



## General Certificate of Education

### Home Economics

### *5561/6561 Unit 3 Textiles Product Assessment and Analysis*

## Mark Scheme

### *2005 examination - June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2005 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

# Contents

## GCE Home Economics

Unit 3 Textiles Product Assessment and Analysis.....	5
--	---



## Textiles Product Assessment and Analysis

HEC3

### Knowledge and Understanding

This assesses the student's ability to formulate a relevant topic for investigation and collect appropriate information.

- 8-10** The work shows a high level of factual knowledge and clear understanding of the subject matter.

Technical terms, e.g. 'protein synthesis', 'polymerisation', are used accurately and with understanding.

Material is relevant, to the point and clearly linked to the topic. There is strong evidence of the ability to formulate coherent and logical opinion based on sound evidence from valid sources such as books, newspapers, journals, the Internet and CD-ROMs.

There is a creative and sophisticated approach to the collection and interpretation of information.

- 6-7** The work exhibits accurate and relevant knowledge with a sound understanding of subject matter.

Opinions and statements are supported with some valid evidence, which may be of a more generalised nature.

There is good use of specialist terms but precision may be lacking.

There is sound and relevant information but this is not dealt with it in a creative or sophisticated way.

- 3-5** Work shows factual information which is of a general rather than specific nature, lacking breadth and/or detailed understanding of the subject material.

There is limited ability to use specialist terms and some inaccuracy in their use.

Opinions are not supported with valid evidence.

There may be collected a great deal of advertising and printed material included, even though it may not be relevant.

The information lacks coherence and focus on the topic.

- 1-2** Limited information with only a basic level of understanding.

There is little evidence of technical terms and these may not be applied appropriately.

Statements may lack coherence and contain inaccurate and/or irrelevant points.

There may be some information relating to the topic but this is mostly copied from a limited range of sources.

Opinions and statements are not supported with evidence from valid sources.

**0** No work worthy of credit

## **Application**

**14-18** A range (4-5) of appropriate skills and techniques is used to execute tasks in a variety of situations, demonstrating a high level of achievement.

Relevant research material will have been selected, used intelligently and applied effectively to the topic.

The work is focussed and shows thorough understanding of the interrelationship between the material collected and the topic.

**9-13** A range (2-3) of skills and techniques is used to execute tasks in a variety of situations, demonstrating a good level of achievement.

The candidate has used the information collected in a sensible way and produced a sound and relevant report.

The work is focussed and shows sound understanding of the interrelationship between the material collected and the topic.

**5-8** A limited range of skills and techniques is used to execute tasks in one or two situations, demonstrating a satisfactory level of achievement.

There is evidence of lack of selectivity, with all the information collected being included even when it is not relevant.

The work may lose focus or lack coherence and shows only a basic understanding of the interrelationship between the research information and the topic.

**1-4** The work is narrow in its focus and shows little understanding of the material collected and its relationship to the topic.

The candidate includes all material collected, whether relevant or not.

Work shows little appreciation of the interrelations between design, properties and function of a range of topics.

**0** No work worthy of credit.

### **Investigation, evaluation and expression**

**10-12** The information presented is relevant, logical, sequential and well expressed.

Primary and secondary data have been used with results clearly recorded.

A wide range (4-5) of appropriate procedures have been identified, applied to the topic and evaluated.

Adaptation/modification procedures show a high level of reliability with well-reasoned justification of choice.

**7-9** Research draws on a varied (2-3) selection of information, all relevant.

The information is clearly presented but lacking detail.

Primary and secondary data have been used. However, the recording methods may not be the most appropriate and there may be some difficulty in expression.

Sound suggestions based on sensible evaluation of the research findings are evident.

Realistic conclusions are drawn.

Adaptation/modification procedures have been attempted but there will be some lack of reliability and some confused justification for choice.

**4-6** Research draws on a limited (1-2) selection of information, some of it relevant.

The information is clearly presented, with a brief description of procedures but inadequately expressed with limited use of recording procedures.

Evaluation of research findings is superficial, with obvious conclusions drawn.

**1-3** Research is minimal, the information is poorly presented and not all relevant to the task.

Organisation is poor with limited recording techniques used.

Evident lack of knowledge and understanding of the subject material and no or very little justification of choice.

**0** No work worthy of credit.