



GCSE MARKING SCHEME

HOME ECONOMICS: TEXTILES

SUMMER 2013

INTRODUCTION

The marking scheme which follows was used by WJEC for the Summer 2013 examination in GCSE HOME ECONOMICS: TEXTILES. It was finalised after detailed discussion at examiners' conference by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCSE HOME ECONOMICS:TEXTILES

SUMMER 2013

- Q.1** (a) Award **1 mark** for **each** response. [3]
- (i) TRUE
 - (ii) FALSE
 - (iii) TRUE
- (b) Award **1 mark** for **each** of five correct words. [5]
- (i) cool, dyes
 - (ii) absorbent
 - (iii) warm
 - (iv) lustre
- Q.2** Award **1 mark** for **each** correct response and **1 mark** for **each** correct reason. [4]
- (i) Hemming stitch
Feather and chain are both decorative stitches
 - (ii) Back stitch
Tacking and tailor tacks are both temporary stitches
- Q.3** (a) Award **1 mark** for **each** of two correct responses. [2]
- (i) warp
 - (ii) weft
- (b) Award **1 mark** for **each** correct name of weave. [3]
- (i) plain (**simple**)
 - (ii) twill
 - (iii) satin

- (c) Award **1 mark** for **each** method of constructing fabric. [2]

Answers could include:

- Knitting
- Bonding (non woven)
- Felting
- Macramé
- Lace
- Crochet

(Do not accept blending.)

- (d) Award **1 mark** for **each** of three correct reasons. [3]

Answers could include, helps you:

- Know how to cut out the garment
- Decide how to sew the fabric
- Know how to care for the fabric
- Know how the fabric will behave when worn
- Know how to handle the garment
- Durability of the fabric
- Know if the fabric will fray

- Q.4** (a) Award **1 mark** for **each** of two correct fastenings. [2]

Answers could include:

- (i) Item – duvet cover
Fastening – press studs/button and button holes/poppers/velcro
- (ii) Item – school shirt
Fastening – button and buttonhole/hooks and eyes, zip.

- (b) Award **up to 3 marks** for correct response. [3]

Answers could include:

- Very easy to use and to open and close
- Easy to grip
- Does not require strength to pull apart
- Adjustable to allow for growth
- Firm and flat
- Washes well
- Easy to replace
- No small parts/safe

- (c) Award up to **4 marks** for correct response. [4]

0 – 2 marks A basic description of an open ended zip and limited uses suggested.

3 – 4 marks A detailed description of an open ended zip, with examples and detailed uses given.

Answers could include:

Open ended zip – usually a chunky strong heavy weight zipper which opens at the bottom end (and sometimes at the top end) so that both sections of the garment can open up and separate.

- Generally suitable for jackets, coats, sportswear, cardigans
- Easy and quick to open and close or to remove sections of clothing quickly
- Water and weather proof/washable – sometimes made of plastic
- Reasonable cost
- Can be used as a fashion statement/fashion feature
- Removable sections of clothing e.g. sleeves, trouser bottoms
- May be used as a decorative feature
- Detachable linings e.g. ski jacket

Q.5 (a) Award **up to 6 marks** for the quality and presentation of the design. [6]

0 – 2 marks Poor quality sketch/diagram and choice of design features. Design shows little reference to children's textile educational items with limited awareness of the suitability of fabrics. Very little use or reference to colour.

3 – 4 marks Simple, but clear sketch/diagram and a good choice of design ideas/features. The design features chosen, display an awareness of the requirements of children's textile educational items and some reference is made to the suitability of the fabrics. Some colour added or some reference to colour.

5 – 6 marks Very good quality sketch/diagram. The choice of design features demonstrate some flair and originality and considerable awareness of the requirements of children's textile educational items. A very good use of colour, or reference to colour. Sound awareness of the suitability of the fabrics required with relevant examples given.

(b) Award **up to 2 marks** for correct response. [2]

Suggested ideas may include:

- Improve reading skills, e.g. felt books
- Encourage sharing and socialising with other children e.g. fabric board games
- Help improve number skills, mathematical skills e.g. fabric dice, dominoes
- Aids emotional and language skills e.g. finger puppets
- Helps with recognition of colours e.g. fabric flash cards
- Learning about world around them
- Helps improve manual dexterity: textures
- Teaches shapes and sizes
- Helps them learn how to do fastenings, get dressed etc.
- Learning through play/fun

- (c) (i) Award **1 mark** for the name of the label. [3]

The Lion Mark

- (ii) Award **2 marks** for the correct meaning of the label.

