



2009 Fashion & Textile Technology

Intermediate 2

Finalised Marking Instructions

© Scottish Qualifications Authority 2009

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from the Question Paper Operations Team, Dalkeith.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's Question Paper Operations Team at Dalkeith may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

**2009 Fashion and Textile Technology
Intermediate 2**

Marking Scheme

Question 1

(a) Identify **two** properties of cotton fabric which make it suitable for shirts.
Explain the importance of **each** property.

Core skills: Recall and use of knowledge

Mark allocation: 4 marks

2 x 1 mark for identification of properties

2 x 1 mark for each explanation

Absorbent

1. so will be more comfortable to wear (next to the skin).
2. so will be cooler to wear.
3. so will absorb perspiration making it comfortable to wear.

Durable/abrasion resistant

1. so will withstand frequent washing.
2. so will last a long time.
3. so will maintain its appearance.

Strong

1. so will withstand wear and tear.
2. so will withstand rubbing when washing/frequent washing.

Anti-static

1. so will not cling/drape well.
2. so will be more comfortable to wear.

Soft

1. so will feel comfortable next to the skin.

Resistant to chemicals/not damaged by chemicals

1. so will wash well so maintain its appearance.
2. chemicals can be used to remove stains so maintain its appearance.

(b) Name **two** finishes which a manufacturer could use on a cotton fabric to improve its properties.

Core skills: Recall and use of knowledge

Mark allocation: 2 marks

2 x 1 mark for identification of each finish

1. anti-bacterial.
2. crease resistance.
3. stain resistance.
4. flame retardance.
5. mercerisation.
6. shrink resistance.
7. calendaring.
8. turbenising.
9. brushing/raising.

Question 1 (continued)

(c) Name **two** fibres suitable for use in the manufacture of swimwear.

Core skills: Recall & use of knowledge

Mark allocation: 2 marks

2 x 1 mark for identification of each fibre

1. elastane/lycra
2. polyamide/nylon
3. polyester
4. Micorsol/MicrosolV

(d) The manufacturer is choosing a thread to use in the construction of the swimwear.

Choose the most suitable thread for the manufacturer to use. Give **three** reasons for your choice.

Core skills: Drawing conclusions

Mark allocation: 4 marks

1 mark for correct choice

3 x 1 mark for each reason linked to needs of manufacturer/swimwear

Correct choice – Thread C

Colour range – very good

1. very good colour range so manufacturer will find it easier to match with swimwear colours.
2. very good colour range so contrasting colours can be found to add detail to swimwear if required.
3. very good colour range so will improve the overall appearance of the swimwear.

Resistance to chemicals

1. very good resistance so thread will not rot when exposed to chlorine/sea water.
2. very good resistance so colour of thread will not be affected by chlorine in the water.

Strength

1. medium strength so thread is less likely to break when seams are stretched in swimming.
2. medium strength so thread is less likely to break when the swimwear is stretched.
3. medium strength so thread should withstand the frequent washing swimwear needs.
4. medium strength so thread is less likely to break during manufacture of the swimwear.

Elasticity

1. very good elasticity so the seams will not rip if stretched when swimming.
2. very good elasticity so thread will not break when swimwear is stretched.

Shrink resistance

1. excellent shrink resistance so seams of swimwear will not pucker when immersed in water/during washing.

Question 2

(a) A parent wishes to buy trousers for a toddler.
Choose **four** of the design features shown below and evaluate their suitability for toddler's trousers.

Core skills: Evaluation	Mark allocation: 4 marks
--------------------------------	---------------------------------

4 x 1 mark for each point of evaluation linked to the needs of the toddler/parent

Front zip with popper fastener

1. easy to fasten so suitable for a toddler so it will be easier to dress themselves/toddler will be learning to dress themselves.
2. easy to fasten so easier/quicker for parent to dress toddler.
3. zip might not be suitable as the toddler may catch skin.

Elasticated back waist

1. suitable as provides a comfortable fit so child will be happy wearing the trousers.
2. suitable as allows room for growth so the toddler can wear the trousers for longer.
3. suitable as the trousers will not restrict the toddler's movement.
4. suitable as this will make it easier for the toddler to put on/take off by themselves.

Pocket with velcro fastening

1. suitable as this allows the toddler to keep small items safely (so will appeal to child).
2. suitable as the toddler will be able to open and close pocket themselves.
3. may not be suitable as may not be as secure (as buttons or zip) so some items may be lost.

