



2010 Fashion and Textile Technology

Intermediate 2

Finalised Marking Instructions

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**2010 Fashion and Textile Technology
Intermediate 2**

Marking Scheme

Question 1

(a) (i) Name **one** natural fibre.

Core skills: Recall and use of knowledge

Mark allocation: 1 mark

1 mark for correct identification of natural fibre.

Natural fibres

1. Cotton.
2. Wool.
3. Silk.
4. Linen.
5. Flax/jute.
6. Cashmere.
7. Alpaca.
8. Angora.
9. Mohair.

(ii) Name **one** regenerated fibre.

Core skills: Recall and use of knowledge

Mark allocation: 1 mark

1 mark for correct identification of regenerated fibre.

Regenerated fibres

1. Viscose.
2. Acetate.
3. Triacetate.
4. Lyocell.
5. Modal.
6. PVC.

(iii) Name **one** synthetic fibre.

Core skills: Recall and use of knowledge

Mark allocation: 1 mark

1 mark for correct identification of synthetic fibre.

Synthetic fibres

1. Polyamide/nylon.
2. Polyester.
3. Acrylic/modacrylic.
4. Elastane.

Question 1 (continued)

(b) Evaluate the suitability of the fabric shown for a shirt to be worn by staff in a fast food outlet.

Core skills: Evaluate

Mark allocation:

4 marks

4 x 1 mark for correct evaluation linked to the needs of the case study.

Evaluation

Durability – 4 stars/excellent

1. 4 stars/excellent, suitable as the shirt will have to withstand wear and tear in use.
2. 4 stars/excellent, suitable so shirt should be hardwearing/not need to be replaced too often/save money.
3. 4 stars/excellent, suitable so the shirt will maintain its appearance.
4. 4 stars/excellent, suitable so the shirt should be able to withstand frequent washing.

Stain resistance – 2 stars/fair

1. 2 stars/fair, may not be suitable as stains may not be removed so affect the appearance of the shirt/shirt will not look smart/clean.
2. 2 stars/fair, may not be suitable as stains may not be removed so the shirt may need specialist cleaning.
3. 2 stars/fair, may not be suitable as stains will be likely in a fast food outlet.

Absorbency – 2 stars/fair

1. 2 stars/fair, less suitable as would not absorb perspiration so staff will be uncomfortable.
2. 2 stars/fair, may be suitable as the shirt will dry quickly making staff more comfortable.

Warmth – 1 star/poor

1. 1 star/poor so should help to keep staff cool when working in the fast food restaurant.

Flame resistance – 3 stars/good

1. 3 stars/good, suitable as less likelihood of catching fire so safer for staff to wear.
2. 3 stars/good, suitable as will maintain the safety standards in the kitchen.

Crease resistance – 4 stars/excellent

1. 4 stars/excellent, suitable as the shirt will maintain its appearance.
2. 4 stars/excellent, suitable as the shirt should be easy to iron/need little ironing after washing.

(c) Name **two** methods of fabric construction which could be used for the shirt fabric.
Give **one** reason why each method would be suitable.

Core skills: Recall and use of knowledge

Mark allocation: 4 marks

2 x 1 mark for correct method of fabric construction.

2 x 1 mark for each reason linked to the shirt.

Weaving/plain weave/twill weave

1. Gives a smooth surface so shirt will be comfortable (next to the skin).
2. Strong method of fabric construction so shirt will be durable.
3. Fabric will be dimensionally stable so the shirt will keep its shape/will not stretch.
4. Twill weave will make the fabric textured so will be aesthetically pleasing.

Knitting/warp knitting/weft knitting

1. Fabric will stretch so will be more comfortable to wear.
2. Fabric will stretch so shirt will be easier to put on and take off.
3. Fabric may be easier to iron so shirt will be easier to care for.

(d) Explain the term “smart fabric”.

Core skills: Recall and use of knowledge

Mark allocation: 1 mark

1 mark for correct explanation.