- A consumer Toy safety logo which is easy to recognize
- Introduced by the Toy and Hobby Association
- The label is an assurance to customers that the toy is safe to use
- Promotes high safety standards within the toy industry

(1 mark for reference to standards/testing, 1 mark for reference to safety.)

- (d) Award **up to 3 marks** for the quality of the response. [3]

Answers could include:

- No sharp/pointed edges
- No loose parts/sections/pieces
- The use of non toxic paint/dyes that run
- Fabrics used should be flame retardant/flame resistant
- Stuffed toys should be washable
- Toys/items should be strong and well made
- The use of lead free paint
- Consider the age of the child when planning the design of the item
- The quality of the materials – always use the best quality to last
- Correct method of construction – avoid sticking
- The use of glue – consider fumes etc.
- Toys should be of a good size – not too small (for swallowing etc.)

0 – 1 marks A basic response with limited suggestions.

2 – 3 marks A detailed response showing a clear understanding of the topic.

- Q.6** (a) Award **up to 5 marks** for the quality and presentation of the design. [5]

0 – 2 marks Poor quality sketch/diagram and choice of decorative design feature. Design shows little reference to current fashion styles/trends. Little or no colour added or referred to.

3 – 4 marks Simple, but clear sketch/diagram. The choice of decorative feature demonstrates flair and originality and a considerable awareness of current fashion styles/trends. Good use of colour or reference to colour.

5 marks Very good quality sketch/diagram. The choice of decorative features demonstrate some flair and originality and considerable awareness of current fashion styles/trends. A very good use of colour, or reference to colour.

(b) Award **up to 4 marks** for the quality of the response. [4]

0 – 1 marks Response displays little/no knowledge of decorative techniques. No diagrams used to show the decorative feature. Limited annotation and instructions.

2 – 3 marks Displays some awareness of decorative techniques. Simple diagrams with basic annotation and working instructions for the decorative feature.

4 marks Sound awareness of decorative techniques. Clear and detailed diagrams and working instructions to show the completion of the decorative feature.

(c) Award **up to 6 marks** for the quality of the response. [6]

Suggested points and issues:

What is a hat?

What is meant by some form of head covering?

Historical aspect of hats – animal skins etc.

A hat is a cover for the head – it can be worn in any form, soft or structured, smart, casual, or practical but it has a shape given to it as opposed to a simple wrap or scarf.

Hats/head coverings can be worn for many reasons:

- A fashion statement
- To add to the overall appearance of the outfit
- Keep your head warm – most of our heat loss is from our heads – knitted hats
- Very suitable for the very young and elderly
- Functional uses – sportswear – helmets, caps etc.
- Protection uses – hard hats, bee hats, dust, against the elements – rain, wind etc
- Fashion accessories to items of clothing
- To frame the face and mystery to the wearer
- Modesty – religious reasons
- To attract attention – to be conspicuous.
- Worn at formal occasions – weddings, veils etc
- To enhance height
- Worn as part of a uniform – in the military
- Reasons of hygiene – medical purposes
- Worn to hide the lack of hair/or to hide the face
- Political reasons – status
- To project an air of authority and confidence
- For fun – funny jesters hat
- Swimming hat aids speed/proficiency in sporting activities.
- Defines occupation/corporate wear

- 0–2 marks** Candidates will show a basic grasp of the topic, but their response will lack knowledge and understanding. A basic discussion on the reasons why the various forms of hats/headwear are worn but with little or no use of specialist information or examples.
- 3–4 marks** Candidates will show some understanding of the issues relating to headwear. Candidates are able to discuss the reasons why various forms of hats and headwear are worn and give some relevant examples.
- 5–6 marks** Candidates will show a clear understanding of the issues relating to the wearing of various forms of hats/headwear. Candidates discuss and evaluate in detail the main reasons why the various forms of headwear are worn giving relevant examples. Writing is well-structured to communicate clearly. Specialist vocabulary was used appropriately. Well reasoned and mature viewpoints.

