Cambridge Assessment International Education

Cambridge O Level

FASHION AND TEXTILES **6130/01**

Paper 1 Written **May/June 2023**

MARK SCHEME

Maximum Mark: Please Specify

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 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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)	**Fig. 1.1 is a drawing of a child's dress.** **The child's dress in Fig.1. 1 is made from lawn fabric. Describe lawn fabric.** Appearance: smooth, same on both sides, close even weave/woven, may be semi transparent/slightly sheer, depending on the colour. Feel/handle: soft, drapes easily, thin/fine/lightweight, smooth. One mark for each category.	**2**
1(a)(ii)	**Describe the construction method used to make lawn fabric.** • Plain weave/woven • Under one over one • Weft woven over and under warp • Made on a loom Credit diagrams. One mark for each point. Two marks for a well explained point.	**3**
1(a)(iii)	**Suggest one natural fibre to make the lawn fabric for the dress in Fig. 1.1.** Cotton, linen, bamboo. Accept any suitable natural fibre.	**1**
1(a)(iv)	**State four reasons for your choice of fibre in 1(a)(iii) for the child's dress in Fig. 1.1.** • Washes well for children who may get dirty. • Absorbent – cool to wear in summer. • Absorbent can be dyed/decorated easily, children like bright colours. • Durable so resists wear as children play. • Strong will not tear easily in play. • Non-irritant for sensitive skin Reasons must relate to use by a child. One mark for each appropriate and explained reason.	**4**

Question	Answer	Marks
1(b)	**The child's dress in Fig. 1.1 has a back opening. Suggest two fastenings that could be used on the back opening of the dress. Give one reason for each choice of fastening.** Zip: neat, quick/easy to fasten, safe. Buttons and buttonholes/rouleau loops. Cheap, can enhance the dress/can use novelty buttons/look good. Neckline popper or press stud, ribbons. Quick/easy to fasten for small openings. One mark for each method and one mark for each correct reason.	**4**
1(c)(i)	**Suggest two sleeve styles that could be added to the child's dress in Fig. 1.1.** Set in sleeve, cap sleeve, puff sleeve, bell sleeve, bishop's sleeve	**2**
1(c)(ii)	**Identify one different method of controlling fullness in the skirt of the child's dress in Fig. 1.1.** Pleats, tucks.	**1**
1(c)(iii)	**State the correct order of work to make a machine stitched double hem on the child's dress in Fig. 1.1.** • Measure/mark the depth of the hem. • Turn in/fold and press a narrow hem. • Turn in/fold and press another [1 cm] hem. • Pin/tack the hem in place. • Machine stitch on the edge of the hem. One mark for each correct process. Credit longest correct sequence.	**5**
1(c)(iv)	**Sketch and label an original and appropriate design for a patch pocket to go on the front of the child's dress in Fig. 1.1. Include information about techniques or stitches used.** Design may focus on the shape of the pocket and/or its decoration. • Neat labelled sketch. • Interesting shape of pocket or design image – heart, diamond, flower etc.. • Image/design appropriate for a child. • Information on details such as colour, techniques, processes, stitches. One mark for each point.	**4**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(d)(i)</td><td>Explain how reflective textiles work.

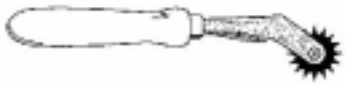
Glass beads in fabrics or fabric paint.
Both are only reflective in the dark when a light is shone on them.

1 mark for a point. 2 marks for a well explained point.</td><td>2</td></tr>
<tr><td>1(d)(ii)</td><td>Identify two uses for reflective textiles in clothing.

Work wear, cycle gloves, any appropriate night-time use in outdoor clothing.</td><td>2</td></tr>
<tr><td>1(e)</td><td>Suggest four ways to recycle or repair clothes that are threadbare or have holes in them.

• Patch/decoration/pocket/applique to cover a hole.
• Darn/stitch up hole.
• Make into something else.
• Give to a friend or family member.
• Make patchwork item.
• Rags for cleaning.
• Give to charity shop.
• Upcycle by dying or adding to garment.