Optional fold-up hem for cropped length

1. suitable as will allow more flexibility as the toddler can wear trousers in all weather conditions.
2. suitable as trouser can be folded up on hot days keeping the toddler cooler.
3. suitable as the toddler may enjoy wearing the trousers as they can be folded up to follow fashion.
4. suitable as the trousers may last longer as the cropped length will still fit the growing toddler.

Contrasting inner fabric detail

1. suitable as may make the trousers more appealing to the toddler/as the toddler may enjoy wearing them.
2. suitable as the inner fabric may add warmth to trousers so will keep the toddler warm on cooler days.
3. may not be suitable as inner fabric may make the trouser too warm for the toddler in hot weather.
4. suitable as may co-ordinate with other items the toddler already has.
5. may not be suitable as the parent may have to buy further items to match the trousers.

Cartoon motif

1. suitable (as may be colourful and) so will appeal to a toddler.
2. suitable as toddler may identify with character and so enjoy wearing the trousers.
3. may not be suitable as the toddler may not like the cartoon character and so may not want to wear the trousers.

Question 2 (continued)

- (b) Explain the benefit to the manufacturer of each of the following:
drawing up a specification for a product
testing a prototype.

Core skills: Recall & use of knowledge

Mark allocation: 2 marks

2 x 1 mark for each explanation

Drawing up a specification for a product

1. to explain exactly how an item will look.
2. to explain exactly what functions an item will perform.
3. to ensure that the item meets the needs of the design brief.
4. to ensure that the item meets the special considerations/constraints of the customer.
5. to ensure a successful final product.
6. gives details of materials to be used.
7. gives details of/the cost of materials/components used.

Testing a prototype

1. any problems can be identified/adaptations can be made before going into full production.
2. unsuccessful products can be abandoned before incurring production costs.
3. allows manufacturer to check that the specification for the garment/textile item has been met.
4. allows the manufacturer to cost the garment/textile item accurately before going into full production.
5. enables the manufacturer to gauge public response of how successful a product is going to be.

- (c) Choose **two** of the following aesthetic properties from the list below and explain why **each** is important when choosing clothing for young children.

Style Texture Colour

Core skills: Recall & use of knowledge

Mark allocation: 2 marks

2 x 1 mark for each explanation

Style

1. style should be loose fitting so that child is comfortable in garment.
2. style should be loose fitting so that child's movements are not restricted.
3. style should not include any ties/draw cords which could be tightened and harm the child.
4. armholes should be large enough to allow child ease of movement.
5. fastenings/embellishments should be firmly attached so that they cannot be removed/swallowed by the child.
6. fastenings should be adjustable to ensure a comfortable fit for the child.
7. fastenings should be adjustable to give room for growth.
8. style should be fashionable so the child will enjoy wearing it.

Texture

1. fabric used must not shed fibres which could cause the child to choke.
2. fabrics should have a soft/smooth texture to prevent irritating child's delicate skin/should not be rough to prevent irritating the child's skin.
3. brushed/textured fabrics may keep the child warm in winter.

Colour

1. colour (for outdoor clothing) could be bright to ensure visibility (seen in bad weather conditions)/ensure that the child can be seen easily.
2. some dyes which can cause allergies should be avoided.
3. pastel shades may show dirt easily which would not be good for very young children as they would require frequent washing.
4. pastel shades may be aesthetically pleasing when buying the clothing for young children.
5. some colours may be chosen to indicate gender/religious/cultural beliefs.
6. bright/bold colours are attractive to children so they may enjoy wearing them.

- (d) Name **two** types of production system a manufacturer might use.
State **one different** advantage of **each** system.

Core skills: Recall and use of knowledge

Mark allocation:

4 marks

2 x 1 mark for each production method

2 x 1 mark for one advantage to each production method

Job production

Advantages

1. individualised/personalised/unique items can be made (according to the individual consumer's needs.)
2. allows the consumer to make last minute changes to the specification.
3. the items made are likely to be of a high standard as the person making the item is a skilled craftsman.
4. the need to invest in expensive machinery may be reduced.
5. many consumers will pay extra for 'the personal touch'.
6. the person producing the product will be motivated and take pride in their work, so the end result is usually of high quality.
7. the organisation of the work is fairly simple because only one job is being done at a time.
8. any problems will affect only one product.

