

GCSE

**Design and Technology:
Textiles Technology**

Unit 1 – Written Paper
Mark scheme

4570
June 2015

Version/Stage: V1 Final Mark Scheme

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

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Section A

1	(a)	<p>Give two different types of information included in a trend forecast.</p> <p>An example is given below. Patterns for printed, woven and knitted fabrics.</p> <p>Trend forecast could include information about theme, future styles, revisited past fashions, shapes, colours, textures, choice of fabrics and components/materials, construction/decorative techniques, technical/modern/futuristic design features such as electronic devices, modern and smart materials, keywords, photos, text, fashion drawing/illustration, existing products, target market.</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> • No answer worthy of credit. (0 marks) • 2 different types of information, 1 mark each 	<p>(Max 2 marks)</p>	(2 marks)
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1	(b)	<p>Sketch two different initial design ideas for an item of fashionable clothing.</p> <p>There are 6 marks for each design idea.</p> <ul style="list-style-type: none"> • Creativity and originality of idea based on the theme • Use of a range of fabrics • Quality of notes and sketches <p>If it is not clothing but a different textile product, max 1 mark for creativity and originality of idea based on the theme.</p> <p>Up to 6 marks for each design idea. Two sketches to show different initial ideas for an item of fashionable clothing. Candidates should not be penalised if they use a pen. Designs should be neat and clear for full marks. If both ideas are similar, mark first as it stands; alter second (max 4 marks).</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> • Creativity and originality of idea based on theme: No answer worthy of credit. A design that is inspired by the theme of science and technology; Imaginative design that is highly creative and original with inspiration taken from the theme of science and technology. 	<p>(Max 12 marks)</p> <p>(2 marks) (2 marks) (2 marks)</p> <p>(0 marks) (1 mark) (2 marks)</p>	
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		<ul style="list-style-type: none"> Use of a range of fabrics: <p>Refer to list of fabrics for 1(d).</p> <p>No answer worthy of credit. One or more named fabrics with little or no detail given; More than one named fabric with some detail to show effective use on the item of fashionable clothing.</p>	<p>(0 marks) (1 mark) (2 marks)</p>	
1	(b)	<ul style="list-style-type: none"> Quality of notes and sketches: <p>No answer worthy of credit. Little or no annotation, fairly well presented sketch; Candidate will communicate ideas very clearly with excellent presentation and annotation, components and techniques may be explained in some detail.</p>	<p>(0 marks) (1 mark) (2 marks)</p>	(12 marks)