One mark for each point.</td><td>4</td></tr>
<tr><td>1(f)</td><td>Identify each piece of textile equipment shown in the table below.

<table>
<tr><th>Textile equipment</th><th>Name</th></tr>
<tr><td>  </td><td>Quick unpick/Seam ripper/Stitch cutter</td></tr>
<tr><td>  </td><td>Sleeve board</td></tr>
<tr><td>  </td><td>Tracing wheel</td></tr>
<tr><td>  </td><td>Sleeve roll/tailors ham</td></tr>
</table>
</td><td>4</td></tr>
</table>

Question	Answer	Marks
1(g)	**State the sewing machine stitch settings for zigzag stitch.** Stitch width: 1–5 Stitch length: 1–5 One mark for each correct answer within the ranges given. Must state width or length.	**2**

Question	Answer	Marks
	Section B	
2(a)(i)	**State the origin of wool fibre.** Sheep or any appropriate animal.	**1**
2(a)(ii)	**Explain how wool fibre is made into yarn.** Shear sheep, clean the fleece, comb/card, spin/twist.	**4**
2(a)(iii)	**Identify one non-woven fabric made from wool fibre.** Felt.	**1**
2(b)	**Suggest two fabric finishes to improve the performance characteristics of fabrics made from wool.** Crease resist, easy-care, anti shrink/shrink resist, moth proofing.	**2**

Question	Answer	Marks
2(c)	**Discuss the performance characteristics of wool fibres. Give examples to support your answer.** • Durability/abrasion resistance. Varies depending on type of sheep and the way in which yarn is made/spun. Worsted spun is more hard wearing – used for coats/outerwear. • Strength – weakest natural fibre, especially when wet. • Elasticity – good resilience which means it does not crease easily or hold creases. Good for knitwear. • Absorbency – repels water because of the natural oil but can absorb up to 20% of its weight in water. Coats showerproof. • Washability – shrinks easily and must be washed carefully at low temperatures if it is not to shrink. Can become felted and matted if not washed with care. • Flame resistance – does not burn easily so safer. • Moth resistance – can be attacked and eaten by moths. Needs careful storage and possibly chemical prevention. Moth balls. • Insulation properties if explained. 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of most performance characteristics of wool fibres. Shows a high level of skill in selection of examples/reasons to illustrate the answer. Very good organisation of answer with skilled use of technical textile terms. 3–4 marks Good attempt, wide knowledge of three or more performance characteristics of wool fibre or less detailed knowledge of more characteristics. Selects some examples/reasons and shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of one or more performance characteristic of wool. Competent selection of some examples/reasons. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
2(d)	**Assess the advantages of blending synthetic fibres with wool fibres to make socks.** • Wool wears out easily with friction/abrasion. While it is comfortable and warm to make socks with it often gets holes at friction points. • Synthetic fibres such as polyester or nylon are more resistant to abrasion so extend the life of the socks. • Reduces cost as synthetics are cheaper than wool to produce. • Elastane is also often blended with wool to improve the elasticity of the socks and give a better fit. Wool may be blended with both nylon and elastane to gain benefits of both synthetics. • May improve washability of socks/make socks less likely to shrink. 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of two or more fibre and wool blends and understands how the performance characteristics are enhanced by blending. Shows a high level of skill in selection of appropriate reasons for blending synthetic fibres with wool. Very good organisation of answer with skilled use of technical textile terms. 3–4 marks Good attempt, wide knowledge of two blends or less detailed knowledge of more blends. Selects most reasons for blending and shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of one or more reasons for blending synthetic fibres with wool. Competent selection of some relevant reasons for blending fibres. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
3(a)(i)	**Fig. 3.1 is a drawing of a dress.** **Explain how to construct and attach the neck facing to the dress in Fig. 3.1.** • Attach interfacing. • Join/stitch together the front and back neck facing pieces. • Neaten the long/outer edge of the facing. • Pin/tack the facing to the dress right sides facing. • Stitch. • Trim/clip seam. • Press the facing to the inside. • [Under] stitch the facing to the seam allowance. • Top stitch [optional]. One mark for each correct point. Award longest correct sequence.	**6**

