



2013 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	i	<p>Core skills: Recall and use of information</p> <ol style="list-style-type: none"> 1. Cotton. 2. Wool. 3. Silk. 4. Linen. 5. Flax/Jute. 6. Cashmere. 7. Alpaca. 8. Angora. 9. Mohair. <p>2 x 1 mark for each identified natural fibre</p>	2	
		ii	<p>Core skills: Recall and use of information</p> <ol style="list-style-type: none"> 1. Nylon/Polyamide. 2. Polyester. 3. Acrylic. 4. Elastane/Lycra. <p>2 x 1 mark for each identified synthetic fibre</p>	2	
	b		<p>Core skills: Recall and use of information</p> <p>Filament fibres</p> <ol style="list-style-type: none"> 1. Long continuous lengths of fibres 2. Synthetics fibres which are produced by forcing the liquid used to form the fibre through the holes in a spinneret. 3. A natural fibre which is produced in one length. <p>Breathable membranes</p> <ol style="list-style-type: none"> 1. A layer of textiles that does not allow water to pass through but allows air to pass through. 2. Textile is made with a large number of very fine holes, much smaller than water molecules but larger than a water-vapour molecule. 3. Allows perspiration from the body to pass through the fabric. <p>2 x 1 mark for identification of each of fabric terms</p>	2	

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	c	Core skills:Evaluation	4																			
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1	c	cont....			
		Stretch 1 star/ poor/ worst rating	Not suitable	Pupil	1. could restrict the pupils movements 2. may rip easily because it will not stretch when subjected to wear and tear
			Suitable	Pupil	1. if jacket is not close fitting 2. would help the jacket keep its shape/look smart for school
		Warmth 3 stars/good/ second best rating	Suitable	Pupil	1. will keep the child warm when wearing it to school on cold days
			Not suitable	Pupil	1. jacket may be uncomfortable for the child to wear on warm/hot days
		Crease resistance 2 stars/fair	Not suitable	Pupil/ Parent	1. jacket will look untidy/have poor appearance/would not be smart for school 2. jacket would need to be ironed to maintain the appearance for school/parent would need to spend a lot of time/effort
		Ease of care 4 stars/ excellent/ best rating	Suitable	Pupil/ Parent	1. jacket is likely to get dirty at school 2. will help maintain a smart appearance for school 3. jacket will be easy to clean 4. will not take time/money for the parent to clean 5. jacket is only to be worn to school it may not require frequent care 6. can be ready to wear quickly/next day for school if necessary
		4 × 1 mark for point linked to the school jacket			

Question		Expected Answer/s	Max Mark	Additional Guidance
	d	<p>Core skills: Recall and use of knowledge</p> <p>Anti-static</p> <ol style="list-style-type: none"> 1. Prevents jacket sticking to the body due to static electricity. 2. Prevents crackling and sparking caused by a build-up of static electricity. 3. Prevents dust/dirt being attracted to the jacket. <p>Flame resistance</p> <ol style="list-style-type: none"> 1. Added to make jacket less flammable. 2. May make jacket stiff. 3. Jacket may be damaged if not washed according to instructions. 4. If damaged, might make jacket a fire hazard <p>2 × 1 mark for explanation of each of the fabric finishes</p>	2	

Question		Expected Answer/s	Max Mark	Additional Guidance
2	a	<p>Core skills: Recall and use of knowledge</p> <p>Adjustable waist</p> <ol style="list-style-type: none"> 1. This would allow the waist to be adjusted to fit snugly so preventing draughts/chilling when hillwalking. 2. This would allow the wearer to tuck top in therefore would prevent chilling on cold days. 3. This would allow the trousers to fit properly/be more comfortable for the wearer. <p>Pockets with zip closure</p> <ol style="list-style-type: none"> 1. This would allow storage of personal items so making them easily accessible when hillwalking. 2. Zip fastening opens/closes easily so would allow easy access into the pockets while hillwalking. 3. Will help to keep the wearer's personal items safe when hillwalking 4. The wearer can access pockets even if wearing safety harness <p>Padded knee area</p> <ol style="list-style-type: none"> 1. Would protect the hill walker's knees if the person tripped/had an accident/fell to the ground. 2. Would give added protection to the hill walker when kneeling. 3. Would give added strength to the trousers as they would not wear out so quickly. <p>Abrasion resist panels</p> <ol style="list-style-type: none"> 1. Increases the durability/so trousers have longer life, so the trousers will not need to be replaced so often. 2. The trousers will not tear so easily if caught in bushes etc while hillwalking. 		