Batch production

Advantages

1. large numbers of identical/standardised product can be made at one time/quickly.
2. staff will be trained in specific tasks ensuring better quality products.
3. workers will need less training so cheaper to employ.
4. components can be bought in bulk so more cost effective.
5. products may be cheaper so more profit can be made.
6. products may be cheaper so may be more likely to sell.

Continuous flow production

Advantages

1. large numbers of identical/standardised products can be made at one time/quickly.
2. components can be purchased in bulk, so more cost effective.
3. products are cheaper to manufacture so more profit can be made.
4. products are cheaper so may be more likely to sell.
5. all processes are carried out by machine so each product will be identical/of a high standard.
6. staff are usually semi-skilled or unskilled so cheaper to employ.
7. staff become skilled at the tasks they perform so produce high quality work.

Question 3

(a) A young couple, who have just decorated their bedroom, wish to buy curtains.
Choose **one** of the pairs of curtains shown below and evaluate the suitability for the young couple.

Core skills: Evaluation

Mark allocation: 4 marks

4 x 1 mark for each evaluative point linked to the needs of the young couple

Curtains A

Care instructions – Machine washable

1. the curtains can be machine washed so it will save the couple time/energy washing them.
2. the curtains can be machine washed so it will save the couple money as they do not need to be dry cleaned.
3. the curtains can be machine washed which will allow quick re-hanging if the couple do not have another pair to use.

Range of sizes – 4 stars/excellent/best

1. 4 stars/excellent/best range available so couple are more likely to find the correct size for their bedroom window.
2. 4 stars/excellent/best range available so couple are more likely to find the style of curtain they want.

Colour range – 3 stars/very good

1. 3 stars/very good range of colours so couple may be able to find a colour which matches with their room.
2. 3 stars/very good range of colours so couple may be able to find a colour which contrasts with their soft furnishings.
3. colour range is only 3 stars/very good (not excellent) so the couple may not be able to find a suitable colour.

Drape – 1 star/poor

1. drape is poor so curtains may not hang well/look nice and couple may not be happy with them.
2. drape is poor so couple may not wish to buy these curtains.

Matching accessories available – Pelmet, tie-backs

1. pelmet and tie backs may give the curtains an attractive appearance so the couple will be happy to buy them.
2. couple may have no space in which to hang a pelmet/attach tie back hooks so would be un-necessary for the couple.
3. these accessories may cost extra so this may be too expensive for the young couple.
4. these accessories are available so avoid the couple having to look for them separately.

Cost – ££/fairly inexpensive/cheapest

1. the curtains are not very expensive so the couple may be happy to spend this amount.
2. the curtains are ££/fairly inexpensive/the cheapest so the couple may choose these if they have a limited budget.

Curtains B

Care instructions – Dry clean only

1. the curtains will have to be taken to the dry cleaners so this may be inconvenient for the couple.
2. may not be suitable as the couple will have the added expense of dry cleaning the curtains.
3. may not be suitable as the couple will be without curtains in their bedroom while they are being dry cleaned.
4. the curtains may be dry cleaned so save the couple time/effort washing them.

Range of sizes – 3 stars/very good/second best

1. 3 stars/very good range available so couple are more likely to find the size which fits their bedroom window.
2. as the range is not the widest possible, the couple may not find the size they are looking for.
3. 3 stars/very good range available so the couple may find the style they are looking for.
4. as the range is not the widest the couple may not find the style they are looking for.

Colour range – 4 stars/excellent

1. excellent range of colours so couple will be able to find a colour which matches their room.
2. excellent range of colours so couple may be able to find a colour which contrasts with their soft furnishings.

Drape – 2 stars/fair

1. drape is only 2 stars/fair, so the curtains may not hang very well and the couple may not like them/not choose them.

Matching accessories available – cushions, duvet cover

1. these accessories will cost extra so may be too expensive for the young couple.
2. these accessories may finish off the look of the bedroom and avoid the couple having to look for them separately.
3. the couple may not already have a duvet cover/cushions and be pleased to buy one which matches the curtains.
4. the couple may already have a duvet cover/cushions so may not wish to buy them.

Cost – £££/fairly expensive

1. the curtains are not overly expensive so the couple may be happy to spend this amount on them.
2. the curtains may be too expensive if they have a limited budget so they may not be suitable.
3. the cost for the curtains may be acceptable to the young couple if they want the curtains to match their bedroom.

