



# **2008 Fashion & Textile Technology**

## **Intermediate 2**

### **Finalised Marking Instructions**

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**2008 Fashion and Textile Technology  
Intermediate 2**

**Marking Scheme**

**Question 1**

(a) Natural fibres can be classified according to their sources. Name <b>two</b> animal fibres and <b>two</b> plant fibres.	
<b>Core skills:</b> Recall and use of knowledge	<b>Mark allocation:</b> 2 marks
2 x ½ mark for each correctly identified fibre	

<p><b>Animal fibres</b></p> <ol style="list-style-type: none"> <li>1. Wool.</li> <li>2. Silk.</li> <li>3. Cashmere.</li> <li>4. Mohair.</li> <li>5. Angora.</li> </ol> <p><b>Plant fibres</b></p> <ol style="list-style-type: none"> <li>1. Cotton.</li> <li>2. Linen.</li> </ol>
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(b) Identify <b>two</b> chemical fabric finishes and give <b>one</b> benefit of each finish.	
<b>Core skills:</b> Recall and use of knowledge	<b>Mark allocation:</b> 3 marks
2 x ½ mark for each correctly identified chemical fabric finish	
2 x 1 mark for each correctly identified benefit	

<b>Chemical finish</b>	<b>Benefit</b>
Anti-pilling	<ol style="list-style-type: none"> <li>1. Prevents small balls of tangled fibres forming (on the surface of the fabric) so maintains appearance.</li> <li>2. Maintains the appearance for longer so saves money on replacing the item.</li> </ol>
Anti-static	<ol style="list-style-type: none"> <li>1. Prevents clothing sticking to the body due to static electricity so makes the garment more comfortable to wear.</li> <li>2. Prevents crackling/sparking from static electricity so more comfortable to wear.</li> <li>3. Prevents dust/dirt being attracted to clothing so maintains the appearance.</li> </ol>
Crease resistance	<ol style="list-style-type: none"> <li>1. Reduces wrinkling so will maintain appearance.</li> <li>2. Less ironing needed (so saves time/energy.)</li> </ol>
Flame resistance	<ol style="list-style-type: none"> <li>1. Reduced likelihood of catching fire so safer to use/wear.</li> </ol>
Stain resistance	<ol style="list-style-type: none"> <li>1. Fabric will be less likely to mark so maintaining appearance.</li> <li>2. Fabric will be easier to wash saving time/effort.</li> <li>3. Stains will be removed in normal wash saving time/money on specialist cleaning.</li> <li>4. Reduces need for harsh stain removal so garment will last longer.</li> </ol>

**Question 1 (continued)**

<b>Chemical finish</b>	<b>Benefit</b>
Shrink resistance	1. Will maintain size/shape during washing so maintaining appearance.
Water repellence/ waterproofing	1. Fabric will be drier in wet weather so will be more comfortable. 2. Fabric will dry quickly so will be ready for use again quickly.
Anti-bacterial	1. Prevents growth of bacteria (from perspiration) so reduces need for excess washing. 2. Prevents damage to fabric by bacterial growth. 3. Prevents damage to fabric appearance by staining. 4. Prevents growth of bacteria so reduces smells/possible infection. 5. Moulds will not develop so fabric will not smell/mark if put away damp.

(c) The fibre content labels shown below can be found on trousers to be worn for work. The trousers must look smart, be comfortable to wear and be washable.  
Choose the most suitable fabric for the trousers.  
Give **three** reasons for your choice.

<b>Core skills:</b> Drawing conclusions	<b>Mark allocation:</b> 4 marks
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1 mark for correct choice 3 x 1 mark for correct reason linked to case study
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**Correct choice – Label B**

**Cotton**

1. Absorbent so this will make the trousers comfortable to wear.
2. Strong so the trousers will withstand wear and tear if worn a lot to work.
3. Durable so the trousers will wash/wear well.
4. Smooth surface so dirt or dust will not be trapped by the fabric and appearance will be maintained.