Question		Expected Answer/s	Max Mark	Additional Guidance
2	a	<p>cont....</p> <p>Ankle cuffs fastened with Velcro</p> <ol style="list-style-type: none"> 1. Would make the trousers easier to put on/remove. 2. Would allow the wearer to put on/remove trousers without removing footwear. 3. Would allow the wearer to tighten/slacken ankle cuffs to suit weather conditions. 4. Would allow the wearer to adjust the ankles if wearing different boots/socks. 5. Ankle cuffs fastened with Velcro stop the trousers from flapping whilst hillwalking. <p>Fleece lining</p> <ol style="list-style-type: none"> 1. Trousers will keep the wearer warmer in cold conditions when hillwalking. 2. Trousers will be comfortable to wear next to the skin when hillwalking. 3. Trousers will be more comfortable if hill walking for long periods <p>4 × 1 mark for each explanation linked to the hillwalking trousers</p>	4	

Question		Expected Answer/s	Max Mark	Additional Guidance
b	Core skills: Drawing conclusions		3	
	Correct Choice: C			
	Fact	Link	Justification	
	Trapper style	Teenager	1. Might be more likely to appeal.	
	Side flaps	Teenager/ Hillwalking	1. Able to wear the hat with the side flaps down when extremely cold. 2. Able to be worn with side flaps up when not required in warmer weather conditions. 3. Can be tied/left untied making the hat more versatile. 4. Can be tied keeping the hat secure/warmer in cold/windy conditions.	
	Size range small-medium and medium-large/biggest size range	Teenager	1. Will be able to get the size of hat which suits him best. 2. Will be able to choose the size of hat which is most comfortable. 3. Wants a tight fitting hat and this can be achieved with the wide range of sizes available.	
	Fabric stretch fleece	Hillwalking	1. Warm to wear. 2. Soft, so comfortable to wear. 3. Comfortable as the hat may be worn for long periods of time. 4. Will fit snugly so be warmer.	
		Teenager	1. Will stretch to give a tight fit which is what is required. 2. Will not lose the hat if it is windy on the hills.	
Lining fleece	Teenager	1. Will help the hat to fit well.		
	Hillwalking	1. Will offer extra insulation so will be warmer to wear.		

Question		Expected Answer/s	Max Mark	Additional Guidance						
2	b	cont....								
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		3 x 1 marks for reasons linked to needs of case study								
	c	<p>Core Skills: Recall and use of knowledge</p> <p>Concept Generation</p> <ol style="list-style-type: none"> 1. Brainstorming ideas for a new product. 2. Development of ideas from market analysis. 3. Identifying a gap in the market. 4. To start the product development process. <p>Prototype production</p> <ol style="list-style-type: none"> 1. Make a Sample/specimen of the product. 2. To test the production line. 3. To test the product against the specification. 4. To find out the cost of a new product. 5. To allow modifications to be made before the product goes into full production. 6. To decide on the viability of the product. 								

Question		Expected Answer/s	Max Mark	Additional Guidance
2	c	<p>cont....</p> <p>Marketing Plan</p> <ol style="list-style-type: none"> 1. Decisions will be taken on how the product will be promoted. 2. Decisions will be taken on the price of the product. 3. Decisions will be taken on the advertising of the product. 4. Decisions will be taken on the packaging of the product. 5. Decisions will be taken on the positioning of the product for sale <p>2 × 1 mark for each explanation</p>	2	
	d	<p>Core Skills: Recall and use of information</p> <ol style="list-style-type: none"> 1. Textile items must be of satisfactory quality. 2. Textile items must fit the description given. 3. Textile items must fit the purpose. 4. Consumers have a reasonable time to accept the textile item or reject it. <p>2 x 1 mark for each explanation.</p>	2	

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3	a	<p>Core skills: Drawing conclusions</p> <p>Correct Choice: B</p>	4																			
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	b	<p>Core skills: Recall and use of knowledge</p> <ol style="list-style-type: none"> 1. Buttons 2. Velcro 3. Metal/plastic snap fasteners 4. Tape snap fasteners 5. Ties/ribbons/tapes 6. Zip fasteners <p>2 x 1 mark for each correct fastening.</p>	2	

