

Cambridge O Level

CANDIDATE
NAME

--

CENTRE
NUMBER

--	--	--	--	--

CANDIDATE
NUMBER

--	--	--	--

* 0 1 2 3 4 5 6 7 8 9 *

FASHION & TEXTILES

6130/01

Paper 1 Theory

For examination from 2026

SPECIMEN PAPER

2 hours

You must answer on the question paper.

No additional materials are needed.

INSTRUCTIONS

- Answer **five** questions in total:
Section A: answer **all** questions.
Section B: answer **three** questions.
- Use a black or dark blue pen.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.
- You may use an HB pencil for any diagrams or rough working.
- You should illustrate your answers with clear, bold diagrams wherever necessary.

INFORMATION

- The total mark for this paper is 100.
- The number of marks for each question or part question is shown in brackets [].

This document has **18** pages. Any blank pages are indicated.

Section A

Answer **all** questions.

- 1 Fig. 1.1 is a drawing of the front and back view of a dress.

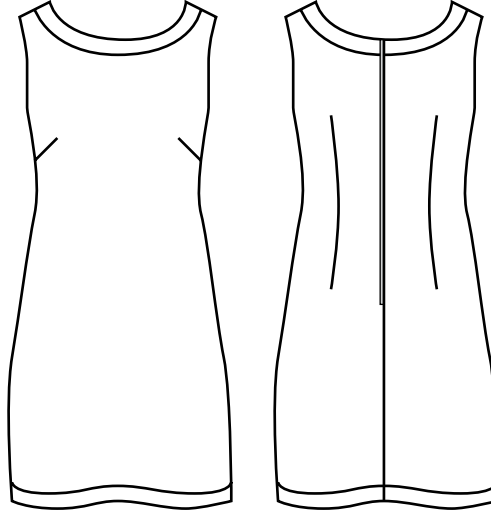


Fig. 1.1

- (a) (i) Give **two** reasons why poplin is a suitable fabric for the style of dress in Fig. 1.1.

1

2 [2]

- (ii) Identify **one** fabric other than poplin that is suitable for the style of dress in Fig. 1.1.

..... [1]

- (b) (i) Identify **one** plant fibre that could be used to make poplin fabric for the dress in Fig. 1.1.

..... [1]

- (ii) State **two** performance characteristics of the plant fibre identified in **1(b)(i)**.

1

2 [2]

- (c) (i) Identify the method used to reduce fullness in the dress in Fig. 1.1.

..... [1]

- (ii) Identify **three** methods that could be used to neaten the plain side seams of the dress in Fig. 1.1.

1

2

3

[3]

- (iii) State **two** factors that would influence the choice of zip for the dress in Fig. 1.1.

1

2

[2]

- (d) (i) Identify **two** ways computer-aided manufacture (CAM) can be used in the production of the dress shown in Fig. 1.1.

1

.....

2

.....

[2]

- (ii) State **three** ways in which fabric left over from factory production of the dress in Fig. 1.1 can be recycled.

1

.....

2

.....

3

.....

[3]

(iii) Describe batch production.

.....

.....

.....

.....

.....

..... [3]

(e) Describe how plain weave fabric is constructed.

You **may** use a labelled diagram to support your answer.

.....

.....

.....

.....

.....

.....

.....

.....

[4]

(f) Give **two** examples of sustainable textile fibres.

1

2

[2]

- (g) State **four** advantages of using computer-aided design (CAD) to develop a design for a dress.

1

.....

2

.....

3

.....

4

.....

[4]

[Total: 30]

- 2 (a) Fig. 2.1 is a drawing of a ladybird (ladybug). It is an insect that can be red, orange or yellow and has black spots on the body.

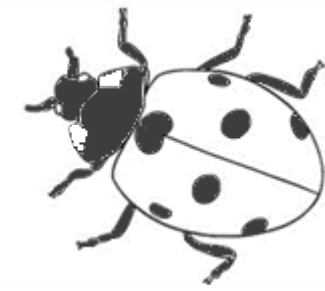


Fig. 2.1

Sketch and label a design for a child's jacket using the design specification below.

Your sketch should be labelled to indicate fabrics, fastenings and colours.

Design specification

- The jacket is for a child aged 3–4 years.
- The design or any decoration must be based on a ladybird theme.
- The jacket must be suitable to wear in warm weather.
- The fabric must be washable.
- The jacket must have a fastening suitable for a child.
- The jacket must have at least one pocket.

- (b) (i) Suggest **one** fibre to make fabric for the jacket sketched in **2(a)** that will make the jacket suitable to wear in cold weather.

..... [1]

- (ii) Suggest **two** changes to the design of the child's jacket sketched in **2(a)** that will make it suitable to wear in cold weather. Do **not** refer to fibres in this answer.

1

.....

2

.....

[2]

[Total: 10]

Section B

Answer any **three** questions from this section.

3 (a) (i) State the **five** stages of the fashion cycle.

- 1
- 2
- 3
- 4
- 5 [5]

(ii) Define the term fad fashion.

-
-
-
- [2]

(b) (i) Suggest **three** smart materials to use in the design of children's clothes.

- 1
- 2
- 3 [3]

(ii) Identify **two** suitable fabrics that could be used to make school shorts.

- 1
- 2 [2]

(c) Analyse the reasons why T-shirts are classic items of clothing.

[8]

[Total: 20]

- 4 (a) (i) Fig. 4.1 is a drawing of a sewing machine.

