

FASHION AND FABRICS

6153
Paper 1

1. GENERAL COMMENTS

Appreciation to all teachers who did their utmost best to deliver a good content presentation. Question 2,3 and 6 were the most popular choices. Most candidates didn't manage to answer the question based on the given instructions. Some were misinterpreting questions with a different understanding and they could not give correct answers. The question paper was balanced and met the requirements of the syllabus. Some candidates could not adhere to instructions regarding the choices of questions while some candidates answered all questions. Only three questions should be answered from Section B.

2. COMMENTS ON INDIVIDUAL QUESTIONS

- 1 (a) This question was not answered correctly by most candidates, they could not correctly give the garment measurements for view A and B. Some candidates indicated wrong units (M instead of Cm)

The correct answers were:

(i) 99cm

(ii) 95cm

- (b) This question was answered correctly by most candidates as they were able to identify the pocket on the pullover dress in View A.

The correct answers were.

Patch pocket

Pockets with fold back flap/ Flap Pocket

- (c) Poorly answered by most candidates. They could not correctly identify the collar but instead they wrote peter pan collar or mandarin collar.

The correct answer was

Flat collar

[1]

- (d) Well answered, most candidates were able to state which type of fastener was used on the pullover dress in View B.

The correct answer was

Hook and eye

[1]

- (e) Fairly, answered, some candidates could not clearly describe the silk satin fabric. Most candidates wrote that silk satin is from plants.

The correct answers were

(i) Silk/ Silk worm

(ii) Rodlike filaments joined together with gum/ natural adhesive substance or sericin/woven/knitted

(iii) Striated

(iv) Light

- (f) Fairly answered. Some candidates answered this question correctly but could not give correct units while some could not correctly write the units to indicate how much fabric will be required to construct the garments.

The correct answers were

(i) 2.1m

(ii) 1.9m

- (g) Poorly answered as most candidates could not identify and name the pattern pieces, it seems practical content was not really incorporated into theory to most candidates.

The correct answers were

- 1 Front dress/ front bodice
- 2 Pocket
- 3 Back dress/ back bodice
- 4 Collar
- 5 Front armhole facing
- 6 Back armhole facing
- 7 Sleeve

- (h) Few candidates managed to write correct answers for this question, they could not specify what special care should be taken when applying iron on interfacing.

The correct answers were:

- Fabric layers should be firmly placed/attached together
- The fusible interfacing should be cut out in the same proportion as the pattern piece
- The shine side should be placed on the W.S. of the fabric
- The iron should be the correct temperature
- Ironing should be in one direction only
- Press cloth should be used to protect iron against excessive adhesive from interfacing
- Do not use steam iron on interfacing

- (i) Most candidates managed to give reasons why interfacing is used.

The correct answers were:

- To give a better shape
- Improve draping quality of fabric/to strengthen
- Prevents stretching of certain parts of the garment e.g. neckline
- Add stiffness and body to the garment e.g. collars, cuffs/ harden collars
- Hide visible seam allowances when used in conspicuous seams e.g. down front of opening
- To stop fabric from folding unnecessarily at armholes (to give extra body/
- Firmness

SECTION B

- 2 (a) This questions were well answered, only few candidates were not able to name the purely synthetic fibres and describe thermoplastic fibres.

The correct answers were:

- (i) Examples of synthetic fibres:

- polyamide–terylene – nylon organza
- nylon –crimplene – Acrylic jersey
- polyester–acrylic
- Dacron –orlon
- courtelle –dralon
- polyester – twill
- rip – stop nylon

- (ii) Are fibres that are softened by heat, they will melt but will not catch fire or burn rapidly

- (b) This question was poorly answered as most candidates could not explain five benefits of using wool fibres for clothing.

The correct answers were:

- Wool is very elastic and resilient and will shed creases easily
- Wool does not catch fire easily, it smothers when it is set alight
- It's a safe fabric for children's clothes, carpets and upholstery because it does not catch fire easily
- Wool absorbs moisture quickly without feeling damp and clammy, this make wool suitable for underwear and winter garments/ it is absorbent
- Wool is easy to dye/fairly colourfast
- Wool is very warm and a good insulator due to the scales on the surface of the fibres/ poor conductor of heat
- Wool is cool to wear in summer
- Wool is not strong

- (c) This question was overall not well answered as only few candidates were able to compare woven and knitted fabrics and only few managed to give one example to each. Most candidates answered this question as a blend fabric.

