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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 legible and well presented and the separate answer sheets were securely tied to the back of the question paper – in some cases they were tied too tightly making it difficult to turn the pages. Candidates should be asked to tie the pages securely but loosely. The Insert sheet need not be included with the answer booklet unless the candidate has written on it. There was evidence that some candidates had used correction fluid which is specifically not allowed – see the front of the question paper.

Section A was attempted by all candidates but the standard of responses varied widely. The answers to **Section A** should be in the spaces provided on the question paper but a number of candidates failed to do this and wrote some or all of their responses in the answer booklet. Some candidates spent too long on **Section A** and did not have enough time to answer all required questions in **Section B**.

The six questions in **Section B** seemed roughly equally popular, with **Question 6** being most popular and generally best answered. A few candidates either only attempted two questions or all six questions. Candidates should be encouraged to complete the grid on the front of the question booklet, with the numbers of the questions they answered in **Section B**, in the order in which they answered them. Candidates should also be asked to start each new question on a clean page or at least leave a few lines between answers. Some questions specifically asked for labelled diagrams and the standard of these varied widely – some were very good and clear but others were too small and not always labelled.

Candidates should be encouraged to read the questions carefully before they begin to answer. Some candidates gave information that was correct but lost marks because they failed to accurately answer the question that was set. The number of marks for each question is given in brackets [] at the end of each question or part question and 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) Generally well answered but *two* words were not always used and some candidates did not refer to the Insert to get the information that was provided for them.
- (b) The fibre, structure, feel/handle and weight of both crepe and gabardine was quite well known but the knowledge of the appearance was poor.
- (c) The reason for using crepe was not fully understood and many answers were vague and could relate to a number of fabrics e.g. comfortable, absorbent. Answers did not often relate the fabric to the style.
- (d) Generally well answered with relevant body measurements.
- (e)(i) Some good answers but others mixed up imperial and metric measurements. Some candidates just put numbers and no indication of centimetres/inches and a few candidates put figures that bore no resemblance to any amounts on the Insert. A few candidates left the whole question blank.
- (ii) Many answers indicated a one-way pattern or pile on the fabric but few gave a good accurate description including putting pattern pieces on the fabric in the same direction etc.

- (f)(i) Many accurate answers but some candidates only marked one fold and one selvedge and others failed to answer the question at all.
- (ii) Well answered although some candidates muddled up the front and back facing.
- (g) Many accurate answers but others put any word anywhere and if they had read through the instructions would have found it made no sense at all. Some candidates included words that were not in the list and a few candidates made no attempt to answer the question.
- (h) Some very good answers but others included things that were not on the pattern e.g. pocket. The zip was put in various places and some labelled it as the pattern front not the back.
- (i) Some good answers but many diagrams were not well drawn and labelled. Methods included tailor tacking, carbon paper and tracing wheel and tailors chalk. Some candidates only mentioned tailor tacking/carbon paper and tracing wheel but gave no explanation, and others just said 'do tailor tacks and cut the thread'.
- (j) Very few good answers. The care label signs were muddled up and many candidates only gave one or two signs e.g. washing and ironing.

Section B

Question 2

- (a) The basic manufacture of acrylic was very poorly answered and often muddled with other man-made/synthetic fibres.
- (b) Properties of acrylic were generally well known by some candidates who attempted this question.
- (c) There were some good answers for both bonded and weft knitted fabric and a few candidates included diagrams, but others failed to understand the meaning of the word 'structure' and gave examples of where the fabric could be used.

Question 3

Diagrams were not always used and were sometimes without any labelling.

- (a) This was quite a popular question but many candidates did not take note of the word 'before' and wrote about turning and hemming the skirt.
- (b) Some very good, clear answers, but others were poor and some mentioned hand sewing not machining as mentioned specifically in the question.
- (c) Again some good, clear answers but others were poor and some without diagrams.
- (d) Reasonably well answered.

Question 4

This question was the least popular and many candidates did not explain how the finishes are applied but what the finish does to benefit the fabric. In many cases fibres were given and not fabrics where the finish could be used successfully.

- (a) Named fabric was often correct for anti-static.
- (b) Heat setting was not always understood, some candidates referred to means of adding warmth to fabrics.
- (c) Shower-repellent was sometimes muddled up with waterproofing.
- (d) Flame-retardant was quite well known with Proban being mentioned by some candidates and also suitable fabric was given.
- (e) Mercerising was well known by candidates.
- (f) Weighting was not well known by many candidates and very few gave an example of a silk fabric.

Question 5

Not a very popular question and not generally well answered by those who attempted it.

- (a) Poor responses to this part of the question. Some candidates wrote about dyeing fabric and included tie and dye or batik as methods.
- (b) Some good answers for block printing and included diagrams, but others described stencilling or dyeing fabric in the home.
- (c) Some good answers that also included accurate diagrams of roller printing, but other candidates made a poor attempt at this part of the question.

Question 6

The most popular question attempted by candidates.

- (a) Reasonably well answered by the majority of candidates.
- (b) Very well answered by many candidates and some included drawings/diagrams that were good but not necessary for answering this question. Some candidates read 'skirt' as 'shirt' and therefore lost marks.
- (c) Many candidates just gave the answer 'waist' and 'hips' or referred to a place where the skirt should fit, not to an actual stage in making a skirt.
- (d) Well answered by most candidates.

