



# **2014 Fashion and Textile Technology**

## **Intermediate 2**

### **Finalised Marking Instructions**

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## **Part One: General Marking Principles for: Fashion and Textile Technology Intermediate 2**

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### **GENERAL MARKING ADVICE: Fashion and Textile Technology Intermediate 2**

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

**Part Two: Marking Instructions for each Question**

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	a	<p><b>Core skills:</b> Recall and use of knowledge</p> <p><b>Natural fibres</b></p> <ol style="list-style-type: none"> <li>1. Cotton</li> <li>2. Linen</li> <li>3. Wool</li> <li>4. Silk</li> </ol> <p><b>Synthetic fibres</b></p> <ol style="list-style-type: none"> <li>1. Polyester</li> <li>2. Polyamide/nylon</li> <li>3. Elastane/lycra</li> <li>4. Lyocel</li> </ol> <p>2 x 1 mark for each natural fibre 2 x 1 mark for each synthetic fibre</p>	4	
1	b	<p><b>Core skills:</b> Recall and use of knowledge</p> <ol style="list-style-type: none"> <li>1. Shrink resistance</li> <li>2. Flame resistance</li> <li>3. Stain resistance</li> <li>4. Anti-bacterial</li> <li>5. Anti-pilling</li> <li>6. Water repellence/waterproofing</li> <li>7. Crease resistance</li> <li>8. Anti-static</li> </ol> <p>2 x 1 mark for each identified finish</p>	2	
1	c	<p><b>Core skills:</b> Recall and use of information</p> <ol style="list-style-type: none"> <li>1. Weaving</li> <li>2. Knitting</li> <li>3. Bonded/felting/laminated/ non-woven</li> </ol> <p>2 x 1 mark for identification of each method of fabric construction</p>	2	

Question		Expected Answer(s)	Max Mark	Additional Guidance	
1	d	<b>Core skills:</b> Evaluation		<b>4</b>	
		<b>Fact</b>	<b>Opinion</b>	<b>Link</b>	<b>Consequence</b>
		<b>Elasticity – 2 stars/fair</b>	Not suitable	Toddler	1. Could restrict the toddlers movements/may be uncomfortable to wear 2. May rip during wear 3. Trousers may lose shape when worn
			Suitable	Parent/toddler	4. Trousers may keep their shape for longer
		<b>Stain resistance – 4 stars/excellent</b>	Suitable	Parent/toddler	1. Will not have to launder trousers as often 2. Stains will be removed easily/look smarter
		<b>Ease of care – 4 stars/excellent</b>	Suitable	Parent/toddler	1. Less expensive as no specialist treatment required 2. No effort required to maintain appearance/saves parent time/effort 3. Can be ready to wear quickly if necessary
		<b>Durability – 2 stars/fair</b>	Not suitable	Parent	1. May wear out quickly/need to be replaced quickly/may not last 2. Might not withstand wear and tear 3. Might not withstand frequent washing if trousers get dirty
			Suitable	Toddler	4. The toddler is growing so the trousers might only be required for a short time
		<b>Absorbency – 3 stars/good</b>	Suitable	Toddler	1. Comfortable to wear as sweat will be absorbed
			Not suitable	Parent	2. May take longer to dry after washing
4 x 1 mark for each point linked to the trousers/toddler					

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	a	<p><b>Core skills:</b> Recall and use of knowledge</p> <ol style="list-style-type: none"> <li>1. Introduction of style</li> <li>2. Rise</li> <li>3. Maturity</li> <li>4. Decline</li> <li>5. Obsolescence</li> </ol> <p>2 x 1 mark for identification of each stage of the fashion cycle</p>	2	
2	b	<p><b>Core skills:</b> Recall and use of knowledge</p> <p><b>Peer pressure</b></p> <ol style="list-style-type: none"> <li>1. Consumers may choose clothing which is similar to that which is worn by their friends</li> <li>2. Consumers may choose clothing which makes them feel part of a group/identify with a particular group</li> <li>3. Consumers may choose clothing that may be regarded as unsuitable by their friends</li> </ol> <p><b>Available income</b></p> <ol style="list-style-type: none"> <li>1. Consumers with a high income may indulge their taste for luxury/ designer clothing</li> <li>2. Consumers may be restricted by a low income and only afford cheaper items</li> <li>3. Consumer may be restricted to choose clothing that is poorer quality</li> <li>4. Consumer may wish to save money/might choose to buy second hand clothing to save money</li> </ol>		