Question	Answer	Marks
3(a)(ii)	**Suggest two alternative ways to neaten the neck edge of the dress in Fig. 3.1.** [Bias] binding, continuous/crossway strip.	**2**
3(b)	**Assess the factors to consider when purchasing a sewing machine for home use.** • Functions – zig zag, embroidery, straight stitch • Accessories • Uses of machine – purely utility use or decorative use needed too • Cost • Availability • Servicing nearby • Weight/size • Storage • Ease of use 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of a wide range of factors to consider when buying a sewing machine for domestic use. Shows a high level of skill in selection of reasons and justifications to illustrate the answer. Very good organisation of answer with skilled use of technical textile terms. 3–4 marks Good attempt, wide knowledge of three or more factors to consider when buying a domestic sewing machine. Selects most reasons for choices of factors and shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of one or more factors to consider when buying a domestic sewing machine. Competent selection with some justification. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
3(c)	**Discuss the factors to consider when planning a care label for a textile item.** Type of fibre: • Is it washable, temperature for washing etc, will it shrink? • Will it withstand heat? Does it need ironing? • How will it be dried? The fabric: • Is it delicate, the type of weave? • May have non-washable embellishments. Dyes: • Are they fast/washable? • Will they stain other clothes so item needs to be washed separately? The components. • Can they be washed or do they need to be dry cleaned? • Will they fall off easily? • Can they be ironed over, will they melt? The care label will reflect the needs of the weakest part of the item/lowest common denominator, e.g. can it be bleached? Dry cleaning may be considered as an easy and safe answer. 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge and understanding of most factors to consider when planning a care label. 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 two or more factors to consider when planning a care label or less detailed knowledge of more factors. Selects some examples and shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of one or more factors. Competent selection of some examples. Answer may just describe care symbols. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
4(a)(i)	**Identify three methods used to make tie dye patterns on fabric.** • Twist/fold fabric so that dye does not penetrate certain areas. • Tie/stitch thread, string or elastic bands on areas to prevent dye penetration. [shibori] • Tie/attach objects into the fabric, e.g. buttons/stones/cardboard to give pattern. One mark for each correct method.	**3**
4(a)(ii)	**Explain how to dye fabric using one of the tie dye methods in 4(a)(i).** • Wash fabric to remove starch/make more absorbent. • Use one of the methods in **4(a)(i)** to make a pattern. • Calculate the amount of dye needed. • Mix dye with water depending on fibre – usually cotton. • Add fixative/salt. • Add washing up liquid/wetting agent to dye bath. • Immerse the fabric in the dye for specified period/squeeze dye onto fabric from a bottle. • Remove fabric and rinse to remove excess dye. One mark for each correct point. Reward longest correct sequence.	**5**