1	(c)	<p>Give three different ways to use electronic components to make the item of fashionable clothing more exciting.</p> <p>Electronic component/device to make clothing light up, move, connect to internet, create sound/visual effects, monitor/transmit/track/record/play information. Eg: solar panel, camera, fibre optics, LED lights, digital screen.</p> <p>No to bits of recycled circuit board etc used for decorative purposes No to photochromic/thermochromic thread, uv light.</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> No answer worthy of credit. (0 marks) 1 mark for each different way to use an electronic component. 	<p>(Max 3 marks)</p>	(3 marks)
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1	(d)	<p>Use sketches, labelling and notes to present a final design in colour for your item of fashionable clothing. Include at least one electronic component in your design.</p> <p>Marks will be given for:</p> <ul style="list-style-type: none"> Creativity and quality of design including decorative techniques use of a range of fabrics inspired by science and 	<p>(Max 16 marks)</p> <p>(5 marks) (3 marks)</p>	
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		<p><i>technology theme</i></p> <ul style="list-style-type: none"> • <i>use of components, including at least one electronic component</i> • <i>effective use of colour</i> • <i>presentation of final idea including different views of the item of fashionable clothing</i> <p>If it is not clothing but a different textile product, max 3 marks for creativity and quality of design including decorative techniques.</p> <p>Creativity and quality of design including decorative techniques: The following should be considered: Contemporary, creative, original and imaginative design for an item of fashionable clothing, balanced composition/effective use of space, effective proportions. Design features include decorative techniques. Appropriate for intended use. Will the design work?</p>	<p>(3 marks)</p> <p>(3 marks)</p> <p>(2 marks)</p>	
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1	(d)	<p>(continued)</p> <p>Marks awarded as follows:</p> <p>No answer worthy of credit.</p> <p>Unimaginative simple design with some thought given to intended use though lack of detail. Relates to some areas of design brief but may not be clear, overall balance weak. May be no decorative techniques.</p> <p>Fairly good design related to many aspects of design brief with some detail about the item of fashionable clothing. Design might lack imagination. There may be some lack of clarity about materials. May be no decorative techniques or little detail shown. An existing design may have been copied.</p> <p>Good design that relates to most aspects of design brief with some detail and thoughtful or imaginative use of one or more decorative techniques which are appropriate for an item of fashionable clothing. Little evidence that an existing design has been copied.</p> <p>Imaginative design that clearly relates to all aspects of design brief with clear detail and exciting use of one or more decorative technique. Decorative techniques are appropriate and add interest to the item of fashionable clothing. Little evidence that an existing design has been copied.</p> <p>Very original, innovative and highly creative detailed item of fashionable clothing with a variety of effective decorative techniques. This would be a very unique and popular design. Design clearly relates to most aspects of design brief.</p>	<p>(0 marks)</p> <p>(1 mark)</p> <p>(2 marks)</p> <p>(3 marks)</p> <p>(4 marks)</p> <p>(5 marks)</p>	
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1	(d)	<ul style="list-style-type: none"> • Use of a range of fabrics inspired by the science and technology theme : <p>Marks awarded as follows: Traditional or modern fabrics may be selected which add interest to the item of fashionable clothing. Fabric characteristics and properties will be taken into consideration including aesthetics such as colour, pattern, texture, drape, light reflectance etc. Fabric has to be suited to textile techniques indicated and the item of fashionable clothing design. Does the choice of fabric reflect the theme of science and technology? Candidate may include modern or smart fabrics such as micro encapsulated, thermochromic and photochromic pigment prints.</p> <p>No answer worthy of credit. <i>(0 marks)</i></p> <p>One or more fabrics that may have little relevance to theme or used inappropriately. <i>(1 mark)</i></p> <p>More than one fabric with some relevance to theme. <i>(2 marks)</i></p> <p>A range of thoughtfully selected fabrics that reflect the theme. May include only natural fibres in fabric, related to theme. <i>(3 marks)</i></p> <ul style="list-style-type: none"> • Use of components, including at least one electronic component <p>Marks awarded as follows: Decorative or functional components such as beads, sequins, threads, interfacing, wadding and fastenings. Electronic components include batteries, LED lights, music/sound/light/movement/scent release devices, tracking/recording/monitoring/connection to the internet etc</p> <p>No answer worthy of credit. <i>(0 marks)</i></p> <p>One or more components but no electronic component. <i>(1 mark)</i></p> <p>More than one component, may include one electronic component <i>(2 marks)</i></p> <p>Appropriate and thoughtfully selected components including at least one electronic component <i>(3 marks)</i></p>		
		<ul style="list-style-type: none"> • Effective use of colour: 		

1	(d)	<p>This is not about colouring in of the design idea. The following should be considered - how has colour been used? Are the colours toning, contrasting, complementary? Do they work for the item of fashionable clothing? Do they promote the science and technology theme? Do they make the item of fashionable clothing exciting and appealing?</p> <p>(continued)</p> <p>Marks awarded as follows: No answer worthy of credit.</p> <p>Use of colour is immature and not used to effect or colours are described in written notes only.</p> <p>Choice is used well but does not make the item of fashionable clothing exciting or colours chosen without specific link to the theme.</p> <p>Colours used effectively/imaginatively, mature and sensitive choice.</p> <ul style="list-style-type: none"> Presentation of final idea including different views of the item of fashionable clothing: <p>Marks awarded as follows: No answer worthy of credit.</p> <p>Simple presentation, quality of drawing and labelling and information about the item of fashionable clothing is mostly clear.</p> <p>Candidate has taken care with presentation, quality of drawing and labelling and information about the item of fashionable clothing is clear and is shown from more than one point of view. If drawing is excellent with detailed labelling and notes to explain design idea, 2 marks can still be given even if only one view drawn.</p>	<p>(0 marks)</p> <p>(1 mark)</p> <p>(2 marks)</p> <p>(3 marks)</p> <p>(0 marks)</p> <p>(1 mark)</p> <p>(2 marks)</p>	<p>(16 marks)</p>
1	(e)	<p><i>Give two methods of testing your final design idea.</i></p> <p>Testing against design criteria, compare to similar commercial product, target market questionnaire/survey/opinion, ask an expert, make a prototype. Give credit for description of a particular relevant test. No to just 'washable' or just 'hardwearing' or any other one word property/quality answers. No to making samples as this question concerns the final design.</p> <p>Marks awarded as follows:</p>	<p>(Max 2 marks)</p>	<p>(2 marks)</p>