Smart fabrics

1. Fabrics which react to the action of heat (thermochromatic)/light (photochromatic).
2. Fabrics which change appearance/colour.
3. Fabrics which are microencapsulated to give off an aromatic scent/reduce body odour/can provide vitamins/reduce skin irritation.
4. Fabrics which react to changes in body temperature.
5. Fabrics which can adjust/change/react to variations in conditions.

Question 2

(a) Explain the importance of each of the following in product development.

Concept generation

First production run

Core skills: Recall and use of knowledge

Mark allocation: 2 marks

2 x 1 mark for correct stages in product development.

2 x 1 mark for explanation linked to stage in product development.

Concept generation

1. Developing/brainstorming ideas for a new product.
2. Helps to establish a gap in the market.
3. Helps to develop ideas from market analysis.
4. It is the first stage in the development process for a new product.
5. Stage where all/new ideas are considered.

First production run

1. Manufacturer can see how popular the product is likely to be.
2. The manufacturer can withdraw/adapt an unsuccessful product (if sales are not good).
3. Manufacturer can avoid spending more money on an unsuccessful product.
4. The manufacturer can use sales figures to draw up a marketing plan.
5. The manufacturer can test the production line.

(b) State **two** reasons why a textile manufacturer would disassemble a product.

Core skills: Recall & use of knowledge

Mark allocation: 2 marks

2 x 1 mark for correct reasons.

1. To assess a competitor's product.
2. To help produce a specification for a new product.
3. To look at products of the past and update them to today's use.
4. To discover the best processing methods for manufacture of a new product.
5. To discover the best fabric/components to be used in processing a new product.

(c) (i) State **two** reasons why a textile manufacturer would use market research.

Core skills: Recall & use of knowledge

Mark allocation: 2 marks

2 x 1 mark for reasons linked to the manufacturer.

1. To identify a gap in the market/consumer needs.
2. As a result of previous market research.
3. In response to consumer complaints/suggestions.
4. To counteract falling sales.
5. To match a competitor's product.
6. To take advantage of technological innovations.
7. To take advantage of new trends.
8. To increase market share.

| | |
|---|---------------------------------|
| (ii) State two reasons why a textile manufacturer would use sensory testing. | |
| Core skills: Recall & use of knowledge | Mark allocation: 2 marks |
| 2 x 1 mark for reasons linked to the manufacturer. | |

1. To find out what qualities are preferred by the consumer.
2. To test the strengths/weaknesses of the product.
3. To find out how acceptable the product is to the consumer.
4. To see if the product is within its specification.
5. To monitor the prototype for quality.
6. To assess (a range of) aspects of the product.
7. To find out what/if any changes are required.

(d) The manager of a sports complex wishes to buy new track tops for the sports instructors who work outdoors.

The track tops must:

- fit all staff
- be easy to put on and take off
- have secure pockets
- make staff easy to identify

Choose the **most suitable** track top for the manager to buy.

| | |
|---|---------------------------------|
| Core skills: Drawing conclusions | Mark allocation: 4 marks |
| 1 mark for correct choice. | |
| 3 x 1 mark for reasons linked to needs of the case study. | |

Correct choice: A

Size available

1. Excellent range of sizes which will allow jackets to fit all staff.
2. A wide range of sizes is required in the specification and this jacket offers the widest range.
3. Widest range of sizes, so the staff will be comfortable when wearing the jacket.

Waterproof outer fabric

1. Suitable as the jacket will get wet from rain/snow as the staff work outside.
2. Suitable as the jacket will keep the staff dry/comfortable as it is likely to rain/snow in the winter.

Breathable lining

1. Suitable as perspiration passes through so keeping the staff comfortable.
2. Perspiration passes through so if the staff are running about they will still be comfortable.

Full length front zip

1. Suitable as the staff will be able to take the top off/put the top on easily as required in the brief/by the sports centre manager.
2. Suitable as the staff will be able to wear the top open/closed depending on the weather.