- Q.7** (a) Award **1 mark** for **each** correct response. [3]
- (i) bed linen – cotton/polyester, cotton/linen, cotton/silk
- (ii) swimwear – nylon/lycra
- (iii) school trousers – wool/polyester, nylon/cotton, cotton/linen
- (b) Award up to **7 marks** according to the quality of the response. [7]

Suggested points and issues:

What are fibres?
What are fibre qualities?

What is a fibre blend?

Fibre blend is two or more types of yarn twisted, spun, or woven together. **Blending** takes place **before** the fibres have been spun into yarn. Two or more fibres are **blended** together.

What is a fibre mixture?

Mixing takes place after the fibres can be improved by blending it with another fibre that has the properties the first ones lack.

Blending takes place to:

improve strength – e.g. more hard wearing, tensile strength
improve quality – e.g. performance in use, durability, abrasion etc.
added comfort – e.g. reduces skin irritation
enhance appearance – e.g. adding colour, lustre, fancy novelty yarns etc.
improve aftercare of fabric – e.g. shrinkage
increased profitability – e.g. control fibre cost and supply efficiency of manufacturing processes blending an expensive fibre with a cheaper one

Which fibres are used? – Natural and synthetic

Popular blends	wool and nylon – sweaters wool and cotton – nightwear linen and polyester – suits wool and viscose – coats polyester and cotton – bed sheets cotton and elastane – swimwear/sportwear
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The percentage of each fibre in the blend indicates the properties of the fabric.

Blends takes dyes differently/can create different effects.

Blends are made to create the kind of fabric to meet specific needs.

- 0 – 2 marks** Candidates will show a basic grasp of the topic, but will lack detail. A basic discussion on the difference between blended and mixed fibres. No mention of why fibres are blended together. No examples or generic names given.
- 3 – 5 marks** Candidates will show some understanding of fibre blends and mixed fibres. Candidates will discuss the reasons why fibres are blended together. Some examples and generic names given and sensible viewpoints made.
- 6 – 7 marks** Candidates will show a clear understanding of the reasons why fibres are blended together with sound reasoning, examples and generic names given. Candidates will discuss the various popular blends and suggest suitable examples. Well reasoned and mature viewpoints.

Q.8 (a) Award up to **10 marks** for the quality of the response. [10]

Soft furnishings:

Suggested points/issues:

Analysis of the statement – What are soft furnishings?

A textile item/items that are added to a room to perform a decorative or functional purpose.

- Soft furnishings – is the term used to describe textiles which make our home more attractive, stylish and comfortable
- Soft furnishings – create physical comfort and surroundings
- Soft furnishings – create the human touch to your home
- Soft furnishings – help create a relaxed and content atmosphere in the home
- Soft furnishings – help create a sensory experience – senses respond to a room – touch, smell etc.

What is meant by comfort and well-being in the home?
How to create this in the home?

Soft furnishings can add warmth and comfort in the home:

- Fitted carpets on the floor
- Rugs on wooden floors – comfortable to walk on.
- Curtains with linings and interlinings – help to prevent draughts
- Draught excluders
- Help insulate rooms, blinds, pipes etc.
- Duvets and throws on beds
- The use of fabrics which are designed to trap air – wool trapped air acts as an insulator
- The use of quilted items – hot water bottle covers

Soft furnishings can give us **privacy**, e.g. blinds, nets, panels etc.

Soft furnishings can **give us peace of mind** – flame proof fabrics

Soft furnishings can **cheer us up and add life to a room** – pictures, hangings, cushions and room accessories

Soft furnishings **create pleasant surroundings and moods**

e.g. lighting – **create a different atmosphere** – light shades

Colour schemes and décor warm/cool environments, reflect the time of year may evoke a warm cosy atmosphere or a cold impersonal one

Colour is one of the ways we can **express ourselves** in our homes

Colour affect the way people feel in their homes – their moods

0 – 3 marks Candidates will show a basic grasp of the topic, but their response will lack basic knowledge and understanding. A basic discussion into the importance of soft furnishings in relation to the feeling of comfort and well-being in the home. Little or no use of appropriate terminology and only basic communication skills.

4 – 7 marks Candidates will show some understanding of the issues and principals involved. An attempt made to discuss the various ways of creating a feeling of comfort and well-being in the home. Some examples given. Some use of appropriate terminology and only satisfactory communication skills.