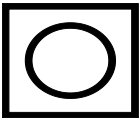



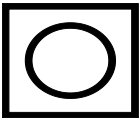



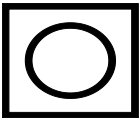


Question		Expected Answer(s)	Max Mark	Additional Guidance
2	b	<p>(cont)</p> <p><b>Cultural or religious influences</b></p> <ol style="list-style-type: none"> <li>1. Consumers may be influenced by the religion they follow eg Muslim woman must cover their arms/ legs while out in public</li> <li>2. Consumers may be dictated to by their culture as to what is/is not acceptable</li> <li>3. Consumers often wear the same style of dress that is common in their culture into which they are born</li> <li>4. Consumers may wear different styles of clothing than is the norm in order to shock others within the culture</li> <li>5. Consumers travel more and experience different cultures therefore feel that they would like to wear the same clothes</li> </ol> <p><b>Environmental issues</b></p> <ol style="list-style-type: none"> <li>1. Consumers who are environmentally conscious may choose to wear organically/ ethically produced textiles and clothing</li> <li>2. Consumers who have a strong belief in animal rights may refuse to wear textiles/clothing manufactured from animal products</li> <li>3. Consumer may wish to buy second hand clothing to help protect the environment</li> </ol> <p>3 x 1 mark for explanation linked to consumer's choice of clothing</p>	3	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	c	<p><b>Core skills:</b> Recall and use of knowledge</p> <p><b>Tailored collar</b></p> <ol style="list-style-type: none"> <li>1. Would allow the shirt to be worn with/without a tie</li> <li>2. Would allow the collar to be worn/ fastened/unfastened depending on the weather</li> <li>3. Would look smart</li> </ol> <p><b>Decorative top stitching</b></p> <ol style="list-style-type: none"> <li>1. The stitching would increase the appeal of the shirt</li> <li>2. This would give added strength to the shirt collar so that it would not wear out so quickly</li> </ol> <p><b>Pocket with school logo</b></p> <ol style="list-style-type: none"> <li>1. This may make the pupil identify with the school community</li> <li>2. The pocket could be used for storing small items eg rubber/ pencil/money</li> </ol> <p><b>Fitted style</b></p> <ol style="list-style-type: none"> <li>1. This style may appeal more/be attractive to the pupil</li> <li>2. This style allows the shirt to be worn inside/outside other garments</li> <li>3. This style might look smarter</li> </ol> <p><b>Long sleeves</b></p> <ol style="list-style-type: none"> <li>1. Will help to keep the pupil warm in cold weather</li> <li>2. The sleeves can be adjusted depending on the weather/temperature/activity</li> </ol> <p><b>Button cuffs</b></p> <ol style="list-style-type: none"> <li>1. Will allow the pupil to adjust the cuff to fit/make more comfortable to wear</li> <li>2. May be more difficult to fasten depending on age of pupil</li> </ol> <p>4 x 1 mark for each explanation linked to the school shirt</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	d	<p><b>Core skills:</b> Recall and use of information</p> <ol style="list-style-type: none"> <li>1. Country of origin</li> <li>2. Size</li> <li>3. Fabric composition/fibre content</li> <li>4. Safety instructions</li> <li>5. Stock code number</li> <li>6. Brand/makers name</li> <li>7. Fair Trade/organic details</li> <li>8. Price</li> <li>9. Colour</li> </ol> <p>3 x 1 mark for each correct point of information</p>	3	