Hood with drawcord

1. Hood will help keep the staff warm while working outside when cold/rainy/windy.
2. Hood will make the track top more versatile/suitable for the staff to wear in all seasons.
3. Drawcord will give the hood a snug fit making the track top warmer for the staff to wear.
4. Drawcord will give the hood a snug fit keeping the staff drier when working outside in wet weather.

Elasticised cuffs

1. These will ensure a snug fit keeping staff warmer while working outside.
2. This will ensure a smarter appearance (as too-long sleeves can look untidy) for the staff.
3. This will keep the sleeves in place making the top more comfortable for the staff to wear.

Two zipped pockets

1. Suitable as the staff will be able to keep valuables safe when working.
2. The zips will make valuables/possessions less likely to get lost.
3. Two pockets will provide the staff with sufficient space to store valuables/possessions.
4. The zips will make the pockets secure as required by the manager.

Personalised logo included in the price

1. Suitable as the track tops could include the sports centre logo.
2. Suitable as the logo would make the staff easily identifiable as required by the manager.
3. Suitable as the manager would not incur extra costs for the logo.

- (e) Name an Act which protects the consumer when buying goods.
Explain **one** point of the Act.

Core skills: Recall and use of knowledge

Mark allocation: 2 marks

1 mark for correct identification of Act.

1 mark for correct explanation.

Sale and Supply of Goods Act (1994)

1. There is a contract between the buyer and the seller.
2. Goods must be 'of satisfactory quality'.
3. Goods must 'fit the description given'.
4. Goods must be 'fit for the purpose' as made known to the seller.
5. Consumers have a reasonable period of time to accept the goods or reject them.

Trade Description Act (1968)

1. It is a criminal offence to falsely describe goods.
2. It is a criminal offence to mislead consumers about services.

Consumer Protection Act (1987)

1. Traders who supply goods must make sure they are safe.
2. Traders are not allowed to mislead customers about the true price of goods.
3. All prices charged to private customers must include Value Added Tax (VAT).
4. Act applies to traders selling new or second hand goods.
5. Act does not apply to goods sold at jumble sales/bring-and-buy sales/private sales.

Sale and Supply of Goods to Consumers Regulation (2002)

1. There is a contract of sale between the buyer and the seller.
2. Goods must be 'of satisfactory quality'.
3. Goods must 'fit the description given'.
4. Goods must be 'fit for their purpose' as made known to the buyer.
5. Consumers have a legal right to a replacement, partial or full refund or compensation (if a fault appears within 5 years).
6. Consumers must prove goods were faulty at the time of purchase.
7. If complaint is within 6 months, the onus is on the retailer to prove the goods were not faulty.
8. If the complaint is after 6 months, the onus is on the consumer to prove the goods were faulty.

Question 3

- (a) Explain how **three** of the following could be used by retailers of teenage fashion garments to increase consumer appeal.
- Merchandise
 - Personnel
 - Price
 - Promotion

Core skills: Recall and use of knowledge

Mark allocation: 3 marks

3 x 1 mark for correct explanation linked to needs of the case study.

Merchandise

1. Range should be wide enough to appeal to teenagers.
2. Should include teenage related items so they are encouraged to buy a wide range of products.
3. Stock should be updated regularly to maintain appeal of teenagers.

Personnel

1. Sales staff must be friendly to encourage teenagers into the shop.
2. Staff must be knowledgeable about stock to provide teenagers with information.
3. Clothes of the staff should reflect the image of the store to encourage teenagers to purchase.

Price

1. Prices should be linked to the quality of the goods helping to ensure teenagers make repeat purchases.
2. Inexpensive price range to ensure appeal to majority of teenagers.

Promotion

1. Attractive window displays to encourage teenagers into the shop.
2. Related items displayed together to encourage teenagers to buy more than one item (eg trousers and top).
3. Seasonal displays to encourage teenagers to buy related goods.
4. Clearly displayed reductions/special offers to encourage teenagers to buy.
5. Use of celebrities to encourage teenagers to buy.

Question 3 (continued)

(b) A retailer wishes to extend the teenage range to include trousers for school wear. Study the information and choose the **most suitable** trousers for the retailer to include in the range.