Question	Expected Answer/s	Max Mark	Additional Guidance
c	<p>Core skills: Recall and use of knowledge</p> <p>Advantage</p> <ol style="list-style-type: none"> 1. Can view the whole range of products. 2. Can check if the item is in stock/waiting time. 3. Can compare prices/can be cheaper. 4. Can compare features of different items. 5. Can check at any time of day/night. 6. Can order from home/good for elderly/disabled/people who live in remote areas. 7. Can organise to have goods delivered. 8. Saves time going from shop to shop. 9. Returns may be easily made. <p>Disadvantage</p> <ol style="list-style-type: none"> 1. May be difficult to choose from a photograph/may not be a photograph available/may not be able to assess quality. 2. Access to a computer is essential. 3. Have to wait for goods to arrive. 4. May have to pay an additional cost for delivery. 5. May have to wait in for delivery 6. Goods may not arrive. 7. Goods may be damaged when delivered. 8. May be inconvenient to return goods. 9. Must have a debit/credit card. 10. Risk of fraud/identity theft. 11. Must have internet access. 12. No personal service/advice. 13. May take longer/goods may not be in stock. <p>2 x 1 mark for each advantage related to buying the floor cushion online. 2 x 1 mark for each disadvantage related to buying the floor cushion online.</p>	4	

Question		Expected Answer/s	Max Mark	Additional Guidance
	d	<p>Core skills: Recall and use of knowledge</p> <ol style="list-style-type: none"> 1. Filling materials/cover fabrics are resistant to match cigarette ignition. 2. Material will smoulder but not ignite when in contact with cigarette/match. 3. Has passed cigarette and match safety test <p>1 mark for explanation</p>	1	
	e	<p>Core skills: Recall and use of knowledge</p> <ol style="list-style-type: none"> 1. Care information. 2. Size. 3. Brand/maker's name. 4. Country of origin. 5. Safety instructions. 6. Stock code number. <p>1 mark for correct information</p>	1	

Question		Expected Answer/s		Max Mark	Additional Guidance	
4	a	Core skills: Evaluation		4		
		Cartoon character motif	Suitable	Toddler	<ol style="list-style-type: none"> 1. May like/identify with the character so will be happy to wear the dungarees. 2. Will be colourful so will appeal. 	
				Parent	<ol style="list-style-type: none"> 1. May add to the aesthetic appeal of the dungarees. 2. May attract parent to buy the dungarees. 3. May consider this attractive so may be more likely to buy the dungarees. 	
			Not suitable	Toddler	<ol style="list-style-type: none"> 1. May not like the character/design so may not want to wear the dungarees. 	
		Adjustable button straps	Suitable	Parent	<ol style="list-style-type: none"> 1. Will make it easier/quicker/ to dress/ undress/change the toddler. 2. Can be adjusted to fit as the toddler grows. 3. May last longer as can be lengthened. 4. Is a secure fastening. 	
				Not Suitable	Parent/ toddler	<ol style="list-style-type: none"> 1. May become loose/toddler may choke on button.
					Toddler	<ol style="list-style-type: none"> 1. May find it difficult to dress independently.
		Pocket with flap	Suitable	Toddler	<ol style="list-style-type: none"> 1. Can keep small items safely. 2. May appeal as can carry own items. 3. Can open/close pocket themselves. 	
				Not suitable	Toddler	<ol style="list-style-type: none"> 1. May not be secure/items may be lost.

Question		Expected Answer/s		Max Mark	Additional Guidance		
4	a	cont....					
		Optional fold up hem for cropped length	Suitable	Toddler	<ol style="list-style-type: none"> 1. Dungarees can be worn in all weather conditions 2. Will be warmer to wear in cold weather/cooler on warm days. 3. May enjoy wearing the dungarees as can be folded up to follow fashion. 		
				Parent		<ol style="list-style-type: none"> 1. Will last longer as the cropped version will still fit as the toddler grows. 	
		Popper fastening	Suitable	Parent	<ol style="list-style-type: none"> 1. Will be quicker/easier to change/dress the toddler. 		
		Contrasting inner fabric detail	Suitable	Toddler	<ol style="list-style-type: none"> 1. May appeal/may be happy to wear the dungarees. 2. Will make the dungarees warmer to wear. 		
				Parent		<ol style="list-style-type: none"> 1. Matching items may be available. 2. May match items the toddler already has. 	
			Not suitable	Toddler	<ol style="list-style-type: none"> 1. May be too warm to wear on warmer days. 		
				Parent	<ol style="list-style-type: none"> 1. May have to buy matching items. 		
		4 x 1 mark for correct evaluation linked to the case study					

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	Manufacturer	<ol style="list-style-type: none"> 1. Reputation for good quality may encourage repeat sales. 																						
<p>Washability good 3 stars/equal best</p>	Decoration/ clothes	<ol style="list-style-type: none"> 1. Decoration/clothes may be washed often. 																						
	Manufacturer	<ol style="list-style-type: none"> 1. May increase sales of the clothes/encourage repeat purchases. 																						

