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FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**

FASHION AND FABRICS

GCE Ordinary Level

<p>Paper 6050/01</p>

<p>Written</p>

General comments

The majority of scripts were well presented and the writing was legible. In many cases diagrams were clear and labelled, but in others the diagrams were very small and no labelling was used. Answer sheets for **Section B** were usually attached to the back of the question paper by string but in a few cases staples had been used or nothing at all. Candidates should be given string and asked to tie additional paper loosely but securely to the back of the question paper. It is not necessary to include the insert sheet unless the candidate has written on it.

Section A was attempted by everyone but a small number of candidates wrote their answers in the answer book and not in the spaces provided on the question paper. This takes up more of their time and is more difficult to mark. In a very few cases there was no question paper submitted, only an answer book. Candidates should be reminded to answer **Section A** in the question paper and **Section B** in the answer book. Some candidates spent too long on **Section A** and did not have enough time to fully answer the third question in **Section B**.

In **Section B** the three required questions were attempted by most candidates but the standard of response varied widely. **Question 5** was by far the most popular question with **Question 2** only being attempted by a few candidates.

Candidates should be reminded to fill in the numbers of the questions answered in **Section B** in the spaces provided on the front cover.

Candidates should be encouraged to read all the question carefully before beginning an answer. A number of candidates lost marks because they only read part of a question or misunderstood it. What was written may have been accurate but did not answer the question. There were examples of this over all the ability range.

Comments on specific questions

Section A

Question 1

- (a) Generally answered quite well although not all candidates used *two* words to describe the features/items. Candidates did not always read the information on the insert sheet.
- (b)(i) Most candidates knew the fibre as cotton for gabardine and the correct weave but the description of appearance and feel/handle was very vague or inaccurate.
- (ii) Many of the answers were not specific to gabardine being used for the jacket. Answers included 'comfortable', 'absorbent', 'being suitable', etc.
- (iii) Most candidates knew the correct fibre for jersey, the structure as knitted, the feel/handle as soft and a suitable weight was given, but the appearance was not well described.
- (iv) A number of correct answers for why jersey would be suitable for the dress, but again many answers were vague and could apply to many fabrics.

- (c)(i) Many correct answers but some incorrect widths and amounts given, or widths and amounts were the wrong way around.
- (ii) The list of notions was reasonably well answered but few achieved maximum marks. Candidates should be reminded to include ins/cms or yds/ms when measurements are required. A number of candidates only put seven buttons after looking at the picture of the jacket and not eight as listed in the notions.
- (iii) Some correct alternative fastenings were given but others did not read the question properly and gave the fastenings from the pattern. Several failed to attempt this question.
- (d)(i) Some correct answers, but others had the folds and selvages muddled up.
- (ii) The pattern pieces were correctly identified by some candidates but many could not name the facings or crossway strip for the armhole edge.
- (iii) Very few candidates knew that pattern piece five should be cut on single fabric, but put that it should be cut on the cross/diagonal.
- (iv) Very few candidates referred to the pattern being reversed, but said it was 'the back of the fabric'.
- (e)(i) Many accurate answers but others could not explain why interfacing was used.
- (ii) The structure of a suitable interfacing was not always given, many answered 'fusible' or 'non-fusible'.
- (iii) Very few candidates had an accurate answer for the one mark available. Answers just said 'iron-on' or 'sew-in' and did not mention which side of the interfacing should be put onto the wrong side of the fabric.
- (f)(i)(ii) Some accurate answers but others muddled up the words and some candidates used words that were not in the list. When reading the instructions they would not make sense.
- (g)(i) Very few candidates understood the meaning of understitching. They confused it with hemming, topstitching and catching the facing to the side seam.
- (ii) Many candidates knew where to use understitching but some did say 'on the hem' or 'the zip seam'.
- (h)(i) Many candidates saw the word seam and suggested a suitable seam and not a method of neatening the side seam of the dress. Very few candidates mentioned zig-zag or overlocking, but said plain/open or French seam.
- (ii) Candidates who did give the correct answer for neatening failed to mention the stretch factor of the fabric in their answer.

Section B

Question 2

There were very few answers to this question.