Core skills: Drawing conclusions

Mark allocation: 4 marks

1 mark for correct choice.

3 x 1 mark for reason linked to the needs of the case study.

Correct choice: B

Colours available – black, grey and navy

1. Widest range of colours so suitable to match up with the school colours.
2. Widest colour range so the teenager will be able to find a suitable colour.
3. Widest range of colours will lead to increased sales for the manufacturer.

Size range – 4 stars/excellent/best

1. 4 stars/excellent range/best available so teenager will be more likely to find the correct size.
2. 4 stars/excellent range/best so teenager is more likely to find the size they want.

Cost – ££/cheapest

1. ££/cheapest so the teenager/parent may be happy with spending this amount.
2. ££/cheapest so the teenager/parent may choose these trouser if they are on a budget.

Fibre content

68% Cotton

1. Absorbent so this will make the trousers comfortable for the teenager to wear.
2. Strong so the trousers will withstand wear and tear if worn a lot to school.
3. Durable so the trousers will withstand frequent washing as school trousers will need washed often.
4. Durable so the trousers will last longer so save the teenager/parent money.
5. Smooth surface so dirt or dust will not be trapped by the fabric so trousers will look smarter for school.

28% Polyester

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

4% Lycra

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

Mixture of fibres

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

Comfort – 3 stars/good

1. 3 stars/good/second best comfort so teenager will be comfortable wearing the trousers.
2. 3 stars/good/second best comfort so will not irritate the teenagers skin.
3. 3 stars/good/second best as the trousers have to be worn to school they must have a high comfort rating.

Ease of care – 3 stars/good

1. 3 stars/good/best ease of care so if stained/dirty they will not take time/money for the teenager/parent to clean.
2. 3 stars/good/best ease of care so trousers can be ready to wear quickly/next day for school/if necessary.
3. 3 stars/good/best so trousers will be washed successfully to maintain appearance for wearing to school.
4. 3 stars/good/best so trousers can save the teenager/parent time/effort as the trousers may need washed frequently.

Question 3 (continued)

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

Core skills: Recall and use of knowledge

Mark allocation: 4 marks

4 x 1 mark for correct explanation.

Symbol A

1. Machine wash at 50° (C)

Symbol B

1. Cool iron

Symbol C

1. Hang dry/line dry

Symbol D

1. Dry clean (with perchloroethylene solvents)

(d) Apart from care information, give **one** point of information which may be found on a garment label.

Core skills: Recall and use of knowledge

Mark allocation: 1 mark

1 mark for correct point of information.

1. Brand/maker's name.
2. Size.
3. Fabric composition/fibre content.
4. Country of origin.
5. Safety instructions.
6. Stock code number.

Question 4

- (a) A small textile business wishes to extend its range to include items which can be personalised. It needs to purchase a new sewing machine. Evaluate the suitability of **four** of the features of the sewing machine for the manufacturer.

Core skills: Evaluation

Mark allocation: 4 marks

4 x 1 mark for evaluation linking to the needs of the manufacturer.

25 stitches including straight, zigzag, stretch stitching

1. Suitable as range of stitches will allow the business to make the items.
2. Suitable as the business will need the straight stitch to make the seams/hems of the items.
3. Suitable as the business may need zigzag stitch to finish off the seams/decorate the items.
4. Suitable as the business will need the stretch stitch if they use stretchy/knitted fabrics for the items.
5. Suitable as the range of stitches will allow the business to stitch a variety of fabrics.
6. May not be suitable as a particular stitch the business needs may not be included.
7. May not be suitable as there may not be a buttonhole facility and the business may require this.

3 pre-programmed upper and lower case alphabet styles

1. Suitable as the business wishes to personalise the items.
2. Suitable as the business/customer can have a choice of styles for adding monograms to the items/can choose a style they like.
3. Suitable as the business/customer can choose to have names in upper/lower case.
4. Suitable as the business could also personalise the items with initials.
5. May be less suitable as the business/customer may not find a style they like.