The correct answers were:

Woven fabrics

- are interfaced with two or more sets of yarns at right angles
- carried out on a loom
- have various lengths
- have various widths – 90cm / 115cm /150cm
- consist of warp threads and weft threads
- wide variety of different weaves

Examples: damask, brocades, bouclé, slub, crepe, muslin, organdie, serge, gabardine, satin, hopsack, monk's cloth

Knitted fabrics

- formed by interlocking yarn loops
- are flat or circular fabrics
- weft – definite right and wrong side
- warp consists of vertical chain of loops
- weft knitted fabrics unravel/ladder easily
- warp knitted fabrics do not unravel/ladder
- weft knitted fabrics are stretched easily
- warp knitted fabrics have little stretch and are firm

Examples: wool jersey, rayon jersey, silk jersey, nylon jersey, tricot, terylene jersey, courtelle, crimplene

- (d) This question was overall not well answered as only few candidates were able to discuss the properties of viscose and acetate fabrics for garment making.

The correct answers were:

	Strength	Comfort	Absorbency	Resiliency	Colour fastness
Viscose	<ul style="list-style-type: none"> - Reasonably strong, loses strength when wet - Attacked by mildew - Damaged by acids and strong alkalis - Abrasion resistance 	<ul style="list-style-type: none"> - Soft and drape well - Not warm to wear - Conducts heat well from the body 	<ul style="list-style-type: none"> - Absorb moisture, - More absorbent than cotton - Suitable for wearing in hot weather 	<ul style="list-style-type: none"> - Not resilient, therefore it creases easily - Need a crease resistant finish - Care must be taken not to wash this off or lose it by the heat of the iron 	<ul style="list-style-type: none"> - It can be dyed easily and loses colour very fast - Dyes are absorbed well and fast/ - Can be dyed in a wide range of colours
Acetate	<ul style="list-style-type: none"> - Loses strength when wet - Has a poor abrasion resistance - Should not be rubbed and twisted during laundering 	<ul style="list-style-type: none"> - Is a poor conductor of heat and so keeps the body fairly warm - Used as a warm lining for coats 	<ul style="list-style-type: none"> - Is not very absorbent - Not suitable for underwear or nightwear - It dries quickly 	<ul style="list-style-type: none"> - Is quite resilient and - Somewhat elastic 	<ul style="list-style-type: none"> - Can be dyed well as it absorb or take dye quite easily

- 3 This question was misinterpreted by most candidates they explained factors to consider when budgeting instead of factors to consider when planning for a wardrobe.

The correct answers were:

- (a) - Decide on what you need and how much you are prepared to spend/ determine your needs from your wants
- Buy carefully and systematically
 - Choose clothes that are suited to your personality/ figure
 - Choose suitable clothes for the season
 - Choose clothes suitable to your occupation
 - Consider quality rather than quantity
 - Choose a few basic clothes if your clothing allowance is limited
 - Decide on a colour scheme
 - Choose comfortable, well fitting foundation garments

(b) This question was answered well, few candidates could not draw the care symbols that can be found on a cotton blouse as well as state their meaning.

The correct answers were:



40°lukewarm water



Warm iron



Do not bleach



Drip dry



Hang on line to dry

(c) This question was not answered well as only few candidates were able to describe the suitable fabrics that can improve Elizabeth's cotton blouse.

The correct answers were:

Bleaching – A chemical finish used to remove all natural colour and make the fibres white to prepare them for dyeing

Crease-resistant –The process of treating the fabric with special synthetic resin which penetrate the fibres and make them more resilient

Sanforizing – A finish used to immerse fabrics repeatedly in an alkaline solution to ensure that it will reduce shrinking of the fabric

Flame resistancy – This process prevents the spreading of flames. Fabrics treated this way do not catch fire easily and are therefore safe to use for all children's wear

Mercerisation – adds strength, shine and absorbency to a cotton fabric

Sizing – helps retain freshness in cotton fabrics and makes it crisp to handle.

(d) This question was overall well answered by most candidates. They were able to discuss points that Elizabeth should follow for the care of her personal clothing.

- Air garments before hanging them back in the cupboard
- Hang neatly. Never store clothing that is dirty
- Remove stains immediately, brush to remove dust, clean all collars before storing
- Iron/press creased garments
- Wash garments worn next to the skin after they had been worn
- Clean shoes before they are put away, if they are damp, allow them to dry outside
- Fold jersey and underwear neatly and arrange in neat piles
- Underclothing, stockings and handkerchiefs should be washed after every wearing
- Hook belts over the hook of the hanger or hang them on a special hook in the wardrobe, they should not hang from the thread loop of a garment, as they may tear it out
- Make necessary repairs to buttons, zip fasteners, hems, seams and loops that are becoming unstitched, before you put away the garments
- Wash coloured fabrics separately
- line drawers and shelves in cupboards with white papers and keep underwear in neat piles.