- (a) The specific origin of acrylic fibres was only known by a few candidates.
- (b) Properties of acrylic fibres were generally well known by those who answered this question.
- (c) Fabrics made from acrylic fibres were often incorrect. Fabrics mentioned included silk, cotton, etc.
- (d) A small number of candidates gave some correct uses of acrylic fabrics but very few reasons were provided.

Question 3

- (a) Layering was generally well answered.
- (b) Notching was well explained by some candidates but others referred to notches on a paper pattern.
- (c) The answers referring to the lengthening and shortening line were very vague. There were few candidates who explained exactly what to do but just said 'you lengthen or shorten the pattern here'.
- (d) Few candidates correctly explained machine baste. Temporary stitching was mentioned but did not include using a sewing machine. Some candidates referred to machining a seam permanently and others did not answer at all.
- (e) There were some good explanations of with nap but many left the part blank.
- (f) Stay-stitching was known by some candidates but others confused it with top-stitching and reinforcing e.g. on the corners of a patch pocket.

Question 4

A number of candidates failed to use diagrams as requested in the question.

- (a) The working of the single dart was generally well answered and the diagrams and labelling were good, but a few candidates did not refer to the dress and illustrated a double pointed waist dart.
- (b) The difference between interfacing and facing was confused by some candidates and the general standard of the answer was poor.
- (c) There were some good answers for attaching the facing to the neckline but others were not so good. The question was not read properly as some candidates were drawing and describing attaching the facing to the neck edge of the jacket and not the dress.
- (d) Answers regarding the pressing of the facing were very vague with candidates just saying 'press the interfacing', 'press with an iron' etc.

Question 5

This was the most popular question and was answered by 80% of candidates but (a) and (c) were not fully understood by many candidates.

- (a) Very few candidates gave good reasons for making the jacket but gave points that were repeated in (d), for example 'hardwearing'. Some candidates mis-read the question and gave a list of the order of making up the jacket.
- (b) Many candidates gave some good advantages of buying a similar jacket ready made.
- (c) Some candidates drew and labelled suitable accessories while others just drew the accessories but did not label them. However many misunderstood the meaning of accessories and drew garments that could be worn with the jacket e.g. skirts, trousers etc.
- (d) There were some good answers for why the jacket would be a useful addition to a wardrobe, but some candidates saw the word wardrobe and described hanging the jacket in the wardrobe.

Question 6

- (a) There were some very good sketches and labelling of suitable garments to form an outfit for a named sport, however some candidates failed to specify which sport. Some answers did not show the front and back view or only showed the top or bottom garment e.g. shorts only or T-shirt only. This would not make a suitable outfit.
- (b) The fibres and fabrics used were generally suitable as were the reasons for choice although some candidates gave cotton as the fabric as well as the fibre.
- (c) Some candidates explained with good clearly labelled diagrams how to work one edge finish, but others described in detail how to neaten an open seam by using edgestitching.

Question 7

- (a) There were some very good clear diagrams of the jacket showing three decorative hand stitches but many answers were poor or inaccurate. Some candidates showed stitches such as hemming, slip-hemming, machining, etc. Appliqué was mentioned as a stitch, as was machine zig-zag when hand stitches were requested. A few candidates did not draw the jacket but just three pockets or sleeves with different stitches on them.
- (b) This part of the question was not well answered. Some candidates just drew the finished stitch with no explanation of how to work it and others just wrote vague explanations of how to do the stitch without any diagrams to help explain the instructions.
- (c) The equipment needed to press the jacket was not fully listed with only an iron and/or ironing board mentioned. Many candidates did not just concentrate on the final pressing but pressing throughout the making of the jacket.

In many cases this was the last question and it was clear that some candidates had run out of time.

Paper 6050/02

Practical

General comments

The 2003 paper was in line with those of previous years. The practical test was within the standard expected of candidates at this level. The processes involved were straight forward and ones which the candidates should be able to achieve in the making of a simple garment. Most candidates were able to complete the right half of a shortened child's shirt.

Comments on specific parts

The candidates were required to cut out and make up the right half of a shortened child's shirt, this included making and attaching a patch pocket, making and attaching a straight collar using a front facing and top-stitching the front and the collar. It was a straight forward test using processes which were familiar to the candidate. The majority understood the instructions and the pattern. Once again this year the candidates tended to lose marks for inaccuracy – often the patch pocket was not placed in the correct position and the centre front of the collar to the front fold instead of the centre front – thus no overlap.