PC Embroidery Designer available (at extra cost of £499)

1. Suitable as the business will be able to extend the range of designs (and may increase sales).
2. Suitable as the customer will be more likely to get a design they like (and may increase sales).
3. May not be suitable as the extra cost may not be reflected in increased sales.
4. May not be suitable as the business may not be able to afford the extra money for this.
5. May be suitable as the business may be able to purchase this later if sales justify this.

LCD screen for viewing design

1. Suitable as machine operator can check that the design is correct so reduce waste of time/materials.
2. Suitable as operator can preview design so does not waste time/fabric/thread.
3. Suitable as the operator can see the proposed design at a glance.
4. Suitable as the operator can make amendments/changes/improvements to the design easily.

Variable speed controls

1. Suitable as machine operators can vary speed to suit their ability so reducing mistakes/waste.
2. Suitable as machine operators can vary speed to ensure a good quality result.
3. May not be suitable as all operators may be skilled and they are paying for a facility they do not need.

Bobbin can be wound without unthreading the machine

1. Suitable as less time will be wasted when rethreading the machine so saving the business money.

Online instructions

1. Suitable as operators will have instructions so will be able to work the machine better/faster.
2. Suitable as the business will not have to pay extra for this.
3. Suitable as the instructions could be downloaded for the operator's use.
4. May not be suitable as operators may experience delays in accessing the online facility (resulting in loss of production time).
5. May be less suitable as some operators may not be trained to use the online facility.

Question 4 (continued)

- (b) The manager of a nursery wishes to buy new duvet covers for the nursery's rest area. She would like the duvet covers to have matching items of bedding.
The nursery cares for children from six weeks to five years old.
Study the information about duvet covers shown and choose the **most suitable** duvet cover for the nursery manager to buy.

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 case study.

Correct choice: A

Cost – £/cheapest

1. £/cheapest cover, good so will represent good value for the nursery.
2. £/cheapest cover, good so will be unlikely to be out with the price range of the nursery.

Fabric – 65% polyester, 35% cotton

1. Cotton in the fabric will absorb some moisture so will be comfortable next to the child's skin.
2. Polyester cotton fabric will be unlikely to irritate the child's skin.
3. Polyester in the fabric will help make the fabric crease resistant so maintaining the appearance of the duvet cover.
4. Polyester cotton fabric is likely to be hardwearing so will withstand the frequent washing the duvet cover will require.
5. Cotton/polyester fabric is likely to be durable so the duvet cover will last a long time so saving the nursery money.
6. Fabric can be washed at a high enough temperature to kill bacteria which will be important for the nursery.
7. Fabric can be washed at a high enough temperature to remove stains which will be likely in the nursery.

Colour/decoration – available in 4 pastel colours with matching trim

1. Available in the widest range of colours so the nursery will be able to choose the most suitable colour.
2. Available in 4 pastel colours so the nursery can choose according to the gender of the child.
3. Pastel design will make the duvet cover attractive/suitable for all ages of children in the nursery.
4. Trim will make the duvet covers attractive for the nursery.

Fastening – poppers along bottom edge

1. This will make it quick/easy for the nursery staff to change the duvet covers.
2. These will be unobtrusive so the duvet covers will be attractive in the nursery.
3. These will not be sharp so will not irritate/hurt the child's skin.

Sizes available – cot and single bed

1. These are available in all sizes required by the nursery.
2. Available in cot/single bed size and nursery will have cots for the younger children/single beds for the older children.

Matching bedding items – 3 stars/best available

1. 3 stars/widest range available which is what the nursery manager requires.
2. 3 stars/widest range available so the nursery will look attractive.

Question 4 (continued)

- (c) Explain the importance of **two** of the following labels to the consumer.
- BSI kitemark
 - Leather mark
 - Wool mark

| | |
|---|---------------------------------|
| Core skills: Recall and use of knowledge | Mark allocation: 2 marks |
|---|---------------------------------|

2 x 1 mark for correct explanation of two labels.

