

FASHION AND TEXTILES

Paper 6130/01
Theory

Key messages

Many candidates showed that they understood the difference between fibre properties and the characteristics of fabrics. Candidates are advised to focus on the fibre or fabric as appropriate in their responses.

Candidates should read every question carefully. For example, if the question asks candidates to sketch and label a design, then candidates should follow the instructions closely and ensure that they sketch **and** label their design.

General comments

Handwriting was generally neat and legible. Generally speaking, candidates responded well to the longer answer questions in **Section B**.

Comments on specific questions

Section A

Question 1

- (a) (i) Answered well by most candidates.
- (ii) Many candidates found the difference between appearance and handle challenging.
- (iii) Most candidates answered 'Drapes well' but the second reason provided was not appropriate.
- (iv) There were some good responses but some candidates did not respond with *fabric* finishes. Some candidates gave fibre finishes and others suggested anti static (incorrect for cotton fibre) and water repellency.
- (v) Silk and linen were the most popular answers. Wool was incorrect. A few candidates answered with the name of a fabric rather than a fibre.
- (vi) Many candidates offered fibre properties rather than advantages.
- (vii) A lot of candidates knew that synthetic fibres can cause pollution. Only a small number of candidates understood that synthetic fibres are non-renewable but more were aware that synthetic fibres are not biodegradable.
- (b) (i) Most candidates knew this but some wrote 'end of the sleeve' instead of cuff
- (ii) Many candidates answered this question well.
- (c) (i) A few candidates showed that they understood how a straight band cuff was made.
- (ii) Many candidates did not give enough detail in their responses.
- (d) (i) Generally well answered

- (ii) Some candidates found it challenging to explain how stitches were made but gained marks for diagrams.
- (e) Some candidates wrote: 'hand and machine' but these are not methods of making a hem.
- (f) Few candidates demonstrated knowledge of how CAM is used in production. Some candidates gained marks for knowing laying out and cutting fabric. Some candidates talked about CAD instead.

Section B

Question 2

This question was chosen by a minority of candidates.

- (a) (i) Generally correct though some candidates confused regenerated fibres with fibre blends.
- (ii) Most candidates knew at least one raw material.
- (iii) There were some good answers, but a number of candidates talked about blending natural and synthetic fibres.
- (b) Generally answered well.
- (c) Most candidates knew absorbent, comfortable or washable but few gave the sufficient explanation needed to gain full marks.
- (d) Generally well answered with most candidates showing a good understanding of the construction of two weaves. Plain and twill weaves were the most popular choices.

Question 3

This was one of the most popular questions.

- (a) Candidates generally offered appropriate examples for one off production and mass production but often did not name a garment which would have been made by batch production. A small number of candidates described the production methods instead of offering a type of garment.
- (b) Many candidates offered recycling methods instead of ways in which a manufacturer can reduce waste during production. Economical pattern lay and buying only the correct amount of fabric were given by a number of candidates.
- (c) (i) Some good designs. Please see our initial comment at the start of this report: Where the instruction is sketch and label, candidates need to sketch **and** label their designs.
- (ii) This was answered well with many candidates achieving the higher mark band for a detailed explanation. Many responses used good diagrams to support their answer.
- (d) Candidates demonstrated a good understanding of the advantages to a manufacturer of using printing rather than appliqué.

Question 4

A relatively small number of candidates answered this question.

- (a) (i) A relatively small number of candidates were able to comment that reflective textiles contain glass beads.
- (ii) Most candidates answered this correctly even when their answer to **4(a)(i)** was incorrect.
- (iii) A relatively small number of candidates knew micro-encapsulated.

- (b) Generally well answered.
- (c) Some very solid responses with only a small number of candidates describing, incorrectly, the instruction sheet inside the pattern envelope.
- (d) Candidates generally were able to describe two different methods of controlling fullness. Many also offered appropriate examples of styles and fabrics to support their answers.

Question 5

This was one of the most popular questions.

- (a) Generally well answered with most candidates gaining at least two marks. A number of candidates offered answers not specifically related to safety or to pressing equipment (e.g. tie long hair back).
- (b) Some solid answers but some candidates offered fibre qualities instead of thinking about fabric factors.
- (c) Candidates showed a strong understanding of fastenings and were generally able to relate them to the needs of a three year old child. Some responses were more coherent and organised than others.
- (d) In general, candidates' knowledge of internet shopping was strong. However, many candidates did not offer the same detail about a different method of shopping.