**Polyester**

1. Has good strength so the trousers will last longer/will not wear quickly if worn a lot to work.
2. Will resist pilling so will look smart.
3. Crease resistant so will maintain a smart appearance.
4. Does not absorb stains so will maintain a smart appearance.
5. Not absorbent so will dry quickly if worn to work in the rain.
6. Can be set in permanent crease so will have a smart appearance.
7. Light weight so will be comfortable to wear.

### Question 1 (continued)

#### Elastane

1. Has excellent stretch so will make the trousers comfortable to wear.
2. Crease resistant so will maintain a smart appearance.
3. Has good strength so the trousers will last longer/will not wear quickly if worn a lot to work.
4. Does not absorb stains so will maintain a smart appearance.
5. Not absorbent so will dry quickly if worn to work in the rain.
6. Light weight so will be comfortable to wear.
7. Has excellent recovery so will help trousers maintain their shape.

#### Mixture of fibres

1. Creasing will be reduced as cotton is mixed with other two fibres so the trousers will have a smarter appearance for wearing to work.
2. Smooth surface so dirt or dust will not be trapped by the fabric and appearance will be maintained.
3. Complementary properties will make the fabric easier to wash/dry/iron/laundry/care for.

(d) Explain why **each** of the following fabric properties would be important to the wearer.

- (i) Drape
- (ii) Dimensional stability.

**Core skills:** Recall and use of knowledge

**Mark allocation:** 2 marks

2 x 1 mark for correct explanation

#### (i) Drape

1. Will make a garment hang well.
2. Will make a garment feel comfortable.
3. Will give a smart appearance to a garment.

#### (ii) Dimensional stability

1. Will help prevent creasing/wrinkling on the fabric.
2. Maintains appearance as will not stretch out of shape.
3. Gives support/strength to fabric.

**Question 1 (continued)**

(e) Explain why filament fibres are often used to make lining fabrics.

**Core skills:** Recall and use of knowledge

**Mark allocation:** 1 mark

1 mark for correct explanation

1. Have a smooth surface so are comfortable to wear next to the skin.
2. Are soft so are comfortable to wear next to the skin.
3. Are light weight so do not add weight to a garment.
4. Have a smooth surface so the garment will slip on/off easily.
5. Have a luxurious feel so they will be comfortable to wear next to the skin.
6. Have a smooth surface so the garment will hang well.

## Question 2

(a) State **four** of the principles of design.

**Core skills:** Recall and use of knowledge

**Mark allocation:** 2 marks

4 x ½ mark for each correctly identified design principle.

1. Function.
2. Aesthetics.
3. Safety.
4. Hygiene.
5. Quality.
6. Durability.

(b) A Fashion and Textile department is making covers for floor cushions.

Choose the **most suitable** fabric for making the covers. Give **three** reasons for your choice.

**Core skills:** Drawing conclusions

**Mark allocation:** 4 marks

1 mark for correct choice

3 x 1 mark for reasons linked to the case study

**Correct choice:** Fabric D

**Flame resistance – 4 ticks/excellent/best**

1. 4 ticks/excellent/best so cushion will be safe if comes in contact with naked flame.
2. 4 ticks/excellent/best so cushion will not burst into flames if exposed to fire.

**Machine washable – yes**

1. Can be washed successfully so appearance of floor cushion will be maintained.
2. Important as a floor cushion may need frequent washing.
3. Quicker/easier to do than hand washing so will save time/effort in replacing the cover.

**Crease resistance – 3 ticks/very good/second best**

1. 3 ticks/very good/second best so will not crease in use so appearance of floor cushion will be maintained.
2. 3 ticks/very good/second best so ironing time is reduced so time will be saved when making/caring for the cover.
3. 3 ticks/very good/second best so will be easy to work with when constructing the cover as it will not crease.

## Question 2 (continued)

### Strength – 4 ticks/excellent/best

1. 4 ticks/excellent/best so will be less likely to rip or tear in use.
2. 4 ticks/excellent/best so cover will withstand wear and tear.
3. 4 ticks/excellent/best so will last longer/will not need to be replaced.
4. 4 ticks/excellent/best so will withstand frequent washing which may be necessary in a floor cushion cover.
5. 4 ticks/excellent/best so will be unlikely to rip/tear during construction.