BSI kitemark

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

Leather mark

1. Identifies products made from genuine leather.

Wool mark

1. Identifies products made from 100% pure new wool.
2. Identifies products made from 100% virgin wool.

- (d) Describe **two** ways the Citizen's Advice Bureau can help the consumer.

| | |
|---|---------------------------------|
| Core skills: Recall and use of knowledge | Mark allocation: 2 marks |
|---|---------------------------------|

2 x 1 mark for correct.

1. Free and confidential advice and information on a range of subjects.
2. Trained volunteers and paid staff can all access a national CAB information system.
3. Practical help, for example with drafting letters.
4. Give advice on contracts and statutory rights for employers and employees.
5. Preparation of cases for tribunals and court; some CAB advisers are trained to undertake representation on behalf of the client.
6. The CAB may offer free sessions with local solicitors or accountants.
7. Give advice on going to court.
8. Give advice on claiming compensation.
9. Give advice on entitlement to legal aid.
10. Give advice on complaints against solicitors and the police.
11. Give advice on debt/debt counselling.
12. Money/financial advice.

Question 5

(a) State **two** pieces of information which can be found on the back of a paper pattern envelope.
Explain the importance of each piece of information.

| | |
|---|---------------------------------|
| Core skills: Recall and use of knowledge | Mark allocation: 4 marks |
|---|---------------------------------|

2 x 1 mark for correct pieces of information.

2 x 1 mark for correct explanation linked to information.

Fabric requirements

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

Notions

1. Gives details of all extra items needed to complete the item which is essential to achieve a good result.
2. Allows the purchase of everything at once to obtain a good result (eg colour matching).
3. Avoids 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 allow design details of reverse to be considered.

Item description

1. Important to assist in choice.
2. May assist in working out detail of construction and obvious from drawings/photos.
3. May give an indication of degree of difficulty and determine item chosen.

Suggested fabrics

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

Size/size range

1. Important so correct size of pattern is chosen to ensure correct fit.
2. Important to ascertain whether any alterations to the pattern are required.

(b) Name **two** methods of transferring pattern markings from the paper pattern to the fabric.

| | |
|---|---------------------------------|
| Core skills: Recall and use of knowledge | Mark allocation: 2 marks |
|---|---------------------------------|

2 x 1 mark for correct identification of method.

1. Tailor tracking.
2. Tailor's chalk.
3. Tracing wheel/dressmaker's carbon paper.
4. Through-pinning.

Question 5 (continued)

(c) Name **two** methods of removing fullness in garment construction.

Core skills: Recall and use of knowledge

Mark allocation: 2 marks

2 x 1 mark for correct method.

1. Gathers.
2. Darts.
3. Pleats.
4. Tucks/pin tucks.
5. Shirring/elastic (in a casing).
6. Smocking.

(d) Fashion and Textile Technology pupils plan to make decorated cushions to sell at a fundraising event. Study the information about methods of decoration shown and choose the **most suitable** method for the pupils to use.

Core skills: Drawing conclusions

Mark allocation: 4 marks

1 mark for correct choice.

3 x 1 mark for reasons linked to needs of the case study.

Correct choice: C

Ease of application – 4 stars/excellent/best

1. 4 stars/excellent/best so will save the pupil/designer time in production.
2. 4 stars/excellent/best so will save the pupil/designer money in production.
3. 4 stars/excellent/best pupil/designer will want a finish on cushion that is of a high standard.

Flexibility – 3 stars/very good/second best

1. 3 stars/very good/second best as cushions will have to withstand movement in use.
2. 3 stars/very good/second best so the decoration will last for the lifetime of the cushion.
3. 3 stars/very good/second best so the decoration/cushions will maintain their appearance.

Durability – 3 stars/very good/second best

1. 3 stars/very good/second best as the decoration/cushions 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 cushion.
3. 3 stars/very good/second best so the decoration/cushions will maintain their appearance.
4. 3 stars/very good/second best so pupil will obtain a reputation for producing long lasting/good quality cushion/may encourage repeat sales.

Washability – 4 stars/excellent/best

1. 4 stars/excellent/best as decoration/cushions may be washed often.
2. 4 stars/excellent/best as this may increase sales of the cushions.