Question 6

This was one of the most popular questions.

- (a) (i) Generally well answered.
 - (ii) Most candidates were awarded one mark for free movement with only a small number getting a second mark for understanding that it is cheaper or quicker to manufacture a raglan sleeve garment.
- (b) A number of candidates offered bias binding which is not shown in the drawing Fig. 3.1. Binding was correct.
- (c) Generally answered well.
- (d) Most candidates described the performance characteristics of cotton but few obtained maximum marks because they did not discuss/give reasons for the suitability of the fibre for sports tops specifically.
- (e) (i) Most candidates obtained one mark for Jersey with a smaller number giving tricot as well.
 - (ii) A large number of candidates gave answers about fibre properties instead of discussing the suitability of knitted fabrics. Most correct responses included reference to the fact that the stretch in knitted fabrics allows ease of movement for sports.

FASHION AND TEXTILES

Paper 6130/02
Coursework

Section 1

General comments

Most candidates presented two items and two folders as stated in the Cambridge O level Fashion and Textiles Syllabus (6130/2).

A minimum of four processes and three embellishment techniques were expected for each item in the coursework. Some candidates presented an excellent standard of coursework. A slight improvement was noted where well-pressed and well-designed garments and accessories were presented. A variety of fabrics was chosen for the items proposed and the processes chosen were according to the syllabus. The items showed a variety of decoration techniques skillfully worked out.

Garments presented seemed to fit a candidate of that age group as required by the syllabus.

Very few fashion items presented were incomplete and some garments were unwearable without fastening to fit on the garment. Some unfinished processes were also noted. Few coursework projects did not have any decoration techniques.

The syllabus does not require candidates to line garments.

Very few candidates submitted only one fashion item. One candidate submitted two pieces of a garment. Children's garments must not be presented.

Some fashion accessories such as bags, belts and scarves showed few construction techniques and limited creative skills. Few candidates proposed table runner, pillow case and waistcoat as fashion accessories. These were moderated although they were not fashion accessories. Candidates should be encouraged to consult the syllabus about accessories which they can work out.

A wide range of decorative techniques was chosen and worked quite skillfully by the candidates. This included methods of adding colour such as tie and dye, batik, fabric printing, fabric and silk painting, marbling and ombré dye; embroidery by hand and machine; appliqué; quilting, patchwork; the use of different types of fabric and fabric manipulation. Some candidates quite skillfully worked crochet, macramé knots and made decorative bag handles using beads and braided cords. Some candidates made effective use of trims such as rick-rack, braids and laces.

Candidates should be encouraged to show their creativity by working various decorative techniques on both items instead of working the same decorative techniques on both items.

Components such as beads, sequins and plastic flowers glued on the garments and accessories were not awarded marks.

Many items lacked pressing during the construction of the items. Industrial methods of constructions to include insertion of strap/flap attachment and overlocking were used on some garments.

Coursework items were worked according to a chosen theme but some could have included more development and creativity. Most candidates were inspired by a designer's approach to a theme or garment.

Moderators noted that from many centres the coursework was highly marked.

Folders

Most folders were presented either in A3 or A4 format. Most of them were correctly bound although the content and information were not always sequential. Some folders consisted of blank sheets and/or spaces on sheets were not always judiciously used. Very few candidates used both sides of the sheets of paper.

It is good practice if folders are worked alongside items. Any samples worked out during the construction of the item should be of the same fabric as the final one and also made before constructing the final item. This helps the candidate to justify their choices, present good work, make improvements and finalise their work.

Some educators awarded marks when evidence of the work was not present in the folder. Some folders were incomplete and not properly bound. Few candidates did not submit folders.

Section 2 (Comments on each assessment criteria):

Candidates should include the following steps in the folder while designing and constructing the items:

Investigation of task

Few candidates carried out a detailed investigation with evidence of relevant research and supported with relevant drawings and sketches. It is important that candidates link their research with the work presented. Marks are not given on the history of fashion, history of theme chosen, production of textile/fabric, introduction of textiles or the subject and biography of designers. Irrelevant data/processes, lengthy investigation/research and literature work with many pictures copied and pasted from the Internet should be avoided. All pictures, photos, processes and samples must be annotated and justified.

Few candidates related their sketches and final design to their research. Mood boards were presented as a collage of colours or images without any annotation, samples or swatches. It is important that all drawings/sketches and mood boards are annotated.

