



2012 Fashion and Textile Technology

Intermediate 2

Finalised Marking Instructions

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**2012 Fashion and Textile Technology
Intermediate 2**

Marking Scheme

Question 1

(a) (i) Name two natural fibres.	
Core skills: Recall and use of knowledge	Mark allocation: 2 marks
2 x 1 mark for correct identification of fibres.	

1. Wool.
2. Silk.
3. Cotton.
4. Linen.
5. Cashmere.
6. Mohair.
7. Angora.

(ii) Name one synthetic fibre.	
Core skills: Recall and use of knowledge	Mark allocation: 1 mark
1 mark for correct identification of fibre.	

1. Polyamide/Nylon.
2. Polyester.
3. Acrylic.
4. Lycra/Elastane.

(iii) Name one regenerated fibre.	
Core skills: Recall and use of knowledge	Mark allocation: 1 mark
1 mark for correct identification of fibre.	

1. Viscose/rayon.
2. Acetate.
3. Triacetate.
4. Lyocel.
5. Tricel.
6. Modal.
7. Cupro.

Question 1 (continued)

(b) Explain **each** of the following terms in yarn production:

Blending

Mixing

Core skills: Recall and use of knowledge

Mark allocation: 2 marks

2 x 1 mark for correct explanation

Blending

1. Individual fibres are combined together to form a yarn.

Mixing

1. Individual (fibres are spun into) yarns which are then mixed together within one fabric.

(c) Name **each** of the construction methods shown below

Core skills: Recall and use of knowledge

Mark allocation: 2 marks

2 x 1 mark for correct identification of construction method.

Construction method A

Weaving

Construction method B

Knitting

Question 1 (continued)

(d) A manufacturer is making a range of duvet covers. Evaluate the suitability of the fabric shown below for the duvet covers.	
Core skills: Evaluation	Mark allocation: 4 marks
4 x 1 mark for correct points of evaluation linked to the case study.	

Fact	Opinion	Link	Consequence
Ease of care 3 stars/good	Good/suitable	Duvet cover	<ol style="list-style-type: none"> would maintain a good appearance would need little or no ironing to maintain appearance would need little time/effort to maintain appearance
		Manufacturer	<ol style="list-style-type: none"> would appeal to consumers so increase sales
Crease resistance 4 stars/excellent	Excellent/suitable	Duvet cover	<ol style="list-style-type: none"> maintain appearance after washing maintain appearance so would look smart would save time ironing
		Manufacturer	<ol style="list-style-type: none"> would appeal to consumers so increase sales
Stain resistant 1 star/poor	Poor/not suitable	Duvet cover	<ol style="list-style-type: none"> time will be required to maintain appearance duvet cover will require to be changed frequently duvet cover will require to be washed frequently increased cost as duvet cover may require specialist cleaning increased need for replacement as stains may not come out
		Manufacturer	<ol style="list-style-type: none"> may not appeal to consumers so may lose sales/reputation
Flammability 3 stars/good	Good/suitable	Duvet cover	<ol style="list-style-type: none"> will protect duvet cover from scorching with hot iron will prevent fire from overturned candles less likely to ignite when tumble drying less likely to catch fire
		Manufacturer	<ol style="list-style-type: none"> would appeal to consumers so increase sales
Durability 2 stars/fair	Fair/less suitable	Duvet cover	<ol style="list-style-type: none"> will not withstand wear and tear when washed a lot may need to be replaced often may have poor appearance in use after short time
		Manufacturer	<ol style="list-style-type: none"> may not appeal to consumers so may lose sales/reputation

Question 2

(a) Explain the importance of **each** of the following principles of design which a manufacturer may consider when developing a clothing range.

Aesthetics

Quality

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

2 x 1 mark for correct explanations.

Aesthetics

1. Fabric colour should be suitable for garment/wearer.
2. Fabric texture should be suitable for garment/wearer.
3. Style of garment should appeal to target age group/use of garment.
4. Surface decoration should be suitable for the fabric/garment/wearer/use of garment.
5. Customer may be more likely to purchase if garment is attractive.

Quality

1. Garment quality should be chosen to suit target market budget.
2. Customers may not make repeat purchases of poor quality goods.
3. High quality garment will cost manufacturer more and these costs will be reflected in final selling price.
4. High quality workmanship will cost manufacturer more and these costs will be reflected in final selling price.
5. Quality of fabric chosen will depend on garment's projected life.
6. Quality of workmanship chosen will depend on garment's projected life.