Question	Answer	Marks
4(b)	**Discuss the factors to consider in the selection of fabric for a T shirt.** • Who will wear the T-shirt – child/adult/gender? • What fibre will the fabric be made from – cotton is absorbent, but synthetics may be more hard wearing for sport. • Washability – sports wear from synthetics because hard wearing, does not absorb dirt easily and is quick and easy to wash and dry. • Use of T-shirt – is it for sport or fashion? • Colour – gender, men may not wear pink. • Pattern – may have fashionable design but could be logo for sports wear. Fabric must accommodate the decoration. • Knitted fabric usually chosen rather than woven because it stretches and is more streamlined to body. May include elastane to improve the fit. • The style of T-shirt. If loose fitting may need a fabric that drapes. • Cost. • When will T-shirt be worn. Season/time of day/occasion. 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of a wide range of factors to consider when selecting fabric for a T-shirt. 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 two or more factors to consider when selecting fabric for T-shirts. Selects mostly appropriate examples and shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of one or more factors to consider when selecting fabric for T-shirts. May be competent selection of examples. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
4(c)	**Evaluate the use of mass production to make plain white T-shirts.** • Large quantities of identical T-shirts will be made. • Machines do not need to be changed around in factory. • May be 24/7 production. • Can be automated. • Very simple make up/just one or two seam, neckband and hem/few processes. • Few skills needed. • Very fast and cheap but all the same. • Not fashion item/not suitable for small runs. • Can buy materials in bulk to save money. • May mention that batch production or job production are not appropriate. 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of why mass production is appropriate to make plain white T-shirts. Shows a high level of skill in selection of appropriate advantages, disadvantages of mass production. Very good organisation of answer with skilled use of technical textile terms. 3–4 marks Good attempt, wide knowledge of why mass production is appropriate to make plain white T-shirts. Selects most advantages and disadvantages of mass production and shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of why mass production is used to make plain white T-shirts. There may be competent selection of some relevant advantages and disadvantages. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
5(a)	**Explain how to shorten the paper pattern for a long shirt sleeve. You may use diagrams to support your answer.** • Measure the length the sleeve is to be adjusted/reduced/shortened by. • Using the lengthen/shorten lines measure and mark a line parallel to the lines. • Fold the paper pattern so that a pleat is formed or cut away the amount measured. • Stick the paper pattern down. • Adjust the side seam cutting lines to make them smooth. 1 mark for each correct point. Maximum three marks for cutting a piece off the bottom of the pattern.	**4**
5(b)	**Identify four essential pieces of information found on a commercial paper pattern envelope.** • Body measurements/sizes • Quantity of fabric needed • Suggestions for suitable fabrics • Components needed • Garment measurements • Image of finished garment One mark for each point.	**4**

Question	Answer	Marks
5(c)	**Compare two traditional methods of hand-printing fabrics.** <u>Block printing</u> • Trace design on block. • Cut design onto block. • May be two or more blocks for different colours. • May have a metal engraved block. • Blocks of different sizes are used. • May be intricate. • Ink is applied to the print block. • The block is pressed on the fabric. This is repeated. • The pattern may need to be registered to ensure accuracy. • The ink/design is heat set. • Traditional patterns are used, e.g. paisley. <u>Silk screen printing</u> • A mesh screen and squeegee are used. • A stencil of the design is cut and placed on the screen. • The fabric is stretched and stuck down or a vacuum table is used. • The stencil is placed on the fabric with the screen on top. • Ink is spread on one end of the screen. • The ink is pulled across the screen using a squeegee. • The screen is removed and the print hung to dry. • Heat set. • Can be repeated with several colours and in sequence to make a length of fabric. • Photo emulsion and a light box can also be used to transfer the image to the screen. More complex designs are possible with this method but more equipment is needed and it is a modern interpretation of a traditional craft. <u>Stencilling</u> Not printing as the ink is applied by brush through a stencil. Can be allowed if screen printing is referenced. 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of two traditional printing methods. A good comparison is made showing the advantages and disadvantages of each method. 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 traditional printing method or less detailed knowledge of two methods. Makes some comparisons and selects some advantages and disadvantages of one or both methods. Shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of one or both traditional printing methods. Little comparison, selection of some advantages and disadvantages. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
5(d)	**Evaluate the range of interfacings available for use in garment construction.** <u>Woven interfacing</u> • Comes in various weights/loose and tight weaves. • More commonly used in traditional tailoring. • Colours, yellow, white or black. • Usually has to be stitched in by hand but may be fusible. • May be cotton. • Straight grain is important. • Bias of the weave can be used. <u>Non woven interfacing</u> • Aka Vilene or Visalene. • Made from synthetic fibres fused together. • No grain so more economical to use. • Stretch varieties are available. • Different weights and thicknesses. • May be iron on which has a coating of glue which melts with heat and sticks the interfacing to the garment. • Fusible interfacing quicker and more convenient to use than non-fusible interfacing which has to be stitched in place. • Usually just black, white or grey. • Readily available. <u>Uses</u> • To reinforce, stiffen and give shape. • May reinforce a button stand so the buttons to do not wear holes in the fabric. • May be used to stiffen – cuffs or collar. • May be used to give shape/form, e.g. roll collar. • Must be suitable to the fabric used. • To stabilise areas of fabric. 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of most types of interfacing and the advantages and disadvantages of each. Shows a high level of skill in selection of examples of uses to illustrate the answer. Very good organisation of answer with skilled use of technical textile terms. 3–4 marks Good attempt, wide knowledge of different types of interfacing, selects most advantages and disadvantages and gives some examples of uses. Shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of one or type of interfacing. Competent selection of some relevant advantages and disadvantages. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
6(a)(i)	**Identify two fibres that are sustainable.** Any natural or regenerated fibre. Wool, cotton, viscose/rayon, linen, acetate, silk, etc..	**2**
6(a)(ii)	**Identify four benefits to the environment of using sustainable fibres to make fabric for clothes.** Includes any fibre grown or harvested from an animal as well as regenerated fibres made from vegetable pulp (wood/paper). Any one of points below: • No indestructible nano particles of synthetics washing into the sea. • Biodegradable. • Sustainable fibres are renewable/can be grown over and over again. • No depletion of finite resources. • Reduces carbon footprint. One mark for each well explained point.	**4**
6(a)(iii)	**Suggest two ways in which textile dyes can harm the environment.** • Waste water from dyeing may enter the water system and poison wildlife in rivers or the sea. • Toxins/poisons in water may cause damage to crops. • Dye waste is toxic and can poison animals if not disposed of safely. • If dye or water containing dye gets into drinking water it may be toxic and cause illness or poisoning.	**2**