Very few centres requested the candidates to carry out surveys for the market research and represent the data in the form of charts. Most candidates needed to demonstrate slightly more creativity upon deciding on the final design prior to 'Investigation' and 'Design Development'.

Development of design proposal

Few candidates included relevant drawings and sketches to show their understanding of a range of design ideas. Some folders had sketches which were well drawn, coloured, neat, well-proportioned and labelled. Some experimental work was well worked out and presented showing creativity and originality.

It is important that candidates make out the difference between initial sketches and developed designs and also the justification which leads to the final idea chosen.

It is important that candidates show detailed evidence of a variety of experimental textile work they carried out during the construction of the item to show how the design ideas were developed. The samples of experimental work must be annotated and presented in an orderly way to demonstrate the candidate's experimentation and also link the samples to their theme and work presented.

Few candidates included labelled front and back views of items. Silhouette templates were used by some candidates to draw well-proportioned sketches. Freestyle drawings were also noted and accepted. Some drawings included plain uncoloured ones and lacked creativity. Some candidates lacked flow of continuity in the designs.

Plan of work

Most candidates included a plan of work, shopping list, decisions and choices in their folder. Candidates are given marks for any format detailing the time schedule for the different steps.

It is important for the plan of work to be detailed and logical. The time allocated for each task needs to be realistic. It is important to include a time frame and the important steps in the construction of the items in the plan of work.

Most candidates tabulated the shopping list to include description of the fabrics and the components used for the making of the item. The costing must be included. Candidates were awarded marks for including justification for choice of fabric, colour, style and components.

It is important to justify the reasons for pattern adaptation/alteration and include the pattern for the item made.

Most candidates included samples of processes and decorative techniques in the folder. Samples carried out during the making up of the processes and decorative techniques must be of the same fabrics as used for the items. It is important that candidates annotate their samples and justify their choice for the final processes and decorative techniques.

Evaluation

Evaluation must be related to the task candidates set out to do. It is important that the evaluation explains both the strengths and weaknesses of the final item. Marks are awarded to candidates who show an understanding of and explain how they could improve on their weaknesses, namely on choice of components, pressing, quality of stitching, choice of decorative techniques and choice of components.

Communication and presentation

Most folders were well presented and word processed. Marks were given for good communication, which includes specific terminology throughout, no correction fluid and well numbered pages. Good hand written folders in ink were also accepted.

It is important for candidates to acknowledge their source of information for the notes and images in the folder.

Educators are advised to read instructions provided in the Syllabus (6.2-marking coursework) before filling in the '**Individual candidate's Record Card**' and the '**Summary Assessment Sheets**'.

It is important to understand that Item 1 represents the fashion garment and Item 2 represents the fashion accessory. Similarly on the '**Individual candidate's Record Card**' it is important to fill in the marks for the fashion garment first and then the marks for the fashion accessory. Marks given for each assessment criteria must be justified by remarks and the total for each folder must be well calculated.

On the '**Summary Assessment Sheets**', it is important to mention clearly which are the marks for the garments, accessories and folders. In most cases, it was not clear which item was marked first and whether '**Section 1**' related to the item or to the folder.

In some cases, the marks on '**Individual candidate's Record Card**' did not tally with the marks of the '**Summary Assessment Sheets**'.

Educators must give marks in whole numbers and not in decimals.

Moderation Exercise for Fashion and Textiles (6130/2) 2019

Facilities provided by the Mauritius Examination Syndicate for the Moderation exercise

Moderators are grateful to the Mauritius Examination Syndicate for the appropriate facilities provided to ensure the smooth running of the moderation exercise. Moderators were satisfied with the Mauritius Examination Syndicate staff working for the moderation exercise. They were very professional, helpful and dedicated. This all contributed towards an appropriate working atmosphere.

Moderators

Moderators were punctual in their duties and showed good team spirit. Moderators respected the instructions given to them and they carefully moderated the coursework as discussed in the briefing session and also as per syllabus requirements for uniformity in moderating.

Recommendations

Below are some recommendations for further improvement and smooth running of the moderation exercise:

1. Upon submission of coursework, ensure that **all** the '**Individual candidate's Record Card**' and the '**Summary Assessment Sheets**' are completed before the Mauritius Examination Syndicate collect them.
2. Each candidate to submit a photo/picture of their final fashion items to the Mauritius Examination Syndicate to be kept as a record.