(b) A manufacturer is making shirts to be worn as part of a uniform for supermarket staff. The uniform will be worn by staff who carry out the following tasks:

- **Serve food**
- **Restock shelves/freezers**
- **Work in customer service**
- **Collect trolleys**

Study the information about fabrics shown below and choose the **most suitable** fabric for the shirts

Core skills: Drawing conclusions | **Mark allocation:** 4 marks

1 mark for correct choice.

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

Correct Choice: **Fabric A**


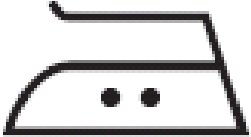
Fact	Link	Conclusion/justification
Strength 3 stars/good/(equal) best	Staff	1. Shirt will last a long time/will not need replaced often. 2. Will withstand frequent laundering. 3. Will maintain appearance (for longer).
	Supermarket	1. Will save money as will not need replaced often.
Absorbency 4 stars/excellent/best	Staff	1. Shirt will be comfortable to wear.
Cost ££/(equal) least expensive	Manufacturer	1. Low cost could ensure a good profit margin for manufacturer. 2. Low cost can be passed on to the supermarket encouraging them to buy more.
	Supermarket	1. Will be more cost effective/save money if the supermarket is buying a large number of uniforms. Will save money as they may need replaced often.

Question 2 (b) (continued)

Colour range 3 stars/good/equal best	Manufacturer	<ol style="list-style-type: none"> 1. Manufacturer may require a good colour range to supply a variety of supermarkets with uniforms 2. Manufacturer can find colour to suit supermarket's requirements.
	Supermarket	<ol style="list-style-type: none"> 1. Will be likely to find the colour they require.
Ease of care 4 stars/excellent/best	Supermarket	<ol style="list-style-type: none"> 1. Uniforms will withstand wear and tear in use. 2. Uniform will withstand frequent washing. 3. Uniforms will not require to be replaced as often. 4. Will maintain a smart appearance for longer. 5. Will withstand frequent washing required for hygiene reasons.
	Staff	<ol style="list-style-type: none"> 1. Will not require to spend too much time/effort maintaining the uniform. 2. Will be able to have the uniform ready for the next day/shift.

(c) Explain the meaning of **each** of the symbols shown on the care label of the uniform.

Core skills: Recall and use of knowledge **Mark allocation:** 2 marks
 2 x 1 mark for correct identification of symbols.

	<ol style="list-style-type: none"> 1. Wash at 40°C.
	<ol style="list-style-type: none"> 1. Warm iron.

Question 2 (continued)

(d) Study the information about shirts shown below and choose the **most suitable** shirt for the staff to wear as part of their uniform.

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

Correct Choice: **Shirt B**

Fact	Link	Conclusion/justification
Sizes XS, S, M, L, XL	Staff	<ol style="list-style-type: none"> 1. Would maintain a smart appearance. 2. Would provide a good fit for most staff body sizes/shapes. 3. Would ensure that all staff could find a uniform to fit. 4. Would be more comfortable as uniform fits properly.
Standard fit	Staff	<ol style="list-style-type: none"> 1. Would provide a smart appearance. 2. Would be comfortable to wear. 3. Would flatter most body shapes.
Short or long sleeve	Staff	<ol style="list-style-type: none"> 1. Would allow staff personal choice of sleeve type. 2. Would allow choice depending on weather/job.
Logo embroidered on shirt front	Staff	<ol style="list-style-type: none"> 1. Would allow staff to be easily recognised. 2. Will maintain a good corporate identity among staff. 3. Would allow staff to identify colleagues.
Matching fleece available	Staff	<ol style="list-style-type: none"> 1. Would allow staff to maintain a smart appearance when warmer clothing is required/travelling to work. 2. Would promote corporate identity. 3. Would keep staff warm if carrying out tasks outdoors/stocking freezers.

Question 3

(a) Name an organisation which monitors magazine advertisements.

Core skills: Recall and use of knowledge | **Mark allocation:** 1 mark

1 mark for correct identification of organisation.

Advertising Standards Authority.

(b) Name **each** of the following **different** Consumer Acts from the descriptions below.

Core skills: Recall and use of knowledge | **Mark allocation:** 3 marks

3 x 1 mark for correct identification of Consumer Act.

(i) **Trades Description Act (1968)/Consumer Protection from Unfair Trading Regulations/CPR's (2008)**

(ii) **Sale & Supply of Goods Act (1994)/Sale and Supply of Goods to Consumers Regulations (2002)**

(iii) **Consumer Protection Act (1987)**

(c) Study the swimwear for a child shown below and explain the importance of **four** of the design features.