8 – 10 marks Candidates will show a clear understanding of the topic with specific examples to support their discussion. Candidates will discuss in some detail the various ways of creating a feeling of comfort and well-being in the home. Relative examples given where possible. Specialist vocabulary was used appropriately. Well reasoned and mature viewpoints.

(b) Award **up to 10 marks** for the quality of the response.

[10]

Advertising and marketing:

Suggested points/issues:

A form of communication between manufacturers and retailers etc. to the consumer, in order to inform, influence or persuade to buy or use the goods/services.

The goal of fashion marketing for both manufacturers and retailers is to sell goods at a profit.

Fashion marketing recognises consumer trends, strong branding (brand names) and desirable product image. It conveys an image to the public.

Fashion marketing combines the elements of advertising and design and business and an understanding of the fashion world.

Sports marketing – brands/names use mainstream sports personalities to target consumers to support sales.

Music marketing – using musicians, concert events etc. within the music industry.

Lifestyle marketing – this includes interests, personal attitudes and multicultural beliefs.

Fashion marketing is the key driver of **fast fashion** – this does not always involve **advertising** but alternatives such as shop layouts etc.

Marketing techniques include:

- Public opinion surveys
- Press releases
- Focus groups
- Data information e.g. to find out what's in or out of fashion
- Results from advertising campaigns
- Getting noticed e.g. on the internet
- Fashion shows and events
- Business cards and print publications
- Offer discounts and gifts
- Clothing displays in shops
- Personal touch – celebrities
- Research

Advertising is paid for by sponsors – which is viewed by the media. The British Code of Advertising Practice (BCAP) lays down guidelines for the advertising of products, which advertisers are encouraged to follow. The Code also applies to mail order advertisements. The BCAP is a voluntary control followed by advertisers.

The Advertising Standards Authority (ASA) makes sure that advertising guidelines are followed:

Legal Protection from Advertising

- (i) The Fair Trading Act
- (ii) The Independent Broadcasting Act

Advertising can have negative effects on consumers

e.g.

- (i) persuasive - to buy
- (ii) get into debt
- (iii) misleading (exaggerated!)

Advertising and marketing are very big business – they use current trends in fashion to analyse, develop and implement sales strategies.

The costs are very high, which in turn adds to the cost of the goods.

Advertising can be found in/on:

- Street hoardings, signs, slogans
- Wall paintings
- Billboards/human billboards
- TV commercials
- Music/jingles
- Newspapers, magazines/press advertising
- Commercial radio
- Outdoor ads
- Sky writing
- Passenger screens on public transport
- Cinemas
- Shop displays/exhibitions (e.g. Ideal Home)
- Direct mail
- Email ad/banner ads
- Internet/websites/interactive advertising/www
- Search engines
- Text messages
- Postal leaflets, flyers
- Fashion shows (Clothes Show Live)
- Designer labels
- Music videos/cable and satellite tv
- Speciality channels devoted to advertising, e.g. QVC

Advertising is paid for by sponsors – and viewed by the media.

Advertisers use special techniques, e.g. lifestyles, pets, children, teenagers, families, sex, fashion, money.

Repetition of images/product names

Creates an awareness/customer interest/to reach new customers

Other forms of advertising e.g. free samples, trial offers, money back offers, free gifts etc.

Advertising can take on a number of forms:

- Sex appeal/fashion/models
- Status, snob value
- Packaging
- Need to conform
- Slaves to fashion/trend setters
- Appeal to emotion, feelings, comfort
- Pure information
- Changes in lifestyle and buying habits
- Positive ads boost morale
- Can create a positive healthy image

0 – 3 marks Candidates will show a basic grasp of the topic, but their response will lack basic knowledge and understanding. A basic discussion into the world of fashion advertising and marketing. Little or no use of appropriate terminology and only basic communication skills.

4 – 7 marks Candidates will show some understanding of the issues and principals involved. An attempt made to discuss the influences of advertising and marketing in the world of fashion. Some examples given. Some use of appropriate terminology and only satisfactory communication skills.

8 –10 marks Candidates will show a clear understanding of the topic with specific examples to support their discussion. Candidates will discuss in some detail the influences of advertising and marketing in the world of fashion. Relative examples given where possible. Specialist vocabulary was used appropriately. Well reasoned and mature viewpoints.



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