Colour range – 4 stars/excellent/best

1. 4 stars/excellent/best so pupil will not be limited in choice of colours to contrast/match with the fabric used.
2. 4 stars/excellent/best so the consumer 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 on to the cost of the decoration/cushions/the pupils can make a profit.
2. ££/second cheapest/inexpensive so the pupils can pass the savings on to the customer/cushions will be cheaper to buy.

Intermediate 2 Home Economics

Analysis of 2010 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) Name natural, regenerated and synthetic fibres | | ✓ | 3 |
| | (b) Evaluation of fabric for a shirt for a fast food outlet | | ✓ | 4 |
| | (c) Methods of fabric construction for the shirt | | ✓ | 4 |
| | (d) Explanation of term 'smart fabric' | | ✓ | 1 |
| 2 | (a) Explanation of two stages in product development | | ✓ | 2 |
| | (b) Two reasons for disassembly | | ✓ | 2 |
| | (c) Reasons why a manufacturer would use either market research or sensory testing | ✓ | | 2 |
| | (d) Choice of track top for sports complex | | ✓ | 4 |
| | (e) Act which protects the consumer when buying goods | | ✓ | 2 |
| 3 | (a) Methods of increasing consumer appeal | ✓ | | 3 |
| | (b) Choice of trousers for school wear | | ✓ | 4 |
| | (c) Explanation of textile care symbols | | ✓ | 4 |
| | (d) Information found on a garment label | | ✓ | 1 |
| 4 | (a) Evaluation of sewing machine | ✓ | | 4 |
| | (b) Choice of duvet covers for a nursery | | ✓ | 4 |
| | (c) Explanation of importance of labels to consumer | ✓ | | 2 |
| | (d) Ways Citizen's Advice Bureau can help the consumer | | ✓ | 2 |
| 5 | (a) Information on the back of a paper pattern envelope | | ✓ | 4 |
| | (b) Methods of transferring markings | | ✓ | 2 |
| | (c) Methods of removing fullness in garment construction | | ✓ | 2 |
| | (d) Choice of decoration for a cushion | | ✓ | 4 |

| | | |
|---|---|--|
| Context: | | Health and Food Technology |
| | | Lifestyle and Consumer Technology |
| Intermediate 2 Home Economics. Analysis of the 2010 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) | 3 | | | 0 | 3 | | | 12 |
| (b) | 4 | | | | | | 4 | |
| (c) | 4 | | | | 4 | | | |
| (d) | 1 | | | | 1 | | | |
| Totals | 12 | 0 | 0 | 0 | 8 | 0 | 4 | 12 |

| | | | |
|---|--|-----------------|--|
| | | Context: | Health and Food Technology |
| | | | Lifestyle and Consumer Technology |
| Intermediate 2 Home Economics. Analysis of the 2010 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) | 3 | | | 3 | | | 12 |
| | (b) | 4 | | | 0 | | 4 | |
| | (c) | 4 | | | | 4 | | |
| | (d) | 1 | | | | 1 | | |
| 2 | (a) | | 2 | | | 2 | | 12 |
| | (b) | | 2 | | | 2 | | |
| | (c) | | 2 | | 2 | 2 | | |
| | (d) | | 4 | | | | 4 | |
| | (e) | | | 2 | | 2 | | |
| 3 | (a) | | 3 | 3 | 3 | | | 12 |
| | (b) | 4 | | | | 4 | | |
| | (c) | | 4 | | 4 | | | |
| | (d) | | 1 | | 1 | | | |
| 4 | (a) | 4 | | | 4 | | 4 | 12 |
| | (b) | | | 4 | | 4 | | |
| | (c) | | | 2 | 2 | | | |
| | (d) | | | 2 | 2 | | | |
| 5 | (a) | 4 | | | | 4 | | 12 |
| | (b) | 2 | | | | 2 | | |
| | (c) | 2 | | | | 2 | | |
| | (d) | | 4 | | | | 4 | |
| Totals | 24 | 18 | 18 | 11 | 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]