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

4 x 1 mark for correct explanations.

Design feature	Explanation
Raglan sleeves	<ol style="list-style-type: none"> Will allow child to move easily in the swimwear. Will give greater freedom of movement than set in sleeves which is important for children's beachwear. Will not rub against the child's skin so will be more comfortable to wear.
Elbow length sleeves	<ol style="list-style-type: none"> Will cover much of the child's arms and prevent sun exposure/sunburn. Will leave the lower arms exposed to the sun so sun protection would need to be applied to prevent burning.
Bright colour	<ol style="list-style-type: none"> May appeal to parents as it will allow child to be seen easily when playing on beach/in water. May be attractive to young child who will be happy wearing swimwear.
Cap with brim and neck flap	<ol style="list-style-type: none"> Cap will protect child's head from sun exposure. Will prevent sun exposure/sunburn on delicate neck area. Brim would protect child's face from sun exposure/sunburn.
Collar	<ol style="list-style-type: none"> Will prevent sun exposure/sunburn on delicate neck area. May make the swimwear more attractive to the child/parent.
Logo	<ol style="list-style-type: none"> May be attractive to young child who will be happy wearing swimwear.
Front zip	<ol style="list-style-type: none"> Zip will make dressing/undressing the child easier for the parent. Will encourage the child to dress/undress herself. Will make the swimwear easier to take off when wet.

Question 3 (continued)

(d) Study the information about fabrics shown below and choose the **most suitable** fabric for the swimwear.

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

Correct choice: Fabric C

Fact	Link	Conclusion/justification
Elasticity 5/excellent/equal best	Child	1. Will be comfortable to wear. 2. Will be able to move freely. 3. Will allow for some growth.
	Parent	1. Will be easier for the parent to dress the child. 2. Will be less likely to tear so will need replaced less often.
	Swimwear	1. Will be less likely to tear so will maintain a smart appearance.
Resistance to chemicals 4/very good/best	Swimwear	1. Will not be damaged by chlorine/salt. 2. Will last longer in wear. 3. Will maintain appearance.
	Parent	1. Will last longer so will not need replaced so often. 2. Will not require as much time/effort spent on rinsing after use.
Quick drying 4/very good/(equal best)	Child	1. Will dry quickly so allow it to be re-used/next day. 2. Comfortable in wear as child will not have to wear wet swimwear for long periods.
Range of colours 4/very good/(equal best)	Child Parent	1. Will appeal to a wide variety of children/parents. 2. Child has a wide choice and will be happy to wear swimwear. 3. Both genders will find a colour which appeals.
UV protection factor 5/excellent/best	Child	1. Will protect child's delicate skin from sun exposure/sunburn. 2. UV rays will not penetrate fabric and harm child's delicate skin.

Question 4

- (a) The British Olympic track event team wish to buy tracksuits to wear when travelling to the Olympic stadium.
The tracksuits must:
- reflect national identity
 - be easy to put on and remove
 - be available in a wide range of sizes
- Choose the **most suitable** tracksuit for the British Olympic track event team.

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

Correct choice: Tracksuit A

Fact	Link	Conclusion/justification
Tracksuit top Full length zip opening	Athletes	<ol style="list-style-type: none"> 1. Good as this will make the top easier to put on/take off before/after the event/as required by the British team. 2. Good as this can be worn open or closed depending on the weather at the event/when travelling.
Elasticated cuffs	Athletes	<ol style="list-style-type: none"> 1. Good as these will ensure a snug fit keeping the athlete warmer while waiting to compete/after competing/when travelling. 2. Good as this will ensure a smarter appearance (as too-long sleeves can look untidy) for athletes. 3. Good as this will keep the sleeves in place making the top more comfortable for the athletes to wear.
Concealed hood within the collar	Athletes	<ol style="list-style-type: none"> 1. Good as the hood will help keep the athlete warm after taking part in an event. 2. Good as the hood will keep the athlete warmer if cold weather while waiting to compete/when travelling. 3. Good as the hood can be concealed in the collar giving the tracksuit a smarter appearance. 4. Good as the hood can be worn in or out making the tracksuit more versatile/suitable for all occasions.
Tracksuit trousers Elasticated hem with zip openings	Athletes	<ol style="list-style-type: none"> 1. Good as these will ensure a snug fit keeping the athlete warmer while waiting to compete/after competing/when travelling 2. Good as this will ensure a smarter appearance (as too-long trousers can look untidy) for athletes. 3. Good as this will ensure the athletes do not trip up. 4. Good as the athletes will not need to take off running shoes/trainers when changing. 5. Good as this will make it easier/quicker for the athletes to put on/take off the tracksuit/as required by the British team.