Question	Answer	Marks
6(b)	**Fig. 6.1 shows village huts in Zimbabwe decorated with traditional patterns.** **Discuss ways in which the patterns on the huts in Fig. 6.1 can be developed to make a design for an embellishment for a fashion accessory.** Ways in which pattern can be developed: • Part of pattern either used to make a motif or a different repeat pattern. • Could be fabric for whole bag/hat/accessory or as a decorative panel. • Can be used as the basis for a design which is further added to. • Different colours could be used. • Could be made into a 3D design. • The original must be modified in same way to show development of the design, not just copied and used. • Computer software may be used to change colours, shapes, make repeats, etc.. • Draw the pattern then change it in some specified way. Examples of Uses • To make an applique – different colours and/or textures can be used. Including felt. • As the basis for an embroidery design. Could be an outline or filled in. • As a block print pattern. • As a screen print/digital print. • As a Stencil pattern. • For a Beaded design. • To develop a 3D design. • As a quilted pattern. 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of how to develop a pattern from a traditional design source. Good explanation of the design process with justification for design decisions made. May concentrate on detailed information about one design process or may give brief description of several. 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 how to develop a pattern from a traditional design source. Some justification of design decisions. May concentrate on a single type of design process. Selects some examples and shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of how to develop a design from a traditional design source. May offer little justification for decisions and no examples. Moderate organisation with some use of technical textile terms.	**6**

Question	Answer	Marks
6(c)	**Evaluate the use of mechanical finishes to improve the performance of fabrics.** <u>Brushing</u> • Carried out by machinery to change the surface of the fabric. The fabric is threaded through rollers and small brushes are used to give a raised surface to the fabric. • Called a napped surface. • Usually means fabric has to be laid on straight grain in direction of nap when cutting out a garment. • Used on cotton and wool to make fabric softer. • To make it warmer to wear. • Air is trapped in the hairs raised on the fabric surface improving insulation. <u>Calendaring</u> • A finish that smooths the fabric/makes it lustrous/thin. • Textured surface designs may be applied at the same time. • Fabric is passed through heated rollers and pressure is applied. • Resin and gum may be applied before the finish is applied. • Used on Moire to give watered effect and on cambric and sateens. • Can weaken/make less durable natural fibre fabrics. 5–6 marks Very good/excellent attempt, demonstrates detailed knowledge of both mechanical finishes. Shows a high level of skill in selection of examples of uses 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 mechanical finish or less detailed knowledge of both methods, selects examples of uses. Shows knowledge of technical textile terms with good organisation and presentation skills. 1–2 marks Valid, satisfactory attempt, fair knowledge of one or both mechanical finishes. Competent selection of some uses. Moderate organisation with some use of technical textile terms.	**6**