### Texture – 3 ticks/very good/second best

1. 3 ticks/very good/second best texture so cushion will be comfortable to sit on.
2. 3 ticks/very good/second best so may make the appearance of the cushion cover more attractive.

(c) The Fashion and Textile department is choosing scissors.  
Evaluate the suitability of **four** design features of the scissors for use in the Fashion & Textile department.

**Core skills:** Evaluation

**Mark allocation:** 4 marks

4 x 1 mark for correct evaluation linked to case study

### Stainless steel blades

1. Suitable as blades will not rust so will not spoil appearance of fabric being cut.
2. Suitable as will maintain appearance of scissors so children will want to use them.
3. Suitable as they can be easily sharpened as scissors will be used a lot.

### Available for right or left handed use

1. Suitable for the school as pupils could be right or left handed.
2. Suitable as same style of scissors is available for both right and left handed pupils so no pupil will feel discriminated against.
3. Suitable as department may save money if scissors can be bought in bulk for both right and left handed pupils.
4. Less suitable as a pupil who selects the wrong cutting blade will not be able to cut fabric properly.

### 12cm blade length

1. Suitable as long blade length can be used for cutting out larger fabric pieces.
2. Suitable as long blades will make it easier for the pupils to obtain a neat edge when cutting fabric.
3. Less suitable as long blades may make it more difficult for younger pupils to handle.
4. Less suitable as long blades may make it more difficult for pupils to cut out small pattern pieces.

### Lightweight

1. Suitable as younger pupils will find lightweight scissors easier to use.
2. Suitable as younger pupils may not have good strength in their hands.
3. Less suitable if the scissors are too lightweight the pupils may not obtain as good a finish.

## Question 2 (continued)

### Handle shaped for fingers and thumb

1. Suitable as comfortable for the pupils to use.
2. Suitable as pupils will be able to support scissors well so will ensure the best possible edge finish.
3. Less suitable as pupils may have small hands so finger and thumb grips may be uncomfortable to use.
4. Less suitable if pupils hold scissors incorrectly they will experience difficulties in use/may obtain poor results.

### Coloured plastic handle

1. Suitable as department can colour code scissors for each textile room/left and right handed pupils.
2. Suitable as brightly coloured handles will make scissors easier to spot/less likely to be lost.
3. Suitable as scissors will be attractive so pupils will enjoy using them.
4. Suitable as plastic handles will be softer and warmer for pupils to use.

### Durable construction

1. Suitable as scissors will be used by many pupils.
2. Suitable as scissors will need to be long lasting so saving the department money.
3. Suitable as this should save the department having to purchase replacements if on a limited budget.

(d) Give **two** points of information the BSI Kitemark gives the consumer when buying scissors.

**Core skills:** Recall and use of knowledge

**Mark allocation:** 2 marks

2 x 1 mark for correct points of information

1. The scissors have complied with the standards for use in Britain.
2. The scissors will suit the purpose intended.
3. The scissors will work efficiently.
4. The scissors will be safe to use.
5. The scissors have been tested for safety in normal use.
6. The scissors should not cause injury or harm in normal use.

### Question 3

(a) Give **two** reasons why a fashion designer would attend fashion shows.

**Core skills:** Recall and use of knowledge

**Mark allocation:** 2 marks

2 x 1 mark for each correctly identified reason

1. To view high fashion garments.
2. To see the latest styles on display.
3. To view the following season's designs.
4. To generate ideas for their designs.
5. To identify the latest fashion trends.
6. To display/show their designs.
7. To network with others in the fashion business.

(b) Explain the meaning of the following fashion terms:

street fashion

haute couture.

**Core skills:** Recall and use of knowledge

**Mark allocation:** 2 marks

2 x 1 mark correct explanations

#### **Street fashion**

1. Fashion trend/a culture fashion which is adopted by youths.
2. Fashion styles which reflect/show group identify.
3. A (local) style often initiated by youth/teenagers.
4. Often in direct opposition to mass fashion of the time as being different is important.
5. Fashion often starts on the street then goes on to influence mainstream fashion.
6. Clothing worn on the street by certain people, usually teenagers, to express their identity and individuality.