Question 4 (a) (continued)

Elasticated waist	Athletes	<ol style="list-style-type: none"> 1. Good as this will ensure a good fit for all the athletes. 2. Good as this will stretch with the athletes making them more comfortable. 3. Good as this will make the tracksuit easier/quicker to take off/ put on before/after competing/as required by the British team.
<u>Colours available</u> – red, blue, white, green, black,	Team	<ol style="list-style-type: none"> 1. Good as the tracksuit will be available in the (GB) team’s colours. (red, white, blue) 2. Good as the tracksuit is available to reflect team GB. 3. Good as this is the only tracksuit that has all the colours that would reflect team GB. 4. Good as tracksuit could be chosen in colours to identify team Britain.
<u>Sizes available</u> – Small, medium, large, X-large/widest discrete size range	Athletes/team	<ol style="list-style-type: none"> 1. Good as widest individual size range will mean all athletes can achieve a good fit/as required by the British team. 2. Good as tracksuits are available in a wide range of sizes which is required by the British team.
<u>Logo</u> – Team logo on tracksuit top	Athletes/team	<ol style="list-style-type: none"> 1. Good as the tracksuits can have a logo which would identify the British team. 2. Good as a logo can be made as required by the British team. 3. Good as logo could be designed to reflect the British team.

Question 4 (continued)

(b) A manufacturing company is designing rain jackets for spectators to buy at the Olympic Games.
Evaluate the suitability of the rain jacket shown below.

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

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

Fact	Opinion	Link	Consequence
Hood with visor	Suitable	Spectators	<ol style="list-style-type: none"> 1. Will keep the wearer drier/more comfortable if it rains. 2. Will keep the wearer warmer if conditions are cold/windy 3. As the visor will give the wearer extra protection from the rain.
	Less suitable	Spectators	<ol style="list-style-type: none"> 1. The visor might prevent spectator from seeing the games clearly. 2. The hood with visor might be too big for some spectators. 3. The hood with visor might blow down and cause the spectator to get wet if raining as there is no fastening.
¼ length front zip	Less suitable	Spectators	<ol style="list-style-type: none"> 1. The rain jacket might not be quick/easy to be put on/take off if weather changes. 2. The spectator could not wear jacket open if too warm/when not raining.
	Suitable	Spectators	<ol style="list-style-type: none"> 1. The zip could be worn zipped up/down according to weather conditions at the Games. 2. The zip would make it easier for the spectator to put the jacket on/take it off. 3. The rain would not penetrate through zip opening, so keep the spectator drier.
Taped seams	Suitable	Spectators	<ol style="list-style-type: none"> 1. Would prevent water/wind penetration through the seams so keeping the spectator dry/comfortable if wet/windy conditions. 2. Would make seams stronger so less likely to rip/tear when spectator wears/puts on the jacket. 3. Rain jacket should last for the duration of the Games.

Question 4 (continued)

Fact	Opinion	Link	Consequence
Drawstring waist with toggle	Suitable	Spectators	<ol style="list-style-type: none"> 1. As the toggle could be adjusted to the spectator's needs. 2. The drawstring will help keep the spectator dry/warmer when raining/windy/cold. 3. The drawstring can be adjusted depending on spectator's clothing worn underneath.
	Not suitable	Spectators	<ol style="list-style-type: none"> 1. The spectator may have difficulty adjusting the drawstring to fit properly.
Packs into a bag with belt loop	Suitable	Spectators	<ol style="list-style-type: none"> 1. The rain jacket will be easier to carry when not raining at the games. 2. The rain jacket will be easy to access when raining at the games. 3. The rain jacket will be easy to access if weather conditions change at the games. 4. The rain jacket can be stored in bag to carry more easily at the games.
	Less suitable	Spectators	<ol style="list-style-type: none"> 1. The spectator might have difficulty in getting the rain jacket out of the bag quickly if it rains (and then would get wet). 2. If the rain jacket is not dry when put away in bag this would cause the rain jacket to be damp/mouldy when next worn.
One size	Suitable	Spectators	<ol style="list-style-type: none"> 1. The rain jacket can fit all/most sizes of spectators at the games. 2. The rain jacket could be used by other members of the family if attending the games on a different day.
	Less suitable	Spectators	<ol style="list-style-type: none"> 1. The rain jacket might be too big/small for some spectators.