		<ul style="list-style-type: none"> No answer worthy of credit. (0 marks) 1 mark for each different method to test design ideas. 		
2	(a)	<p>List and explain three specification points for the bus seat fabric. An example is given below. Must be fade resistant – So that it keeps bright and fresh</p> <p>Must be colourful - To promote the bus company Must be hardwearing/durable – So that the fabric keeps in good condition Must be comfortable/soft/insulating/non-irritant – So that passengers have a good experience Must be stain resistant – So that it keeps clean Must be strong – To prevent ripping Must have a velvet pile – To make seat comfortable Must be water resistant/proof/quick drying – So seat doesn't get/stay wet Must be safe/not too slippery – So doesn't cause injury No static charge – So no injury Flame resistant/fire retardant – For safety from fire Easily cleaned/washable – To remove dirt.</p> <p>No to padded.</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> No answer worthy of credit. (0 marks) 1 mark for each correct specification point, up to 3 marks. 1 mark for each correct reason, up to 3 marks. If reasons are repeated do not award repeat marks. 	(Max 6 marks)	(6 marks)

2	(b)	(i)	<p><i>The bus seat fabric is made from 90% wool and 10% nylon. Give two reasons why this is a suitable fibre blend for the bus seat fabric.</i></p> <p>Wool is slow to ignite and flames spread less quickly with fewer toxic fumes than other fibres and when burning does not melt or drip. It is therefore a safe fibre to use in public places. Wool is warm, comfortable/soft/insulating and gives a bulky pile. Nylon is strong and makes the seat fabric hard wearing/durable, colour won't fade so easily. Nylon inexpensive.</p> <p>No to easy to clean, absorbent, waterproof, stain resistant, Answers must relate to specific fibre content.</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> • No answer worthy of credit. (0 marks) • 1 mark for each correct and different point up to 2 marks. 	(Max 2 marks)	(2 marks)
2	(b)	(ii)	<p><i>The child car seat cover is made from 100% cotton. What are the advantages of using cotton?</i></p> <p>Washable, can be dyed or printed, soft/comfortable, hard wearing/durable, strong, natural/organic fibre, biodegradable, non irritant, breathable.</p> <p>No to inexpensive/cheap, environmentally friendly/sustainable unless explained.</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> • No answer worthy of credit. (0 marks) • 1 mark for each correct reason, up to 2 marks. 	(Max 2 marks)	(2 marks)
2	(c)		<p><i>Discuss how the design and manufacture of fabrics can help prevent permanent damage to the bus and child car seat covers and improve safety.</i></p> <p>A pattern or texture can be woven into or printed onto the fabric to deter vandals from drawing or writing on the fabric and to conceal marks. Twill weave used for strength. Colour of fabric may help to minimise the appearance of marks and stains. Fabric can be laminated or backed to improve durability. A finish could be applied</p>	(Max 5 marks)	