4 (a) This question was selected by few candidates. They were able to state the requirements for fitting garments at various stages of construction.

The correct answers were:

- When the shoulders and the underarm of the bodice and the seams of the skirt are tacked
- When the waist joint is tacked
- When the collar is tacked to the neckline finish
- When the sleeves are tacked into the armholes
- When the upper part of the garment is tacked to the lower part of the garment
- When the hem is tacked

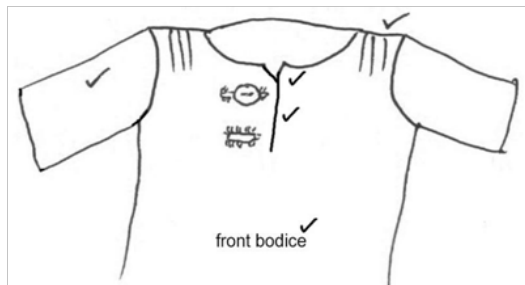
- (b) This question was challenging to most of the candidates. They could not describe the suitable styles/fabrics for a tall and well proportioned heavy figure lady.

The correct answers were:

- Vertical style lines, Y-lines and long-slanted lines
- Simple smooth, fitted sleeves, long, narrow collars
- Style without belts or an arrow belt in the same fabric as the dress
- Simple straight skirts, or skirts with narrow panels hanging straight down the sides
- Fabrics with narrow vertical stripes, small motifs, smooth textures with no sheen
- Dark colours and dull shades fabrics

- (c) Drawing was a challenge to most candidates, but they were able to draw a correct front view of a child's dress with only few features.

The correct answers were:



- (d) This question was also a challenge to most candidates. They could not discuss correctly how fabrics and colour influence the choice of garments for young people.

The correct answers were:

- The colour of the skin or hair can be accentuated by wearing the same colour or its complement
- Unbecoming colours can more readily be used in uneven, dull textures such as soft woollens, corduroy and tweeds
- Shiny, smooth textures make colours more difficult to wear
- Young people with strong value contrasts in their personal colouring e.g. a high value in the skin colour and low value in the hair colour can wear a wide range of colours and colour combinations
- Young people with close value or little contrast should choose middle or low intensities with a darker/brighter colour as an accent
- Choose colours with a lower value than the colour value of the skin
- The colour of the hair, eyes and skin can be emphasized by repeating the same hue in the clothes
- The figure looks larger in white, bright, and in warm colours while dark, dull and cool colours (except black) make the figure appear smaller
- If a few colours (hue) are combined in an outfit, the proportions should not be the same, this breaks up the figure into definite areas
- Young people should choose light and warm colours such as yellow, red and pink
- Black is often labeled as sophisticated
- White accessories may add a fresh youthful note to the costume
- People who have the same colouring but different characteristics, should alter or modify their colour choice to suit their different personalities
- They may wear the same hues but different values and intensities of these hues
- choose durable, printed, shiny, colourfast fabrics
- choose small printed designs that are flattering and provided that the colour is soft
- choose colourful, small all over pleats which are popular as creases are not so noticeable.
- choose good colour and decorative designs
- choose fabrics from purest white to the brightest red, with spots, stripes, check, floral prints and even the most glaring colour

- 5 (a) Most candidates could not explain the meaning of binding, facing and hem. Instead some candidates listed their uses.

The correct answers were:

(i) Binding

- Binding is a strip of an even but narrower width fabric designed to fold around the raw edge of a fabric application to finish the edge
- Is cut on the bias of the fabric therefore has great elasticity and will easily curve to accommodate the corners and curves of the fabric edge

(ii) Facing

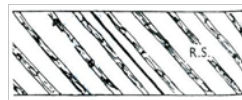
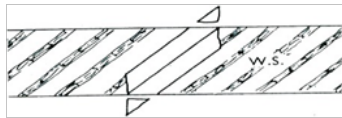
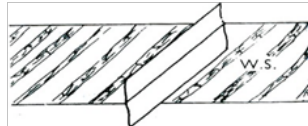
- These are strips of even width which are cut on the exact bias of the fabric and therefore have great elasticity
- Is visible only on one side of the garment and it can be either decorative or functional

(iii) Hem

- A hem is one of the last processes to be done on a garment
- Hems are used to neaten the lower edges of garments/hemline of blouses, skirt, frocks, jackets, coats, petticoats and nightwear and sleeve and pocket edges

(b) Some candidates were able to draw the correct diagrams but could not label and explain. While others were able to explain though they could not clearly use notes with clear diagrams of how to join the crossway strips to be used on the sleeveless armhole dress as shown in View A of the insert.