Question		Expected Answer(s)	Max Mark	Additional Guidance	
3	a	<b>Core skills:</b> Drawing conclusions	4		
		<b>Correct choice:</b> Jacket A			
		<b>Fact</b>	<b>Link</b>		<b>Justification</b>
		<b>Sizes available</b>	Volunteer		1. Widest range of size will mean it is more likely the jackets will fit well
			Organiser		2. The organisers wanted a good fit and this has the widest range of sizes 3. Wide range of sizes so more likely to fit all volunteers
		<b>Outer fabric</b>	Volunteer		1. This has a waterproof outer fabric so will keep the volunteer dry if it rains
			Organisers		2. Will keep the volunteers dry and this is what they wanted
		<b>Lining</b>	Volunteer		1. The lining is breathable so the volunteer will be comfortable/not too hot
			Organisers		2. Will be suitable if the weather gets warm which is what they wanted
		<b>Features – full length front zip</b>	Volunteer		1. The jacket can be worn open or closed depending on the weather 2. This will make the jacket easier to put on/take off while they are working
		<b>Features – concealed hood</b>	Volunteer		1. The hood will keep the volunteer dry if it should rain 2. The hood can be worn up/down depending on the weather at the games 3. The hood can be tucked away when not in use
			Organisers		4. Will make the jacket more suitable for all weather conditions which is what the organisers wanted
		<b>Features – elasticated cuffs</b>	Volunteer		1. The elasticated cuffs will ensure a snug fit/keep the volunteer warm at the games 2. This will ensure a smart appearance for the volunteer
			Organisers		3. This will keep the volunteers warmer which is what the organisers wanted
		<b>Features – two zipped pockets</b>	Volunteer		1. This will give the volunteer a safe place to store money/valuables/phone/jewellery while they are working
<b>Features – personalised logo</b>	Volunteer	1. The volunteer can be easily identified by the visitor at the games			
	Organisers	2. This will mean that there will be no additional expense incurred 3. The organisers wanted the jacket to make the volunteers easily identified			
1 x 1 mark for correct choice 3 x 1 mark for reasons linked to the needs of the case study					

Question		Expected Answer(s)	Max Mark	Additional Guidance								
3	b	<p><b>Core skills:</b> Recall and use of knowledge</p> <table border="1"> <tbody> <tr> <td></td> <td>Wash at (maximum) 40°C</td> </tr> <tr> <td></td> <td>Can be tumble dried</td> </tr> <tr> <td></td> <td>Use warm iron</td> </tr> <tr> <td></td> <td>Dry clean (using any solvent)</td> </tr> </tbody> </table> <p>4 x 1 mark for each correct symbol</p>		Wash at (maximum) 40°C		Can be tumble dried		Use warm iron		Dry clean (using any solvent)	4	
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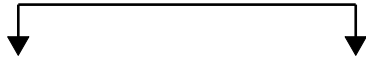
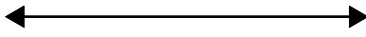

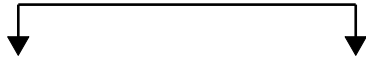
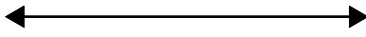

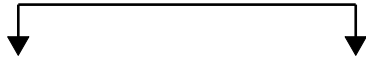
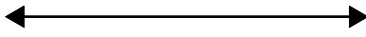

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Question		Expected Answer(s)	Max Mark	Additional Guidance
4	a	<p><b>Core skills:</b> Recall and use of knowledge</p> <ol style="list-style-type: none"> <li>1. Will let the business know what the consumer wants/likes</li> <li>2. To identify a gap in the market</li> <li>3. Check what is currently available/ check out the competition</li> <li>4. Provide the business with information about the potential popularity of items/ensuring sales</li> <li>5. Can provide information/ideas from targeted groups</li> <li>6. Products can be adapted as a result of market research to ensure it meets the needs of the target group</li> <li>7. Market research can identify potential unsuccessful products so these can be rejected by the business</li> </ol> <p>2 x 1 mark for each reason</p>	2	



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4	c	<p><b>Core skills:</b> Drawing conclusions</p> <p><b>Correct choice:</b> Steam generator iron B</p>	4																									
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4	d	<p><b>Core skill:</b> Recall and use of knowledge</p> <ol style="list-style-type: none"> <li>1. Make sure loose articles of clothing/long hair/jewellery are out of the way</li> <li>2. Cables should not trail on the floor/table/work surface</li> <li>3. Do not touch the iron with wet hands</li> <li>4. Keep fingers away from the hot soleplate</li> <li>5. Switch off the iron when it is not in use</li> <li>6. Do not use if cables/plug is tangled/frayed/broken/has loose wires/is cracked</li> <li>7. Make sure the iron sits on a flat surface</li> <li>8. Turn the iron off/unplug before filling</li> </ol> <p>2 x 1 mark for correct reasons</p>	2	