Choice of fabric and interfacing

Generally fabrics were most satisfactory and the majority of Centres used interfacing of a suitable weight.

Cutting out

Marks were awarded for placing the pattern on the fabric accurately and for using the scissors carefully. The candidates showed that they had followed the instructions by placing the pattern pieces on the straight grain of fabric. However, several candidates did not follow the instructions to place the centre back of the shirt to the selvedge and lost marks for a poorly cut edge not on the straight grain. There were only a few tests with both sides of the centre back collar on the straight grain. The majority of candidates made up the right hand side of the shirt.

Patch pocket

The majority of pockets were the right size, but only a few were the correct shape and some were not attached in the correct position. The pocket turnings were not well trimmed, but generally it was attached by two rows of machine stitching 6mm apart - not always accurate machine stitching and only in the better test did the candidate lengthen the stitch. Despite being instructed to fasten off the ends of machine stitching by hand, there were a number of loose ends.

Shoulder seam

Most candidates made a neat edge stitched open seam, one or two a French Seam which was not always pressed to the back.

Facing

The edge stitching of the unnotched edge of the facing was generally well done. The length of the facing along the front fold was generally accurate, but the width of the facing at the lower edge was not often within the limits permitted, usually because the facing was not turned to the wrong side along the fold line.

The collar

The more able candidates made up a very neat collar with the seam worked onto the edge and a good point. Several of the less able candidates made the collar upside down and in some cases joined the centre back of the collar. Very few candidates layered the turnings and although trimmed few were less than 5mm, which made the edge and corner bulky in some cases. Candidates must look at the pattern markings and the illustration more carefully, to realise that the notch on the neck edge of the collar matches the notch on the neck edge of the shirt. Most candidates used the front facing correctly, but very few placed the centre front of the collar to the centre front of the shirt, the majority was placed to the front fold.

Attaching the collar

In the majority of tests both sides of the collar matched the centre back of the shirt. The line of stitching on the right side was quite well done, but the line on the wrong side was not as accurate or as neat. The hemming of the collar on the wrong side was generally well done, but the trimming of the neckline seam was poor – more emphasis should be given on layering the turnings and trimming the interfacing separately. Marks were lost for poor trimming and clipping.

Top-stitching

This was generally well done with good corners and stitching 6 mm for the edge and in most tests the machine stitch had been lengthened.

Side seam

In most tests the edges were together at the armhole and the open seam edge stitched neatly. A few candidates made some quite neat French Seams and pressed them towards the back.

Presentation

The presentation of the shirts were better this year, as candidates had sewn the labels on single fabric by hand and pressed and folded the garments well. Unfortunately there are still some tests which are spoiled by not removing the tailor tacks and unnecessary tackings and, in some cases, marks left by tracing wheels on the right side.

Papers 6050/03 and 6050/04

Paper 3 and Paper 4 Coursework

General comments

In general, the standard of work was appropriate for this level of study. A variety of fabrics were used and there was some excellent decorative work. The folders were less good, and their contents did not always follow the guidelines in the syllabus.

Comments on specific questions

Folders

Sketches of front and back view of the chosen garment should be included, showing well-labelled features such as position of seam and fastenings. Details of fabrics should include width of fabric being used, as well as length. Many candidates did not include a plan of action, which shows a summary of the main stages of making the item.

Garments

The majority of candidates chose to make a skirt, top or trousers for themselves, and a dress for a child. There was a wide variety of fabrics, with some being difficult to handle but which had been well stitched. There was some repetitive work, where a zip was used in two garments; two different fastenings would have been more appropriate.

Tacking stitches were not always removed, and necklines on children's garments in particular, had not always stitched the correct width of seam allowance, so were rather small. Candidates should take care to ensure that stitch length is the same on all parts of the garment.

The decorative work was good to excellent, with a wide variety of different types being presented, such as tucks, hand embroidery stitches and piping.

The choice of notions such as zips and buttons were usually appropriate to the fabric chosen.

In most cases the Examination administration was appropriately completed, and Teacher marking was generally in line with the mark scheme.