#### **Haute couture**

1. Very expensive fashions which are usually individually made/exclusive/one-offs.
2. High fashion garments made by famous designers/fashion houses/designer clothes/labels.
3. Garments which are labour intensive to produce/many processes are carried out by hand.
4. Innovative garments which usually set a new fashion trend.
5. Garments shown at prestigious fashion houses/shows.
6. Very expensive as they may use expensive components eg real jewels.

**Question 3 (continued)**

(c) Identify and explain the **two** missing stages of the fashion cycle.

<b>Core skills:</b> Recall and use of knowledge	<b>Mark allocation:</b> 3 marks
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2 x ½ mark for correct identification of stage

2 x 1 mark correct explanation

**Stage 2 – Rise in popularity of style**

**Explanation**

1. The style has had more publicity as style leaders have worn the fashion item so it is becoming more popular.
2. The fashion item may be still expensive to buy as it is still very popular.
3. The original style may have been adapted to be more suitable to the general consumer to wear/buy.

**Stage 4 – Decline of style**

**Explanation**

1. The item is still being worn but is less popular due to the length of time it has been in fashion/been on offer.
2. The fashion is becoming less popular so will be sold cheaper to get rid of surplus stock.

(d) Give **one** reason why a fashion designer would put a logo on a garment.

<b>Core skills:</b> Recall and use of knowledge	<b>Mark allocation:</b> 1 mark
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1 mark for correct reason

1. A logo could be added to increase sales/profits.
2. To make the item more popular/fashionable.
3. To make the item more aesthetically pleasing.
4. To customise items for individual companies/customers.
5. To identify with a company to encourage sales.
6. To identify the quality of an item.

### Question 3 (continued)

(e) A designer wishes to apply decoration to jeans.  
Choose the **most suitable** method for the designer to use.

**Core skills:** Drawing conclusions

**Mark allocation:** 4 marks

1 mark for correct choice

3 x 1 mark for reasons linked to the case study

**Correct choice:** C

#### **Ease of application – 3 stars/very good/second best**

1. 3 stars/very good/second best so will save the designer time in production.
2. 3 stars/very good/second best so will save the designer money in production.
3. 3 stars/very good/second best as designer will want a finish on a garment that is of a high standard.

#### **Washability – 3 stars/very good/second best**

1. 3 stars/very good/second best as jeans will be washed often.
2. 3 stars/very good/second best as this may increase sales of the jeans.

#### **Durability – 3 stars/very good/second best**

1. 3 stars/very good/second best as the jeans will have to withstand wear and tear in use.
2. 3 stars/very good/second best so the decoration will last for the lifetime of the jeans.
3. 3 stars/very good/second best so the jeans will maintain their appearance.
4. 3 stars/very good/second best so designer will obtain a reputation for producing long lasting/good quality jeans/may encourage repeat sales.

#### **Colour range – 4 stars/excellent/best**

1. 4 stars/excellent/best so designer will not be limited in choice of colours (to contrast/match with fabrics used.)
2. 4 stars/excellent/best so/designer/customer will be able to choose from a wide range.

#### **Cost – ££/second cheapest/relatively inexpensive**

1. ££/second cheapest/relatively inexpensive so will not add too much onto the cost of the jeans/the designer can make a profit.
2. ££/second cheapest/inexpensive so the designer can pass the savings onto the consumer/jeans will be cheaper to buy.

#### Question 4

(a) Evaluate the suitability of **four** of the design features of the school shirt.

**Core skills:** Evaluation

**Mark allocation:**

4 marks

4 x 1 mark for each correct point of evaluation linked to case study.

##### **V neck collar**

1. Suitable as child may be comfortable wearing the shirt.
2. Suitable as it will not rub/irritate neck.
3. Suitable as will be cooler for child to wear in summer/when warm.
4. Less suitable as may be cold for child to wear in winter.
5. Less suitable as may need to be worn under school jumper.
6. Less suitable as may not be suitable for wearing with a school tie.

##### **Dropped shoulder**

1. Suitable as loose fitting/less constricting so will be comfortable to wear.
2. Suitable as less constrictive at armholes so will allow child to move more freely.
3. Suitable as less likely to rip/tear when child moves/grows.