Question 3 (continued)

(b) The young couple wish to buy the curtains on-line.
Choose the **most suitable** company for the couple to use. Give **three** reasons for your choice.

Core skills: Drawing conclusions

Mark allocation: 4 marks

1 mark for correct choice

3 x 1 mark for reason linked to young couple

Correct choice: B

All products available to view on-line

1. the couple can view all products so they can choose from the whole range available.
2. all products are shown so they are more likely to get curtains to suit their needs.
3. they can see exactly what the curtains look like so they are more likely to be happy with the curtains.

Purchases may be amended/cancelled within two days from date of order

1. if they change their mind about the curtains they have time to change/cancel their order.
2. the couple may find other curtains which they prefer and can cancel their order here.

Choice of delivery to home or work-place

1. the delivery can be made to their workplace so this may be convenient if the delivery time is when they are at work.
2. as the delivery can be arranged to their workplace it will save the couple losing money by taking time off work to await delivery.
3. as the delivery can be arranged for home or workplace the couple are less likely to miss the delivery.

Free delivery

1. the delivery is free so there is no added cost to the cost of the curtains which may be important if couple are on a limited budget.
2. the delivery is free so saving the couple money.

Delivered in 3 – 5 working days

1. the delivery time is shortest so they will not have long to wait for the curtains.
2. the delivery time is shortest so they will have curtains for the window fairly quickly as they will want privacy.

Goods can be returned free within 7 days of delivery

1. if the couple do not like the curtains then they can return them at no extra cost.
2. the return is free so the couple will save money if they have to return them.
3. gives the couple time to decide to keep/return the curtains/decide if the curtains suit.

Question 3 (continued)

(c) Give **two** reasons why a manufacturer would carry out market research.

Core skills: Recall and use of knowledge

Mark allocation: 2 marks

2 x 1 mark for each reason

1. will tell the manufacturer what the consumer likes/wants.
2. provides the manufacturer with information about the potential popularity of items (ensuring sales).
3. can provide information/ideas from targeted groups.
4. products can be adapted as a result of market research to ensure it meets the needs of the target group.
5. market research can identify potentially unsuccessful products so these can be rejected by the manufacturer.

(d) Explain **each** of the following fashion terms.

Prêt-a-porter

Role models.

Core skills: Recall and use of knowledge

Mark allocation: 2 marks

2 x 1 mark for each explanation

Prêt-a-porter

1. ready-to-wear garments which are available in shops/high street.
2. mass produced garments.
3. wider/cheaper price range available depending on quality of fabric/components/methods of construction used.
4. price range and/or quality may vary depending on the target group.
5. made to a standard set of sizes.

Role models

1. people/individuals who are admired and their fashion/style/look is imitated.
2. often film/TV/music/sport celebrities are role models and their fashion/style/look is copied by others.

Question 4

(a) Identify **four** advertising techniques which could be used by a manufacturer.

Core skills: Recall & use of knowledge

Mark allocation: 4 marks

4 x 1 mark for identification of correct technique

1. attractive/healthy/happy people shown using the product.
2. famous personalities shown using the product.
3. endorsements of the product by famous personalities.
4. newspaper/magazine/television/internet/media adverts showing the product.
5. sponsorship of events where brand name is prominent and repeated.
6. use of brand name on other types of clothing/accessories so that logo becomes status symbol.
7. brand name which is repeated often enough is when consumers go to buy products.
8. use of humour to attract consumer's attention/make them remember sports brand.
9. use of slogan to make consumers remember the brand/product.
10. makes consumers feel they must be part of the group/displays image of desired lifestyle/desired self-image.
11. implying that product will make consumers appealing to opposite sex.
12. use of demonstration of product.

(b) A parent wishes to buy a jacket for a primary school child who walks to school.

Study the information about jackets below and choose the most suitable jacket for the parent to buy.

Give **three** reasons for choice.

Core skills: Drawing conclusions

Mark allocation: 4 marks

1 mark for correct choice

3 x 1 mark for reasons linked to needs of parent/child.

Correct choice: Jacket A

Colours available – black, brown, navy, grey, dark green/widest colour choice

1. widest colour choice so (the parent) will be able to find a colour which suits the child/the child likes.
2. widest colour choice so (the parent) will be able to find the colour of the child's school uniform.
3. available in dark colours which may show dirt/stains less, important as the jacket will be worn every day/maintaining the appearance of the jacket.
4. range of colours so will be suitable for both genders.