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5	a	<b>Core skills:</b> Recall and use of knowledge	3											
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Question		Expected Answer(s)	Max Mark	Additional Guidance
5	b	<p><b>Core skills:</b> Recall and use of knowledge</p> <p><b>Price</b></p> <ol style="list-style-type: none"> <li>1. Should be linked to quality of goods on sale</li> <li>2. Consumers should feel they are getting value for money to encourage sales</li> <li>3. Lower prices may attract a wider consumer base</li> </ol> <p><b>Décor</b></p> <ol style="list-style-type: none"> <li>1. Good lighting to display goods to the best advantage for sale</li> <li>2. Ensure the environment reflects the type of goods sold</li> <li>3. Pleasant atmosphere to encourage customers to linger</li> <li>4. Attractive displays to direct consumer attention to goods</li> <li>5. Displays to reflect current events/celebrations/fashions</li> </ol> <p><b>In-store-promotion</b></p> <ol style="list-style-type: none"> <li>1. Attractive displays to encourage consumers to purchase products</li> <li>2. Related items displayed together to encourage multiple purchases</li> <li>3. Clearly displayed reductions or special offers</li> <li>4. Seasonal displays to encourage consumers to buy related goods</li> <li>5. Appealing window displays</li> <li>6. Event days/evenings</li> <li>7. Point of sale displays</li> </ol> <p>3 x 1 mark for correct explanation</p>	3	

Question		Expected Answer(s)	Max Mark	Additional Guidance	
5	c	Core skills: Evaluation	4		
<b>Sewing Kit A</b>					
		<b>Fact</b>	<b>Opinion</b>	<b>Link</b>	<b>Consequence</b>
		<b>3 pairs of scissors – assorted sizes</b>	Suitable	Beginner	1. Will be able to find a pair of scissors suitable for all tasks 2. If correct scissors have been used a good result should be achieved
			Not Suitable	Beginner	3. May be unsure which scissors to use to achieve a good result
		<b>3 full reels thread – black, white, cream</b>	Suitable	Beginner	1. Would be able to use the three colours of thread available to sew with
			Not Suitable	Beginner	2. Would need to purchase additional threads as the colour required may not be available
		<b>30cm plastic coated measuring tape</b>	Suitable	Beginner	1. Length will be suitable for most tasks 2. Plastic coating will last for a long time/not stretch in use/will not get damaged easily
		<b>Card with 25 glass headed pins</b>	Suitable	Beginner	1. Will be suitable for small tasks a beginner may undertake
			Not Suitable	Beginner	2. May not be enough to complete a task 3. May get lost easily as card is not durable
		<b>1 packet of assorted needles</b>	Suitable	Beginner	1. Will be able to find one of correct size for task/different thickness of thread
		<b>Packet of 10 white shirt buttons</b>	Suitable	Beginner	1. White is a neutral colour so would be suitable for most tasks
			Not Suitable	Beginner	2. May not be able to use for some tasks as might not be the correct colour 3. May not be able to use for some tasks as might not be the correct size of button
		<b>Rigid box with lid</b>	Suitable	Beginner	1. May be more durable with the rigid construction 2. Will make the items in the box more secure as it has a lid 3. Can be transported easily in the box
			Not Suitable	Beginner	4. May be difficult to transport/carry
		<b>Basic sewing kit</b>	Suitable	Beginner	1. Contains everything a beginner could need in one pack

Question		Expected Answer(s)	Max Mark	Additional Guidance		
5	c	(cont)	<b>Sewing Kit B</b>			
			<b>Fact</b>	<b>Opinion</b>	<b>Link</b>	<b>Consequence</b>
			<b>1 pair cutting out scissors</b> <b>1 pair embroidery scissors</b>	Suitable	Beginner	1. Cutting out scissors useful for cutting out large items 2. Cutting out scissors will give a good finished result/easier to sew/measure seams if edges are straight 3. Embroidery scissors useful if snipping threads/cutting small areas
				Not Suitable	Beginner	4. May find the cutting out scissors awkward to handle/use
			<b>10 mini reels thread – assorted colours</b>	Suitable	Beginner	1. More likely to find a colour which will suit most fabrics
				Not Suitable	Beginner	2. May not be enough thread to complete larger tasks
			<b>1 metre retractable tape measure</b>	Suitable	Beginner	1. Useful for measuring a variety of items/areas 2. Stored easily because it is retractable
			<b>Small tub of pins</b>	Suitable	Beginner	1. Tub will be durable
				Not Suitable	Beginner	2. May not have enough pins to attempt larger tasks
			<b>1 packet of 6 needles</b>	Suitable	Beginner	1. 6 needles should be enough to do sewing tasks
				Not Suitable	Beginner	2. May not be the correct size/thickness for the tasks attempted
			<b>Thimble</b>	Suitable	Beginner	1. Will be useful to protect the finger when using sharp items
				Not Suitable	Beginner	2. Not always used for sewing tasks
			<b>Zipped tote bag</b>	Suitable	Beginner	1. Will keep all the sewing equipment secure/will not fall out 2. May be comfortable to hold as it is fabric 3. Can be transported in the tote bag
				Not Suitable	Beginner	4. May tear/burst easily as the material is fabric 5. The zip may burst if too many items are stored in the bag
<b>Basic sewing kit</b>	Suitable	Beginner	1. Contains everything a beginner could need on one pack.			
4 x 1 mark for each point linked to the needs of the brief						