##### **Short sleeves**

1. Suitable as will keep child cool in summer weather.
2. Suitable as comfortable (to wear under a sweater) so child will not be too warm in class.
3. Less suitable as may be uncomfortable to wear under a school sweater/sweatshirt/blazer.
4. May not be suitable as short sleeves may not be warm enough for child in winter.
5. Suitable as will not restrict the child's movement.

##### **Loose fitting**

1. Suitable as loose fitting so as pupil grows shirt will remain comfortable.
2. Suitable as loose fitting will allow room for child to grow.
3. Suitable as less restrictive when child is playing.
4. Suitable as less likely to rip/tear when child is playing.
5. Suitable as cooler/more comfortable for child to wear in the summer.
6. Suitable as more unisex style so will suit both boys and girls.

##### **School logo available on pocket**

1. Suitable as might appeal to child/parent.
2. Suitable as shows identity to school community.

##### **Patch pocket**

1. Suitable as pupil can keep small items in the pocket.
2. Suitable as will keep small items safely in pocket when child is playing.
3. May not be suitable as items may be lost as the pocket does not fasten.

**Question 4 (continued)**

**Button front opening**

1. May be less suitable as more difficult for younger children to fasten.
2. Suitable as unisex style will suit boys and girls.
3. Less suitable as the buttons may be on the wrong side for one gender.
4. Suitable as it is easy for child to put on/take off as it can be opened completely down the front.
5. May be less suitable as buttons can be lost so may require parents to repair shirt frequently.

(b) **Apart from fabric composition**, identify **four** points of information that can be found on a garment label.

Explain the importance of **points 1 and 2**.

**Core skills:** Recall and use of knowledge

**Mark allocation:**

4 marks

4 x ½ mark for correct identification of points

2 x 1 mark for explanation of two points

**Brand/maker's name**

1. Reputable brand may indicate quality.
2. Consumers will know to whom complaints should be addressed.
3. Designer brands can be used as a status symbol.

**Size**

1. Consumer will be able to pick the standard sized garment closest to the size required.

**Care instructions**

1. Consumer will know how to launder the item properly.
2. Correct care will maintain the appearance of the garment for longer.
3. Correct care will prevent fibre damage and extend the life of the garment.

**Country of origin**

1. Consumer may not want to purchase garments manufactured in countries where workers are abused.
2. Consumer may wish to choose garments which come from countries where workers are treated fairly.
3. Could be an indication of poorer/better quality garments.
4. Consumer may wish to promote garments from a particular country.

**Safety instructions**

1. Must be included by law on children's nightwear.
2. Important if garment is likely to burn (to prevent injury to wearer).
3. Important to warn consumer of potential hazard.

**Question 4 (continued)**

**Stock code number**

1. To allow manufacturer/retailer to check production schedule if there is a query/complaint about a garment.
2. Allow retailer to identify a specific garment for stock control purposes.

(c) Name **two** Acts which would protect the consumer when buying a textile item.

**Core skills:** Recall and use of knowledge

**Mark allocation:** 2 marks

2 x 1 mark for each correctly identified Act.

1. Trade Descriptions Act (1968).
2. Consumer Protection Act (1987).
3. Sale and Supply of Goods Act (1994).
4. Sale and Supply of Goods to Consumers Regulation (2002).

(d) State the information a textile manufacturer would obtain from **two** of the following sensory tests:  
profiling test  
rating test  
preference test.

**Core skills:** Recall and use of knowledge

**Mark allocation:** 2 marks

2 x 1 mark for explanations of information a textile manufacturer would get.

**Profiling test**

1. Will test if the product is within its specification.
2. Will be able to monitor prototype for product quality.
3. Will be able to assess (a range of) aspects of the product.

**Rating test**

1. To determine the strengths/weaknesses of the product.
2. To find out what/if any changes are required.
3. To find out the qualities of the item.
4. To obtain graded test results.

**Preference test**

1. Will find out what qualities are preferred by the consumer.
2. Will find out how acceptable the product is to the consumer.
3. The qualities of the item can be ranked according to those liked best-least.
4. Find out what/if any changes are required.