Question 4 (continued)

(c) Give **two** reasons why manufacturers carry out sensory testing on textile items.

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

2 × 1 mark for each reason

1. To find out the opinions of customers.
2. To discover how acceptable the product is to customers.
3. To determine the strengths and weaknesses of the product.
4. To check that the product is within the specification.
5. To compare a product with a competitor's product.
6. To carry out quality control to ensure the standard is the same across different batches.
7. To allow the manufacturer to modify/adapt products to increase consumer appeal.

(d) State **two** responsibilities of the Trading Standards Department.

Core skills: Recall and use of information | **Mark allocation:** 2 marks

2 × 1 mark for each explanation.

Trading Standards Department

1. To enforce the Weights and Measures Act (1963)/to ensure weights/scales/measuring rods are accurate/to ensure goods are weighed/measured correctly.
2. To ensure all goods are sold in metric weights/measurements.
3. To enforce the Trades Description Act (1968).
4. To ensure that labels/descriptions/adverts are not misleading.
5. To deal with complaints about goods and services.
6. To check for counterfeit goods.
7. To ensure that goods sold are safe/not harmful.
8. To ensure prices of sale/reduced goods are not misleading.

Question 5

(a) Explain the importance to the consumer of **three** of the following points of information found on the back of a pattern envelope.

Fabric requirements; Sewing notions; Back views; Suggested fabrics, Item description

Core skills: Recall and use of knowledge **Mark allocation** 3 marks

3 x 1 mark for correct explanations

Marking	Explanation
Fabric requirements	<ol style="list-style-type: none"> 1. Gives the exact amount of fabric required for each of the items on the pattern. 2. Essential to know how much fabric to purchase to avoid waste. 3. Gives correct amount of fabric for different fabric widths which is essential to avoid waste. 4. Essential to know how much fabric to purchase to avoid buying too little fabric.
Sewing notions	<ol style="list-style-type: none"> 1. Give details of all extra items needed to complete the item (which is essential to achieve a good result). 2. Allows purchase of everything at once (colour matching etc). 3. Avoids wasting time having to re-shop for additional items. 4. Gives detail of specific items to be purchased (eg length of zip) which reduces guesswork/poor finished result.
Back views	<ol style="list-style-type: none"> 1. Shows detail of reverse of item which is important as this is not always obvious from picture/photo on front of envelope. 2. Shows detail of reverse of item which is important to allow design details of reverse to be considered.
Suggested fabrics	<ol style="list-style-type: none"> 1. Suggests suitable fabrics which is important to achieve as good a result. 2. Suggests suitable fabrics which is important if person is less experienced and may have difficulty in choosing a suitable fabric.
Item description	<ol style="list-style-type: none"> 1. Gives information about the variations available in the pattern envelope (which is important to the buyer's choice). 2. Gives detail about the item and may assist in working out detail of construction not obvious from drawings/photos. 3. Gives detail about the item so this may give an indication of degree of difficulty of making the item.

(b) State **one** reason why **each** of the following would be used in the construction of a garment

- lining
- interfacing

Core skills: Recall and use of information | **Mark allocation:** 2 marks

2 x 1 mark for correct explanations

Lining

1. keeps garment in shape
2. prevents seating/bagging
3. gives support/strength/body to fabric
4. adds warmth
5. adds design/background colour if used with transparent fabric
6. improves hang of garment
7. improves comfort in wear
8. neatens/finishes inside of garment
9. acts as a barrier/protects wearer from irritating fabric

Interfacing

1. gives body to parts of garment
2. stiffens parts of garment
3. gives shape to garment
4. makes parts of the garment more hardwearing
5. prevents parts of garment stretching/sagging

Question 5 (continued)

(c) State two types of surface decoration which could be added to a garment.	
Core skills: Recall and use of information	Mark allocation: 2 marks
3 x 1 mark for correct surface decoration	

1. Buttons
2. Ribbons
3. Zips
4. Appliqué
5. Embroidery
6. Sequins
7. Beads
8. Cord
9. Fabric paints/crayons
10. (Iron-on) transfer

(d) The Home Economics department is buying new irons. Study the information about irons below and choose the most suitable iron for the department to buy.	
Core skills: Drawing conclusions	Mark allocation: 4 marks
1 mark for correct choice. 3 x 1 mark linked to needs of case study.	