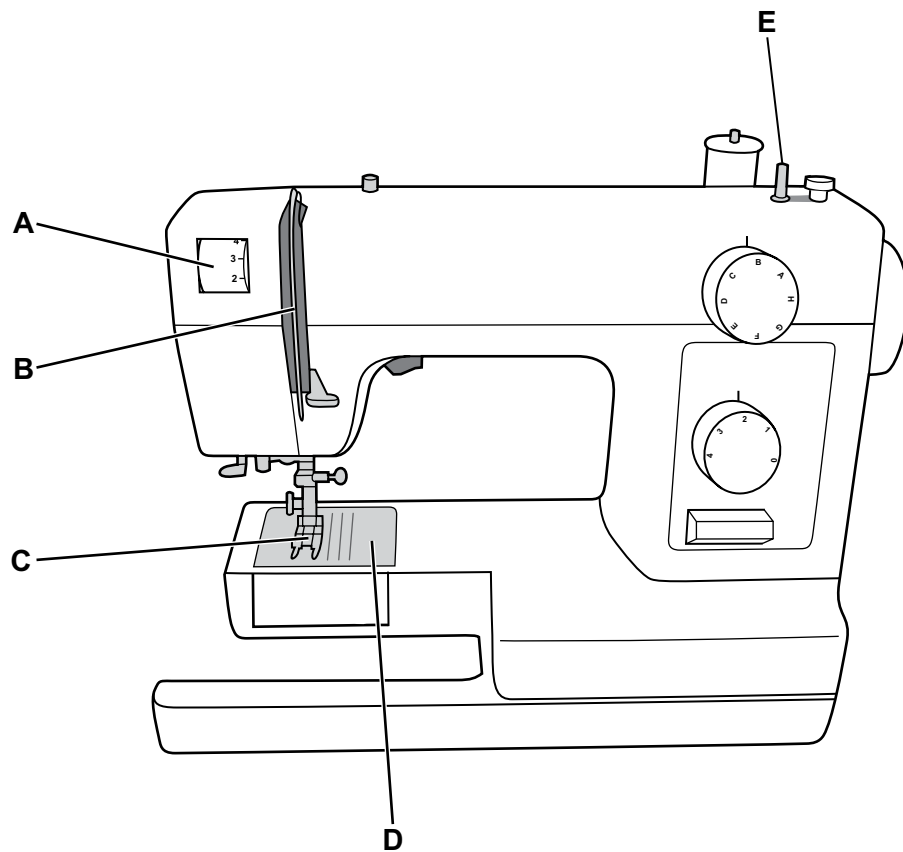


Fig. 4.1

Identify the **five** parts of the sewing machine labelled in Fig. 4.1.

- A
 B
 C
 D
 E [5]

- (ii) Give **two** sewing machine stitch settings for zigzag stitch.

- Setting 1
 Setting 2 [2]

(b) Suggest **five** points to consider when selecting a sewing machine for home use.

1

.....

2

.....

3

.....

4

.....

5

.....

[5]

- (c)** Discuss the advantages and disadvantages of using a sewing machine instead of hand sewing a garment.

[8]

[Total: 20]

Question 5 begins on page 14.

5 (a) (i) State **four** pieces of information found on a pattern envelope.

1

.....

2

.....

3

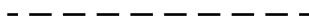
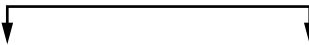

.....

4

.....

[4]

(ii) State the meaning of each of the following pattern symbols:

Symbol	Meaning
	
	
	

[3]

(b) (i) Suggest **one** reason why the straight grain symbol **must** be used correctly when using fabric with a nap.

.....

..... [1]

(ii) Explain how to alter a paper pattern to make a skirt longer.

.....

.....

.....

.....

.....

.....

.....

..... [4]

(c) 'Commercial patterns should always be used when making garments.'

Discuss this statement.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [8]

- 6 (a) (i) Fig. 6.1 is a drawing of two tops.

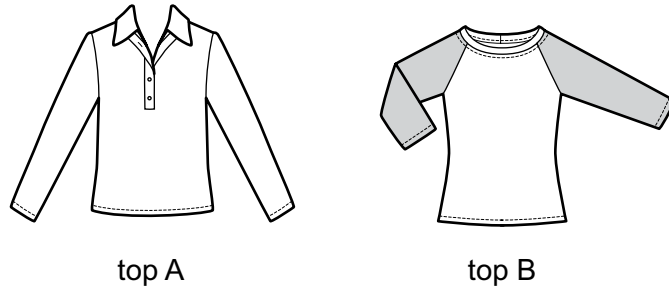


Fig. 6.1

Identify the **two** types of sleeve shown in Fig. 6.1.

Top A

Top B [2]

- (ii) Identify **three** different types of pocket.

1

2

3 [3]

- (iii) Define the following textile terms:

Shape

.....

Form

..... [2]

- (b) (i) Suggest **two** ways in which line can be used to change the appearance of a dress.

1

.....

2

..... [2]

(ii) Suggest **three** ways in which colour can be used in the design of a coat.

1

.....

2

.....

3

.....

[3]

(c) Evaluate the importance of using the principles of design when designing fashion garments.

.....

.....

[8]

[Total: 20]

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (Cambridge University Press & Assessment) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

Cambridge Assessment International Education is part of Cambridge University Press & Assessment. Cambridge University Press & Assessment is a department of the University of Cambridge.