### Question 5

(a) Give **one** benefit to a consumer of buying a multi-size paper pattern for making a suit.

**Core skills:** Recall and use of knowledge

**Mark allocation:** 1 mark

1 mark for correct benefit

1. Will be able to achieve good fit in all garments/useful for people who are not a standard size.
2. Gives a choice of sizes for all garments in pattern envelope.
3. Saves time/energy in making pattern adaptations.
4. Saves expense in buying different size patterns.
5. Can be used to make garments for different people.

(b) A Fashion and Textile student is making a waistcoat.

Identify **four** points of information which could be found on the **back** of the paper pattern envelope.

Explain the importance of **two** of the points to the student.

**Core skills:** Recall and use of knowledge

**Mark allocation:** 4 marks

4 x ½ mark for each point

2 x 1 mark for each explanation

#### **Fabric requirements**

1. Essential to know how much to purchase which will save the student money.
2. Essential to avoid waste/buying too little when purchasing (fabric which will save the student money.)

#### **Notions**

1. Gives details of all extra items needed by the student to complete the waistcoat which is essential to achieve a good result.
2. Allows the student to purchase everything at once to obtain a good result (eg colour matching).
3. Avoids the student wasting time having to re-shop for additional items.
4. Reduces guesswork and poor finished result.

#### **Back views**

1. Important to the student as not always obvious from picture/photo on front of envelope.
2. Important to the student to allow design details of reverse to be considered.

#### **Item description**

1. Important to assist the student's choice.
2. May assist the student in working out detail of construction not obvious from drawing/photos.
3. May give the student an indication of degree of difficulty and determine waistcoat chosen.

#### **Size/Measurements**

1. Important as pattern must include student size.
2. Important as student can check body measurements against standard pattern size.
3. So the student can make pattern adaptations if necessary.

### Question 5 (continued)

#### Suggested fabrics

1. Important to the student to achieve a good result (as in the illustration).
2. Important to the student as they may be less experienced sewer and have difficulty in choosing a suitable fabric to achieve a good end result.
3. Important to avoid poor choice leading to poor result/waste.

(c) Study the cutting layouts shown below and the front and back views of the waistcoat. Choose the correct layout for making the waistcoat. Give **three** different reasons for your choice.

**Core skills:** Drawing conclusions

**Mark allocation:** 4 marks

1 mark for choice.

3 x 1 mark for reasons.

**Correct choice:** Layout A

#### Piece 1/waistcoat back

1. Is placed correctly on fold as indicated on pattern piece/will give one piece as indicated on back view.

#### Piece 2/waistcoat front

1. Grain line is straight/placed on the straight grain as indicated on the pattern piece.
2. Will give two front pieces as indicated on front view.
3. Grain line is straight so garment will hang correctly.

#### Piece 3/front facing

1. Grain line is straight/placed to the straight grain as indicated on the pattern piece.
2. Will give two front facings as required.

#### Piece 4/back neck facing

1. Is placed correctly on the fold as indicated on pattern piece.
2. Will give one back neck facing as required.

#### Piece 5/back armhole facing

1. Grain line is straight/placed on the straight grain as indicated on the pattern piece.
2. Will give two back armhole facings as required.
3. Grain line is straight so armhole will sit correctly.

### Question 5 (continued)

#### **Piece 6/front armhole facing**

1. Grain line is straight/placed on the straight grain as indicated on the pattern piece.
2. Will give two front armhole facings as required.
3. Grain line is straight so armhole will sit correctly.

#### **Piece 7/pocket**

1. Grain line is straight/placed on the straight grain as indicated on the pattern piece.
2. Will give two pockets as indicated on the front view.
3. Grain line is straight so pocket will lie flat/correctly.

#### **Fabric**

1. The selvedges are correctly aligned/the fold is parallel to the selvedges so the garment will hang correctly.
2. Fabric is folded correctly so will ensure all cut pieces are complete.

(d) Explain the use of **each** of the paper pattern markings when making the waistcoat.

**Core skills:** Recall and use of knowledge

**Mark allocation:** 3 marks

3 x 1 mark for each correctly identified pattern marking

#### **Notches**

1. Used to match seams to ensure correct positioning of fabric pieces.
2. Used to ensure lining is placed in correctly.
3. Used to ensure that correct fabric pieces are put together.