Water resistance – 4 stars/excellent/best

1. 4 stars/excellent/best rating so will keep the child dry when walking to school in rain/snow.
2. 4 stars/excellent/best rating so will keep the child dry in winter.
3. 4 stars/excellent/best rating so will keep the child comfortable/dry in rain/snow.

Wind resistant – yes

1. so will keep the child warmer when walking to school/windy/in winter.

Features – Full length zip with storm flap and velcro closure

1. full length zip will make it easier for the child to take the jacket off/put the jacket on.
2. storm flap will help keep the wind out/child warmer when walking to school in winter.
3. velcro closure will help keep the jacket closed, keeping the child warmer/when walking to school.
4. velcro closure can be used to keep the jacket closed if the child cannot fasten the zip/if the zip breaks.

Features – Removable fleece lining

1. fleece lining will help keep the child warmer in winter.
2. lining can be removed so the child does not become too warm/uncomfortable in warmer weather.
3. adding/removing the lining will make the jacket suitable all year round, so will make it more cost effective/better value for money for the parents (as they may not have to buy another jacket).
4. the fleece lining may be able to be worn separately so the parents may not have to buy another jacket.

Features – 2 front zipped pockets

1. useful as the child can carry items/money safely.
2. useful as the child can access the pockets easily.

Cost – ££/fairly inexpensive

1. ££/fairly inexpensive so is likely to be within the parent's budget.
2. ££/fairly inexpensive so the parent may feel it is value for money as the child may grow out of it quickly.

(c) Explain the meaning of **each** of the symbols.

Core skills: Recall and use of knowledge

Mark allocation:

4 marks

4 x 1 mark for explanation

Wash tub

(machine) wash at 40°C.

Drying

drip dry.

Ironing

iron on cool setting/cool iron.

Dry cleaning

do not dry clean.

Question 5

(a) Parents of a new baby wish to buy a play mat.

Explain the importance of **each** of the following design principles for the play mat.

Core skills: Recall and use of knowledge

Mark allocation: 4 marks

3 x 1 mark for each reason linked to the needs of the parent/baby/mat.

Function

1. made from a variety of fabrics which will help develop the baby's sense of touch/be educational/help to keep the baby amused.
2. be bright colours to stimulate the baby/as babies are attracted to bright colours.
3. made from fabric which will not irritate the baby's skin.
4. mat should be padded so the baby is comfortable.
5. able to be folded away so the parent can store/transport it easily.

Safety

1. important to avoid the play mat harming the baby.
2. flame resistant fabrics should be used to avoid the play mat harming the baby if the play mat is near a naked flame.
3. fabrics should be closely woven to avoid the baby trapping their fingers/loose fibres choking the baby.
4. no sharp edges/features so prevent harming the baby.
5. any features (eg mirrors/bells) should withstand wear and tear to avoid breakage which may harm the baby.
6. any detachable items (eg toys) should be big enough to avoid the baby choking on them.

Hygiene

1. important so that the mat can be cleaned to prevent germs/bacteria from harming the baby.
2. able to be machine washed to save the parent time/effort.
3. able to be machine washed as baby items need to be washed frequently.
4. able to be washed at high temperature to kill the bacteria and make the mat safe for the baby to use.
5. may have anti-bacterial finish applied to prevent bacteria causing infections in the baby.

Durability

1. important so the mat lasts a long time making it value for money for the parent.
2. important so the mat lasts until the baby outgrows it.
3. made from durable fabric to withstand wear and tear/frequent washing/necessary for a play mat.
4. strong construction/well made to withstand wear and tear/frequent washing/necessary for a play mat.

(b) Name **one** label which could be found on the play mat.

Core skills: Recall and use of knowledge

Mark allocation: 1 mark

1 mark for name of appropriate label.

1. CE mark.
2. Kitemark.
3. Lion mark.
4. Fire resistant label.
5. Textile care label.
6. Fibre content label.

Question 5 (continued)

(c) Parents are buying a sleep suit for their newborn baby.
Choose the **most suitable** sleep suit for the parents to buy. 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 needs of the parent/baby/sleep suit.