Question		Expected Answer(s)	Max Mark	Additional Guidance												
5	d	<b>Core skills:</b> Recall and use of knowledge	2													
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## Intermediate 2 Home Economics

### Analysis of Question Paper for 2014

Health and Food Technology

Lifestyle and Consumer  
Technology

Fashion and Textile  
Technology

#### Analysis of question content, choice and mark allocation.

Q	Content outline	Content grid		Choice		Mark	
		MPA/PD/CS	Page	yes	no	Skill	Mark
<b>1</b>	(a) Two natural and two synthetic fibres	MPA	7		✓	KU	4
	(b) Identification of chemical finishes	MPA	9		✓	KU	2
	(c) Identification of 2 method of fabric construction	MPA	8		✓	KU	2
	(d) Evaluation of fabric properties for toddler trousers	MPA	9		✓	EV	4
	(e)						
<b>2</b>	(a) Identification of two stages of the fashion cycle	CS	10		✓	KU	2
	(b) Factors which influence consumer choice of clothing	CS	10	✓		KU	3
	(c) Design features for a school shirt	PD	16	✓		KU	4
	(d) Information found on a textile label	CS	11		✓	KU	3
	(e)						
<b>3</b>	(a) Choice of a jacket for volunteers for Commonwealth Games	PD	16		✓	DC	4
	(b) Identification of 4 care labels	CS	11		✓	KU	4
	(c) Choice of duvet cover for athletes bedrooms	CS	10		✓	DC	4
	(d)						
	(e)						
<b>4</b>	(a) Reasons why a small business would carry out market research	PD	17		✓	KU	2
	(b) Choice of sewing machine for a small textile business	MPA	9	✓		DC	4
	(c) Choice of a Steam Generator iron for a small textile business	MPA	9	✓		DC	4
	(d) Identification of safety procedures when using a steam generator iron	MPA	9		✓	KU	2
	(e)						
<b>5</b>	(a) Identification of pattern symbols	MPA	8		✓	KU	3
	(b) Ways to improve consumer appeal for textile item	CS	8		✓	KU	3
	(c) Choice of sewing kit	PD	9	✓		EV	4
	(d) Identification of a consumer act which will protect the buyer of a textile item	CS	9		✓	KU	2
	(e)						

		Context:	Health and Food Technology
			Lifestyle and Consumer Technology
Intermediate 2 Home Economics. Analysis of the 2014 Question Paper		✓	Fashion and Textile Technology
<b>Question Paper Summary: Mark Allocation</b>			

Question	Component Unit				Skill Assessment			Totals
	Management of Practical Activities	Product Development	Consumer Studies	Choice	Recall and use of knowledge	Draw conclusions	Evaluate	
1 (a)	4				4			12
(b)	2				2			
(c)	2				2			
(d)	4						4	
<b>Totals</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>4</b>	<b>12</b>

		Context:	Health and Food Technology
			Lifestyle and Consumer Technology
Intermediate 2 Home Economics. Analysis of the 2014 Question Paper		✓	Fashion and Textile Technology
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		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)			3	3	3			
	(c)		4		4	4			
	(d)			3		3			
3	(a)		4				4		12
	(b)			4		4			
	(c)		4				4		
	(d)								
	(e)								
4	(a)		2			2			12
	(b)	4					4		
	(c)	4					4		
	(d)	2				2			
5	(a)	3				3			12
	(b)			3		3			
	(c)		4		4			4	
	(d)			2		2			
	(e)								
<b>Totals</b>		<b>25</b>	<b>18</b>	<b>17</b>	<b>11</b>	<b>36</b>	<b>16</b>	<b>8</b>	<b>60</b>
<b>Target Range</b>		<b>15-25 marks</b>	<b>15-25 marks</b>	<b>15-25 marks</b>	<b>10-12 marks</b>	<b>30-37 marks</b>	<b>15-20 marks</b>	<b>8-10 marks</b>	<b>60 marks</b>

[END OF MARKING INSTRUCTIONS]