Question		Expected Answer/s	Max Mark	Additional Guidance
4	b	cont....		
		Fact	Link	Conclusion/justification
		Colour range 4 stars/excellent/ equal best	Manufacturer	1. Will not be limited in choice of colours to contrast/match with the fabric used. 2. Will be able to offer a wide range to the consumer (so encourage sales).
Cost - ££/equal cheapest/ relatively inexpensive	Manufacturer	1. Will not add too much on to the cost of the/decoration/clothes/the manufacturer can make a profit. 2. can pass the savings on to the consumer/clothes will be cheaper to buy.		
		1 mark for correct choice. 3 × 1 mark for reasons linked to the needs of the case study.		

Question	Expected Answer/s	Max Mark	Additional Guidance
c	<p>Core skills: Recall and use of knowledge</p> <p>Job production</p> <ol style="list-style-type: none"> 1. Individualised/personalised/unique items can be made to suit the consumers' needs. 2. Allows the consumer to make last-minute changes to the specification. 3. The items are likely to be of a high standard as the person making them will be a skilled craftsman. 4. Consumers may pay more for a individualised product. 5. Organisation of the work is simple as only one job is done at a time. 6. Any problems will only affect one product. <p>Batch production</p> <ol style="list-style-type: none"> 1. Products will be identical/standardised. 2. Large numbers of identical products can be made quickly/at one time. 3. Staff will need less training so will be cheaper to employ. 4. Components can be bought in bulk so will be cost effective/cheaper. 5. Products will be cheaper to make so more profit can be made. 6. Products will be cheaper to make so can be sold for less, increasing sales. 		

Question		Expected Answer/s	Max Mark	Additional Guidance
4	c	<p>cont....</p> <p>Continuous flow production</p> <ol style="list-style-type: none"> 1. Products will be identical/standardised 2. Large numbers of identical products can be made quickly/at one time. 3. Staff are usually semi-skilled/unskilled so will be cheaper to employ. 4. Staff become skilled at the tasks they perform so will produce high quality work. 5. All processes are carried out by machine so each product will be identical/of a high standard. 6. Components can be bought in bulk so will be cost effective/cheaper. 7. Products will be cheaper to make so more profit can be made. 8. Products will be cheaper to make so can be sold for less, increasing sales <p>2 × 1 mark for correct explanation.</p>	2	
	d	<p>Core skills: Recall and use of knowledge</p> <ol style="list-style-type: none"> 1. To view high fashion garments. 2. To see the latest styles on display. 3. To view the following seasons designs. 4. To generate ideas for their designs. 5. To identify the latest fashion trends. 6. To display/show their designs. 7. To network with others in the fashion business <p>2 x 1 mark for correct reasons</p>	2	

Question		Expected Answer/s	Max Mark	Additional Guidance
5	a	<p>Core skills: Recall and use of knowledge</p> <ol style="list-style-type: none"> 1. Pattern piece 4/collar is not on the straight grain. 2. Pattern piece 4/collar only 2 pieces will be cut out. 3. Pattern piece 7/front skirt panel is not on the fold of the fabric. 4. Pattern piece 3/sleeve is not on the straight grain. 5. Pattern piece 3/sleeve only on one sleeve will be cut out. 6. Fabric folded incorrectly. <p>3 × 1 mark for correct surface decoration</p>	3	
	b	<p>Core skills: Recall and use of knowledge</p> <ol style="list-style-type: none"> 1. Pattern number. 2. Make of pattern. 3. Size/size range. 4. Easy to make/experience required to make/skill level. 5. Cost/price range (accept correct examples). 6. Design range eg occasion (accept correct examples) 7. Bar code/ price code of pattern. 8. Name of manufacturer/make of pattern. 9. Other items that could be made to match the babies dress. 10. Other information eg all patterns with seam and hem allowances (accept correct examples). <p>2 × 1 mark for point identified</p>	2	