Correct choice: Iron C



Fact	Link	Consequence
Cost £24.99/(equal) cheapest	Department	<ol style="list-style-type: none"> 1. Would be suitable for department budget. 2. Department could afford more than one iron if necessary. 3. Would be cost effective for the department if other features are taken into account.
Water tank capacity 300mls/(equal) highest	Department	<ol style="list-style-type: none"> 1. Would provide sufficient steam for class use. 2. Re-filling would be minimised. 3. Time during period required for re-filling iron is reduced.
	Pupils	<ol style="list-style-type: none"> 1. Would be less likely to have to fill the iron before use.
Steam action Variable steam with shot of steam	Department	<ol style="list-style-type: none"> 1. Variable steam means steam can be adjusted for the range of fabrics used by classes. 2. Shot of steam means that iron will cope with any stubborn crease in fabrics used by class.
Weight 1.1kg/lightest	Pupil	<ol style="list-style-type: none"> 1. Will be easier to use. 2. Will be easier to carry/set up/put away.
Non-stick soleplate	Department	<ol style="list-style-type: none"> 1. Pupils will be less likely to damage fabrics while ironing. 2. Will not need to replace often. 3. Will save staff/pupils time/energy cleaning soleplate.
Water level indicator	Department	<ol style="list-style-type: none"> 1. Will allow staff/pupils to make sure there is enough water in the iron at the start of the class/before ironing. 2. Will let staff/pupils see if the iron needs emptying before storing.

Question 5 (continued)

e) Explain the meaning of **one** of the following labels which could be found on the iron.
Kitemark
CE mark

Core skills: Recall and use of information | **Mark allocation:** 1 marks

1 mark for correct explanation

	<ol style="list-style-type: none">1. The iron has complied with the standards for use in Britain/BSI.2. The iron will suit the purpose intended.3. The iron will work efficiently.4. The iron will be safe to use.5. The iron has been tested for safety in normal use.6. The iron should not cause injury or harm in normal use.
	<ol style="list-style-type: none">1. EC symbol of conformity, it informs the consumer that the iron has passed mechanical/physical/electrical tests.2. European safety mark which tells the consumer the iron has passed appropriate safety tests.3. Shows that iron meets European safety standards.

Intermediate 2 Home Economics

Analysis of 2012 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) Identification of 2 natural, one synthetic and one regenerated fibres		✓	4
	(b) Explanation of blending and mixing in yarn production		✓	2
	(c) Identification of weaving and knitting		✓	2
	(d) Evaluation of fabric properties for duvet covers		✓	4
2	(a) Importance of two principles of design		✓	2
	(b) Choice of fabric for supermarket uniform		✓	4
	(c) Explanation of two care symbols		✓	2
	(d) Choice of shirt for supermarket staff		✓	4
3	(a) Identification of Advertising Standards Agency		✓	1
	(b) Identification of three consumer Acts		✓	3
	(c) Importance of four design features of swimwear	✓		4
	(d) Choice of fabric for swimwear		✓	4
4	(a) Choice of tracksuit for Olympic track event team		✓	4
	(b) Evaluation of rain jacket for spectators	✓		4
	(c) Reasons why manufacturers carry out sensory tests		✓	2
	(d) Two responsibilities of Trading Standards		✓	2
5	(a) Explanation of three points from back of pattern envelope	✓		3
	(b) Reason for use of lining and interfacing in garment		✓	2
	(c) Two methods of surface decoration		✓	2
	(d) Choice of iron for Home Economics Department		✓	4
	(e) Explanation of Kitemark or CE mark	✓		1

	Context:	Health and Food Technology
		Lifestyle and Consumer Technology
Intermediate 2 Home Economics. Analysis of the 2012 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) (i)	2				2			
(ii)	1				1			
(iii)	1				1			
(b)	2				2			
(c)	2				2			
(d)	4						4	
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 2012 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			0	2			
	(c)	2				2			
	(d)	4						4	
2	(a)		2			2			12
	(b)		4				4		
	(c)			2		2		4	
	(d)			4			4		
3	(a)			1		1			12
	(b)			3		3			
	(c)		4		4	4		4	
	(d)	4					4		
4	(a)		4				4		12
	(b)		4		4			4	
	(c)		2			2			
	(d)			2		2			
5	(a)	3			3	3			12
	(b)	2				2			
	(c)	2				2			
	(d)			4			4		
	(e)			1	1	1			
Totals		23	20	17	12	32	20	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]