Correct choice: Sleep suit A

80% knitted cotton, 20% polyester

1. cotton will be absorbent so will keep the baby comfortable when sleeping.
2. cotton/polyester will be strong so will withstand frequent washing which is important in baby clothes.
3. cotton/polyester will be abrasion resistant so will maintain appearance of sleep suit for longer.
4. polyester will be crease resistant so maintaining the appearance of the sleep suit/make the sleep suit easier for the parent to launder.
5. polyester will reduce the need to iron the sleep suit saving the parent time/effort.
6. polyester will help the fabric retain its shape so maintaining the appearance of the sleep suit.
7. polyester will make the fabric quicker to dry, good as baby clothes need laundered more frequently.
8. knitted fabric will stretch making the baby more comfortable.

Front and leg poppers

1. as poppers are at front and legs it will make it easier for the parent to remove the sleep suit when dressing baby.
2. leg poppers will make it easier for the parent when changing baby.
3. leg poppers will make it warmer for the baby while being changed as whole sleep suit doesn't have to be removed.

Colour range – 5 colours/widest choice

1. 5 colours/widest range should make it easy for parents to choose a suitable colour for their baby.
2. 5 colours/widest range may allow the parents to choose a colour appropriate to the gender of their baby.

Collarless

1. will be more comfortable for the child to wear as there is no bulky fabric around the baby's neck.
2. will help prevent the baby from becoming too hot in warm weather.

Fold back scratch mitts on cuffs

1. mitts will prevent baby scratching itself when sleeping.
2. will save the parent the expense of buying scratch mitts separately.
3. mitts will keep the baby warmer when sleeping.
4. mitts can be folded back to prevent the baby from getting too hot in warmer weather.
5. mitts are attached so will save the parent the expense of replacing them if lost.

Cost – £3.50/cheapest

1. good value for money as parents may have many other things to buy for baby/may be on a limited budget.
2. fairly inexpensive which is important as parent will have to buy several sleep suits for baby.
3. parents will not want to buy expensive sleep suits as they may have to change baby often and this price is acceptable.
4. fairly inexpensive and baby will grow out of the suit quickly.

Question 5 (continued)

(d) Identify **each** of the following **different** Consumer Acts from their description.

Core skills: Recall & use of knowledge

Mark allocation: 3 marks

3 x 1 mark for correct identification of Acts

Act 1 – Trade Descriptions Act (1968)

Act 2 – Sale and Supply of Goods Act (1994)

Act 3 – Consumer Protection Act (1987)

Intermediate 2 Home Economics

Analysis of 2009 Question Paper

Context:	<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	
1	(a) Properties of cotton		✓	4
	(b) Identification of 2 finishes for use on cotton fabric		✓	2
	(c) Identification of 2 fibres suitable for swimwear		✓	2
	(d) Choice of thread for swimwear		✓	4
2	(a) Evaluation of design features in toddlers' trousers	✓		4
	(b) Stages in product development		✓	2
	(c) Importance of aesthetic properties in clothing for young children	✓		2
	(d) Production systems		✓	4
3	(a) Evaluation of curtains	✓		4
	(b) Choice of online company		✓	4
	(c) Market research		✓	2
	(d) Prêt-a-porter and role models		✓	2
4	(a) Advertising techniques		✓	4
	(b) Choice of school jacket		✓	4
	(c) Textile care labelling		✓	4
5	(a) Design principles		✓	4
	(b) Labelling		✓	1
	(c) Choice of sleep suit		✓	4
	(d) Identification of Consumer Acts		✓	3

Context:		Health and Food Technology
		Lifestyle and Consumer Technology
Intermediate 2 Home Economics. Analysis of the 2009 Question Paper	✓	Fashion and Textile Technology
Question Paper Summary: Mark Allocation		

Question		Component Unit				Skill Assessment			Totals
		Management of Practical Activities	Product Development	Consumer Studies	Choice	Recall and use of knowledge	Draw conclusions	Evaluate	
1	(a)	4				4			12
	(b)	2				2			
	(c)	2				2			
	(d)	4					4		
2	(a)		4		4			4	12
	(b)		2		2	2			
	(c)		2		2	2			
	(d)		4		4	4			
3	(a)	4			4			4	12
	(b)			4			4		
	(c)		2			2			
	(d)			2		2			
4	(a)			4		4		4	12
	(b)			4			4		
	(c)			4		4			
5	(a)		4			4			12
	(b)			1		1			
	(c)		4				4		
	(d)			3		3			
Totals		16	22	22	10	36	16	8	60
Target Range		15-25 marks	15-25 marks	15-25 marks	10-12 marks	30-37 marks	15-20 marks	8-10 marks	60 marks

[END OF MARKING INSTRUCTIONS]