Question 7

A popular question

- (a) Some good answers for attaching ric-rac but a number of candidates had the ric-rac as the hem or thought it was a binding. They did not refer to the Insert and attach it where it was on the picture.
- (b) This part of the question was not well answered. Many candidates drew a design on the pocket but did not illustrate how to attach the pocket with decorative hand (e.g. chain stitch, stem stitch etc.) or machine (e.g. satin stitch, automatic embroidery patterns etc.). Some candidates gave details of making and attaching a patch pocket.
- (c) A few good, accurate answers that included labelled diagrams, but a number of candidates did not understand the meaning of the word 'motif' and described attaching ribbon, braid, frills etc. or adding a belt at the waist.

<p>Paper 6050/02 Practical</p>
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General comments

The 2004 practical test was in line with those of previous years. The test was within the standard expected of candidates at this level. The processes involved were straightforward and ones which the candidates should be able to achieve in making a simple garment. Most candidates were able to complete the right half of a child's bodice, but this year there were more who did not get very far.

Comments on specific parts

The candidates were required to cut out and make up the right half of a child's bodice, this included making and attaching a front and neck facing which had to be interfaced, making a puff sleeve with a cuff and setting the sleeve into the armhole. It was a straightforward test using processes which were familiar to the candidates. The majority understood the pattern and the instructions. Once again the candidates tended to lose marks for inaccuracy. Many did not follow the instructions carefully when making and attaching the cuff band. Candidates must learn to use the 1.5 cm seam allowance accurately.

Choice of fabric and interfacing

Generally fabrics were most satisfactory although one or two Centres used fabric that was a little too stiff, making it difficult to work. Also several Centres used a heavier weight canvas type interfacing which made manipulating the neckline and centre front seams more difficult.

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 did not follow the instruction to place the centre back of the bodice to the selvedge and lost marks for a poorly cut edge. The majority made up the right hand side of the bodice although several made up the facing for the left hand side.

Shoulder seam

Very few candidates made a neat edge stitched open seam, one or two made a French seam but did not press it towards the back. Candidates must learn to use the correct seam allowance and to neaten the seams carefully.

Facing

The edge stitching of the unnotched edge of the facing was generally poor – very few neatened this edge. One or two tests had the centre back of the back neck facing joining the shoulder seam of the facing, so marks were lost. Marks were also lost for not attaching the facing to the shoulder seam on the wrong side by hand, for not trimming and pressing the seam open and for not reducing the interfacing.

Attaching the facing

The length of the facing along the front seam was generally accurate, but the width of the facing at the lower edge was not often within the limits permitted, usually because the correct seam allowance was not used and the unnotched edge of the facing was not neatened. Again the length of the centre back was quite accurate and the back neck facing usually lined up with the centre back of the bodice. There were not many tests with the facing neatly attached – a good corner, good curves round the neck, a straight centre front with the seam worked onto the edge, well trimmed and snipped round the curve. The majority had used neat tacking stitches along the seam line on the tests where they had followed the instruction. The use of heavier weight interfacing by some candidates made it difficult to achieve good results when attaching the facing.

Side seam

In most tests the edges were together at the bottom and the seams neatened, again several had made French seams and had pressed them towards the back.

Puff sleeve

Although the instructions stated that the sleeve seam was not to be neatened, in a number of tests it was either trimmed or neatened – marks were lost for not following the instructions.

Sleeve band

There were some tests where the candidates did not follow the instructions carefully as the band was folded to the outside and hemmed in place. There were a number where the band was machine stitched over the seam instead of being hemmed by hand – again marks were lost. The gathering was usually quite well done.

Setting in the sleeve

There were several tests where the sleeve had been made for the left hand armhole and therefore it was difficult to set in. The majority of candidates, who got as far as setting in the sleeve, managed to match the notches and underarm seam with the sleeve seam accurately. The gathers were fairly well spread round the head of the sleeve, in some cases the edges were not together on the wrong side and there were few with a good line of machine stitching on the fitting line.

Presentation

The presentation of the bodices was poor this year, as candidates had not always sewn the labels on single fabric by hand – some were machine stitched, others just pinned on. There were a number of tests with long loose ends of tacking, machine stitching or gathering stitches. Some candidates loose presentation marks for writing on the fabric or leaving tracing wheel marks visible on the right side and some do not press and fold their work carefully at the end – time should always be allowed for this.

Paper 6050/04

Paper 4

General comments

The work from all Centres was clearly packaged, although some Centres still need to make sure that each garment has a label clearly attached with Centre and candidate number. The accompanying mark sheets were correctly completed, although Centres should note that no half-marks should be awarded only whole marks are allowed.

Folders

These were usually well presented, although some had omissions, such as details of fabric width and amount. Costing of fabrics and other items such as zips and buttons were not always included. Not all folders had an order of work; this could be a brief summary or list of the main processes to be carried out when making the chosen garment. Reasons for choice of fabric were not always fully completed. Centres should refer to the syllabus, which clearly states the details of what should be included in the folders which accompany the garments.

Garments

The standard of garments varied from satisfactory to excellent. Decorative work was produced by hand and/or by machine. Some difficult fabrics had been used in a few instances, but the outcome had been successful. There was some imaginative decorative work, which was beautifully produced.

It was clear that in some Centres, candidates had made complicated items, which were time consuming to make. It is recommended that candidates consider carefully which items they make for this examination. Centres should note that the quality of the work is more important than the quantity shown. For example, two decorative features could be shown on the pocket or yoke of a child's dress, rather than show piping on every seam of a dress for an adult.

In a few cases, seams had not been neatened correctly and some had not been neatened at all. The fabrics sometimes looked over-handled, and where thin fabrics had been used, dressmaker's carbon paper was heavily used. This spoiled the final look of the garment, where marks showed through to the right side.