The correct answers were:



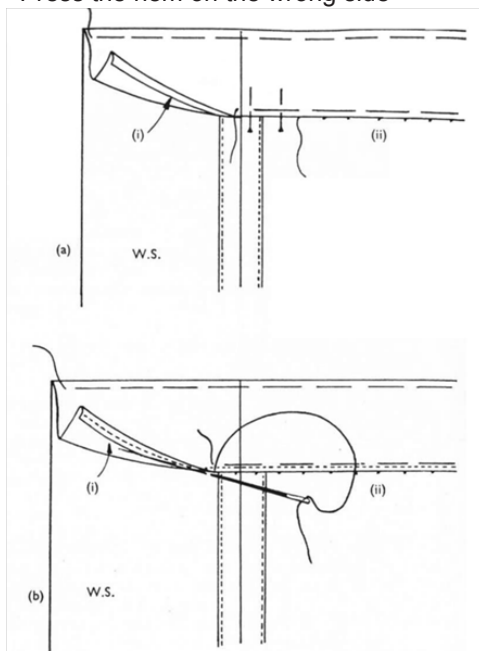
Joining

- Join the strips by placing the right sides of the two ends together with their straight grain matching
- Two strips should form a V
- Edges will meet and a corner will overlap at each diagonal edge
- Pin and stitch a 5 mm seam parallel to the straight edge
- Press seam open and trim off the corners

(c) Most candidates could not explain this question of how to make a plain hem by hand on a plain linen fabric. Candidates who managed to clearly draw could not label while those who explained could not draw as well.

The correct answers were:

- Before turning up the hem, reduce the bulkiness within it by trimming the seam allowances
- Fold a 5mm turning on the inside at the edge of the hem, edge stitch on the fold
- Pin and tack the folded hem edge to the garment and sew it down with hemming or slip hemming stitch
- Remove the tacking threads
- Press the hem on the wrong side



- (d) This question was poorly answered by most candidates. They could not discuss the advantages of finishing a shirt style collar with a shaped facing rather than a crossway strip.

The correct answers were:

Shaped Facing	Crossway Strips
<ul style="list-style-type: none"> • Shaped facings are cut on the same thread grain and to the same shape as the edge they will face or neaten off • Shaped facings may be curved, square, rounded, pointed or scalloped • Shaped facings are most frequently used to finish off neckline edges • They are usually cut from the same fabric as the garment for functional purpose • They are also used for decorative purpose when they are cut in a contrasting colour or design and applied to the right side of the garment • A shaped facing is usually wider than a crossway strip • The width of the shaped facing, including seam allowances and turnings, depends on its shape and its position on the garment • The pieces for a shaped facing are cut to the shape of the edge to be faced • The edges of articles such as traycloths, runners and guest towels can also be finished off with a shaped facing • Pattern pieces for the required facings are usually included in the garment pattern 	<ul style="list-style-type: none"> • Are narrow strips of lightweight fabric cut on the bias so that it can be shaped to conform to the curve it will finish off • Are often used on sheer fabrics to eliminate a wide facing that may show through • Are also used on children's garments • A strip of lining fabric can eliminate heavy shaped facings on bulky fabrics • Is particularly attractive since the design when cut on the bias become diagonal

- 6 (a) This question was answered correctly by most candidates as they are familiar with this topic since grade 8. They were able to list and state reason for the small sewing tools used in garment making.

The correct answers were:

Pins - Used to join pieces of fabrics together before tacking/sewing
 - Are generally used for working on delicate fabrics

Pin cushion - For easily pressing pins into them to be used during sewing
 - Can also be used to store/keep pins while sewing

Thimble - It help to make neat stitches
 - Help to increase your hand sewing speed
 - Protect the forefinger when sewing

A pair of tweezers - To remove fluff caused by tailor's tacking
 - For unpicking tacking stitches

A needle threader - To make it easier to thread hand and machine needles

A magnet - For picking up dropping pins

A needle - For hand and machine sewing

A thread - for hand and machine sewing

- (b) This question was well answered well by most candidates as they were able to explain how to care for an electric sewing machine.