Question		Expected Answer/s	Max Mark	Additional Guidance
5	c	cont....		
		8 stitch options/ equal best	Business	<ol style="list-style-type: none"> Likely to have all the stitches she requires for her small business Likely to find the stitch which will give her the best result and so increase sales.
		1300 stitches per minute/fastest machine	Business	<ol style="list-style-type: none"> Garments would be made quicker. Will be able to complete more garments. Will produce more garments so increase profits. Will save time so may be able to sell garments more cheaply.
		2 year guarantee/ equal longest guarantee	Business	<ol style="list-style-type: none"> Will not have to pay for repairs in the first 2 years so will not cost her business money for repairs. She will have peace of mind when starting her new business.
		Cost £259/equal cheapest	Business	<ol style="list-style-type: none"> She might not have too much money to spend when setting up the business. She should be able to afford to buy this model. Not too expensive if the business is not a success.
		<p>1 × 1 mark for correct choice. 3 × 1 mark for reasons linked to the needs of the brief.</p>		

Question		Expected Answer/s	Max Mark	Additional Guidance
	d	<p>Core skills: Recall and use of knowledge</p> <ol style="list-style-type: none"> 1. Keep fingers away from the needle when using the overlocker. 2. Switch overlocker off after use. 3. Only one person at the overlocker at any one time. 4. Do not use if cables/plug are frayed/broken. 5. Position the overlocker near to an electric socket/do not stretch cable. 6. Position the overlocker away from a sink/water. 7. Make sure hands are dry before use to avoid an electric shock. 8. Make sure any loose articles of clothing are tucked away when using the overlocker. 9. Carry/move the machine with care. 10. Switch off/unplug while threading machine. 11. Read the instructions carefully before use. <p>1 x 1 mark for safety factor.</p>	1	
	e	<p>Core skills: Recall and use of knowledge</p> <ol style="list-style-type: none"> 1. Plain seam. 2. French seam. 3. Felled seam. 4. Run and fell seam. <p>2 x 1 mark each type of seam.</p>	2	

Intermediate 2 Home Economics

Analysis of Question Paper for 2013

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
1	(a) Natural and synthetic fibres	MPA	7		✓	KU	4
	(b) Filament fibres and breathable membrane fibres	MPA	8		✓	KU	2
	(c) Evaluation of properties of fabric for a school jacket	MPA	7		✓	EV	4
	(d) Anti-static and flame resistant finishes	MPA	9		✓	KU	2
	(e)						
2	(a) Design features of hill walking trousers	PD	16	✓		KU	4
	(b) Choice of hat for hill walking	CS	10		✓	DC	4
	(c) Stages in product development	PD	17	✓		KU	2
	(d) Sale and Supply of Goods Act (1994)	CS	12		✓	KU	2
	(e)						
3	(a) Choice of floor cushions for a youth hostel	PD	16		✓	DC	4
	(b) Fastening for a floor cushion	MPA	8		✓	KU	2
	(c) Advantages and disadvantages of buying floor cushions online	CS	10		✓	KU	4
	(d) Furniture safety label	CS	11		✓	KU	1
	(e) Information on a textile care label	CS	11		✓	KU	1
4	(a) Evaluation of dungarees for toddlers	PD	16	✓		EV	4
	(b) Choice of method of decoration for children's clothes	PD	16		✓	DC	4
	(c) Production systems	PD	16	✓		KU	2
	(d) Reasons why a designer would attend fashion shows	CS	10		✓	KU	2
	(e)						
5	(a) Pattern layouts	MPA	8		✓	KU	3
	(b) Information on the front of a pattern envelope	MPA	8		✓	KU	2
	(c) Choice of overlocker machine for a small business	CS	9		✓	DC	4
	(d) Safety point when using an overlocker machine	MPA	9		✓	KU	1
	(e) Types of seam for baby's dress	MPA	8		✓	KU	2

Context:		Health and Food Technology
		Lifestyle and Consumer Technology
Intermediate 2 Home Economics. Analysis of the 2013 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)	4						4	
(d)	2				2			
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 2013 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		4		
	(c)	4							
	(d)	2			2				
2	(a)		4		4			12	
	(b)			4		4			
	(c)		2		2				
	(d)			2		2			
3	(a)		4				4	12	
	(b)	2				2			
	(c)			4		4			
	(d)			1		1			
	(e)			1		1			
4	(a)		4		4		4	12	
	(b)		4						
	(c)		2		2				
	(d)			2		2			
5	(a)	3				3		12	
	(b)	2				2			
	(c)			4			4		
	(d)	1				2			
	(e)	2				1			
Totals		22	20	18	12	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]