poorly answered. The majority of candidates knew three embroidery stitches but did not explain properly how to work them although they often provided diagrams.
- (c) Answers to this question generally failed to give points specifically related to accessories for a teenager and concentrated instead on fashion, personality etc.

# FASHION AND FABRICS

Paper 6050/04

Coursework

## Key Messages

- The overall standard of coursework was good.
- The use of decorative techniques and stitches in appropriate places can result in higher marks.
- It is not necessary to include samples of processes worked as part of the folder.
- Candidates have responded with interest and enthusiasm to coursework.
- Excessive packaging is to be avoided when posting coursework.

## 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 work submitted this year was similar in standard to previous years. A wide variety of fabrics and processes were shown and were mostly finished to a good standard. It is pleasing that most candidates were able to complete two garments and no unfinished garments were seen. The types of garment chosen ranged from shorts, skirts, dresses, tops, trousers to an item of children's clothing. Higher marks could be awarded to candidates who submitted more technical garments which allowed the candidate to demonstrate a really high standard of workmanship on a variety of processes, for example, jackets. There was a limited range of decorative work evidenced and this is an area which could be developed further by some candidates. Where candidates had used decorative techniques these had been executed successfully enabling candidates to access higher marks. Most Centres are to be commended on the amount of work produced in the candidate's folders, which has been mostly realistic in terms of the amount. 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 individual garments.

In the majority of cases 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. Centres are asked to avoid excessive packaging, the use of pins and presentation techniques that make it difficult for the Moderator to inspect the work. This facilitates a more effective completion of the moderation process.

In most cases the summary mark sheets were appropriately completed and marks recorded as whole marks. Half marks should not be entered on the summary mark sheets. This 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. Inclusion of annotation illustrating how the teacher allocated the marks is strongly recommended and is particularly helpful in the moderation of the garments where there are large mark ranges. It is beneficial to the Moderator when Centres identify which garment is one and which is garment two.

On the whole Centres have interpreted the marking criteria well, applying the marks appropriately and fairly across all sections. However, it has been necessary in some instances this series to make adjustments to bring candidates' marks in line with the agreed International Standard. Where any 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 coursework.

## **Comments on Specific Sections**

### ***Folders***

The standard of work found in folders was good and they were usually well-presented in A4 format. On the whole candidates have produced very 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. There is concern that some Centres are including irrelevant work, for example; information on the history of fashion, care labels and personality types. Care needs to be taken here.

Candidates that did well produced a detailed illustration of the garment which showed construction details and processes required. It is good practice to include photographs of the completed garments in use; however, photographs are not an acceptable replacement for a detailed illustration or description.

In the best Centres detailed evidence of the planning required before making the garment was given. This should include both a detailed order of work and planning of techniques to be used. It is not a requirement to include samples of processes in this section, e.g. hems, darts, seams. Marks may be compromised if candidates do not provide sufficient evidence of planning in advance of the making process.

A few Centres had submitted heavy A3 folders. It is recommended that folders have soft covers and A4 size is appropriate.

### ***Garments***

To allow candidates to demonstrate a wide variety of skills it is recommended that the two garments 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 garment.

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 decorative work. Garments showed evidence of careful pressing during construction and of the final garment.

It is important that high achieving candidates are given the opportunity to demonstrate good decorative techniques such as: screen printing, hand embroidery stitches, machine embroidery, ribbons or the addition of a lace trim. Very good examples of piping along seam edges and pockets were seen. Seams were generally even with some very skilful neatening evidenced. Higher attaining candidates should be guided towards making garments requiring a wide variety of processes, e.g. jackets.

Marks were compromised when garments were unfinished, over handled, marked, presented with tacking left in, uneven and tight seams; loose, broken and uneven stitching. In a minority of cases collar points were challenging and not quite even.

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.

Overall the standard of work was good and it was pleasing to see that candidates have worked hard and enjoyed their Fashion and Fabrics course. Centres are to be commended for their commitment and hard work.