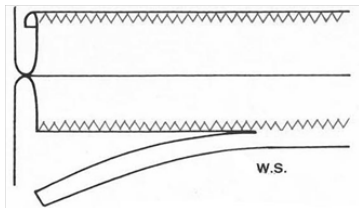
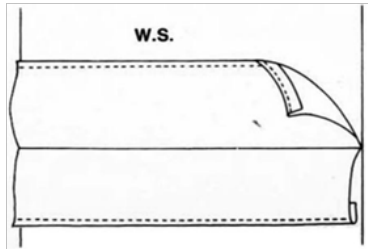
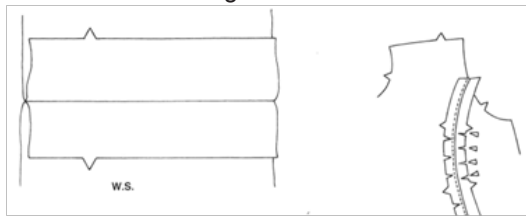
The correct answers were:

- Keep the machine in good working order by cleaning and oiling it regularly
- See that the needle is perfectly straight, that it is correctly inserted in the needle clamp and is tightly clamped
- Check the electrical flex to make sure it is not frayed
- Store the machine in a cool, dry place away from direct sunlight/ dust free place or space
- Service the machine regularly
- Turn the power off and unplug the machine before cleaning
- Pack all attachments carefully in a box
- Cover the machine when not in use
- Keep the cord out of the way and make sure it is safe
- Do not pull your work while stitching
- do not stitch over pins as this will cause the needle to break
- wind the bobbin evenly and not too full
- Stitch slowly over thick parts
- Dust and oil the machine regularly
- Place a piece of cloth underneath the pressure foot

- (c) This question was poorly answered by most candidates. Candidates could not use notes and clearly labelled diagrams to explain how to make an open single seam on a linen fabric with suitable edge finish.

The correct answers were:

- Place the two pieces of fabric with the R.S. together
- Level the raw edges and match the pattern notches accurately
- Pin the pieces together and tack on the fitting line
- Remove tailor's tacking before stitching
- Stitch the seam on the fitting line just inside the line of tacking
- Remove tacking and press the seam open on the W.S.
- Neaten the raw edges of the seam with any of the finishing seam edges finishes e.g.
- Stitched seam edges
- Zigzagged overlocker seam edges
- Blind stitching by machine
- Serpentine by machine stitching
- Blanket seam stitch
- Overcast seam edges



- (d) Most candidates were able to answer this question correctly as they were able to discuss the points to consider when choosing a new overlocker machine for garment making.

The correct answers were:

- Choose an electrical operated overlocker machine either by foot or knee control
- Choose the model which is most suited to your own requirements
- Choose the type of overlocker machine/model suited to your pocket (that you can afford) Affordable and quality machine
- Choose an overlocker machine that can be set to produce a variety of patterns of machine stitches and does these without further adjustment of stitch length or width/ can produce variety of stitches
- Choose an overlocker machine that is of a reliable and well known make
- Choose an overlocker machine that will enable you to obtain spare parts whenever they are required/ machine parts readily available
- Choose an overlocker that have two/three threads or four threads
- Ensure the overlocker machine have the colour code on frister-lock 4 leads thread to the correct position with diagrams facing the worker on the front of the machine as it is being threaded
- Choose another good feature which is the two speed foot control for the new or nervous worker
- When choosing an overlocker machine make sure the cutter is safe whether in or out of use so that no accident occur
- Consider whether there is training on how to use the new machine
- Is maintenance easy/ easy to repair?
- How long is the guarantee?
- It should have spare parts such as needles, blades, screws machine oil

3. POSITIVE SUGGESTION TO TEACHERS

- Teachers are encouraged to emphasize more on key verbs as stipulated in the learning objectives of the syllabus during teaching as well as assessing of candidates.
- In each question of Section B, there will always be one discuss question whereby candidates are expected to give well discussed points with details explanations, illustrations or elaborations with wide range of examples of different methods.
- Candidates are expected to use their knowledge with understanding from the theoretical part of the subject content together with the practical skill content in order to be able to fully answer such questions to handle information and solve problems.
- Centres that did not perform well, teachers are strongly encouraged to use their syllabus to direct them and make sure that all aspects of the content are all fully covered and understood by all the candidates.