#### **Fitting line**

1. To ensure garment is constructed to the correct size.
2. To ensure finished garment fits well.
3. To indicate where the garment should be machined.
4. To ensure sufficient seam allowances to apply seam finish.

#### **Buttonhole**

1. To ensure garment will fasten properly/hang well.
2. To ensure the buttonholes are evenly placed.
3. To ensure the buttonholes are the correct size for the buttons.
4. To ensure the buttonholes are placed the correct distance from the front edge.

## Intermediate 2 Home Economics

### Analysis of 2008 Question Paper

<b>Context:</b>	<input type="checkbox"/>	Health and Food Technology
	<input type="checkbox"/>	Lifestyle and Consumer Technology
	<input checked="" type="checkbox"/>	Fashion and Textile Technology

### Analysis of question content and question choice.

Question	Content Outline	Choice		Mark
		Yes	No	
<b>1</b>	(a) State two animal and two plant fibres		✓	2
	(b) Chemical finishes		✓	3
	(c) Fibre content labels found on trousers		✓	4
	(d) (i) Importance to the wearer of drape and dimensional stability		✓	2
	(e) Use of filament fibres for lining fabric		✓	1
<b>2</b>	(a) Principles of design		✓	2
	(b) Choice of fabric for making a floor cushion		✓	4
	(c) Evaluate the design features of scissors for school use	✓		4
	(d) Kitemark label		✓	2
<b>3</b>	(a) Reasons why a fashion designer attends fashion shows		✓	2
	(b) Street fashion and haute couture		✓	2
	(c) Stages of the fashion cycle		✓	3
	(d) Reason why a designer puts a logo on a garment		✓	1
	(e) Choose a suitable decoration for jeans		✓	4
<b>4</b>	(a) Design features of a school shirt	✓		4
	(b) Points of information found on a garment label		✓	4
	(c) Identify 2 Acts which would protect a consumer buying a textile item		✓	2
	(d) Profile test/rating test/preference test	✓		2
<b>5</b>	(a) Benefit of a multi-size pattern for making a suit		✓	1
	(b) Information on the back of a pattern envelope		✓	4
	(c) Choice of correct pattern layout for making a waistcoat		✓	4
	(d) Pattern markings		✓	3

		<b>Context:</b>	<b>Health and Food Technology</b>
			<b>Lifestyle and Consumer Technology</b>
<b>Intermediate 2 Home Economics. Analysis of the 2008 Question Paper</b>		✓	<b>Fashion and Textile Technology</b>
<b>Question Paper Summary: Mark Allocation</b>			

Question		Component Unit				Skill Assessment			Totals
		Management of Practical Activities	Product Development	Consumer Studies	Choice	Recall and use of knowledge	Draw conclusions	Evaluate	
<b>1</b>	(a)	2				2			<b>12</b>
	(b)	3				3			
	(c)	4					4		
	(d) (i)	1				1			
	& (ii)	1				1			
(e)	1				1				
<b>2</b>	(a)		2			2			<b>12</b>
	(b)		4				4		
	(c)		4		4			4	
	(d)			2		2			
<b>3</b>	(a)			2		2			<b>12</b>
	(b)			2		2			
	(c)			3		3			
	(d)			1		1			
	(e)		4				4		
<b>4</b>	(a)		4		4			4	<b>12</b>
	(b)			4		4			
	(c)			2		2			
	(d)		2		2				
<b>5</b>	(a)	1				1			<b>12</b>
	(b)	4				4			
	(c)	4					4		
	(d)	3				3			
<b>Totals</b>		<b>24</b>	<b>20</b>	<b>16</b>	<b>10</b>	<b>36</b>	<b>16</b>	<b>8</b>	<b>60</b>
<b>Target Range</b>		<b>15-25 marks</b>	<b>15-25 marks</b>	<b>15-25 marks</b>	<b>10-12 marks</b>	<b>30-37 marks</b>	<b>15-20 marks</b>	<b>8-10 marks</b>	<b>60 marks</b>

[END OF MARKING INSTRUCTIONS]