2	(c)	<p>(continued) to give a long lasting freshness or to make it fire retardant or fade resistant. An anti-bacterial, anti-fungal finish can be applied so that fabric rots less easily and unpleasant odours will be reduced. Choice of fibre in fabric design could help prevent damage eg nylon for strength/durability. Microfibres can be used as they are very fine fibres which are non-absorbent. An anti-stain finish will allow spillages to roll off the surface or be wiped off for example Teflon® /silicone finish will allow water droplets to remain on fabric surface, stains and water can be wiped off, prevents dirt from clinging to surface. Nanotechnology with very fine fibres where water droplets are too large to go through fabric and particles of dirt can be repelled. For child seat fabric – accept designed to be washable.</p>		
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		<p>This question concerns the fabric, not the seat cover style.</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> • No answer worthy of credit. • Simple statement of one way of designing or treating fabric such as ‘Apply a stain resistant finish. • Candidate makes more than one point or one point with expansion. • Makes a variety of points and gives a detailed explanation with a higher level of understanding and may refer to nanotechnology or microfibres. If all points concern finishes only, then max 4 marks. Answer must relate to damage and/or safety issues. 	<p>(0 marks)</p> <p>(1 mark)</p> <p>(2-3 marks)</p> <p>(4-5 marks)</p>	<p>(5 marks)</p>
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2	(d)	<p><i>Explain why the child car seat cover and cushion insert are suitable for a baby.</i></p> <p>Includes a padded/soft/comfortable section for when baby is very small, can be removed when older, and keeps in position/supports/protects a young baby’s head. Can be removed for washing/is washable. Is brightly coloured/patterned to appeal to child and parents.</p> <p>This question concerns the style of the seat cover and cushion insert and visual appeal. No to fabric properties.</p>	<p>(Max 2 marks)</p>	
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2	(d)	<p>(continued)</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> • No answer worthy of credit. <i>(0 marks)</i> • 1 mark for each correct reason, up to 2 marks. • 2 marks for 1 correct reason with further expansion and relevant points made. 		(2 marks)
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3	(a)	<p>Fill in the table below to compare the clothing worn by the two cyclists. The first row of the table has been completed with an example for you.</p> <table border="1" data-bbox="288 613 1171 1167"> <tr> <td>Short trouser legs</td> <td>Full length trousers</td> </tr> <tr> <td>Cyclist A</td> <td>Cyclist B</td> </tr> <tr> <td>Clothing designed for sport</td> <td>Clothing designed for office work</td> </tr> <tr> <td>Single layer of clothing</td> <td>Layers of clothing/shirt,tie,jacket</td> </tr> <tr> <td>Clothing advertises company names</td> <td>Plain clothing</td> </tr> <tr> <td>Bright colours</td> <td>Dull colours</td> </tr> <tr> <td>Open neck</td> <td>Collar, tie</td> </tr> <tr> <td>Close fitting/skin tight/aerodynamic</td> <td>Clothing has drape/loose fitting</td> </tr> <tr> <td>All-in-one</td> <td>2 piece suit, shirt, tie</td> </tr> <tr> <td>All-in-one shoes</td> <td>Separate shoes and socks</td> </tr> <tr> <td>Knitted garment</td> <td>Woven clothing</td> </tr> <tr> <td>Light weight</td> <td>Heavier weight</td> </tr> </table> <p>No to points concerning helmet/goggles – yes to shoes.</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> No answer worthy of credit. (0 marks) 1 mark for each correct difference/comparison, up to 3 marks. Do not award a mark for only one point made about A or B – must be a comparison with both columns of the table filled to show difference. 	Short trouser legs	Full length trousers	Cyclist A	Cyclist B	Clothing designed for sport	Clothing designed for office work	Single layer of clothing	Layers of clothing/shirt,tie,jacket	Clothing advertises company names	Plain clothing	Bright colours	Dull colours	Open neck	Collar, tie	Close fitting/skin tight/aerodynamic	Clothing has drape/loose fitting	All-in-one	2 piece suit, shirt, tie	All-in-one shoes	Separate shoes and socks	Knitted garment	Woven clothing	Light weight	Heavier weight	(Max 3 marks)	(3 marks)
Short trouser legs	Full length trousers																											
Cyclist A	Cyclist B																											
Clothing designed for sport	Clothing designed for office work																											
Single layer of clothing	Layers of clothing/shirt,tie,jacket																											
Clothing advertises company names	Plain clothing																											
Bright colours	Dull colours																											
Open neck	Collar, tie																											
Close fitting/skin tight/aerodynamic	Clothing has drape/loose fitting																											
All-in-one	2 piece suit, shirt, tie																											
All-in-one shoes	Separate shoes and socks																											
Knitted garment	Woven clothing																											
Light weight	Heavier weight																											

3	(b)	<p>(i) Circle the method of fabric construction used for Cyclist B's clothing.</p> <p>Only correct answer - Woven fabric box ticked.</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> No answer worthy of credit. (0 marks) Correct answer 1 mark. 	(Max 1 mark)	(1 mark)
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3	(b)	(ii)	<p><i>Give the name for the construction method used for the cyclist B's clothing.</i></p> <p>Woven/weave/twill (accept twill as some suit fabrics are twill weave)</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> • No answer worthy of credit. (0 marks) • Correct answer 1 mark. 	<i>(Max 1 mark)</i>	(1 mark)
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3	(b)	(iii)	<p><i>Give two reasons for using this type of fabric construction.</i></p> <p>Strong, hard wearing/durable, holds shape, doesn't ladder, smart/appropriate for formal/office wear, smooth texture, conventional.</p> <p>No to easy to clean, soft/comfortable.</p> <p>Reasons must link to construction method given in 3(b)(ii). If 3(b)(ii) construction method is wrong eg knitted, marks can still be given for 3(b)(iii) if they relate to the construction method given for 3(b)(ii) and are correct for this construction method. Do not award any marks at all for 3(b)(iii) if 3(b)(ii) is not a construction method.</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> • No answer worthy of credit. (0 marks) • 1 mark for each correct and different answer. 	<i>(Max 2 marks)</i>	(2 marks)
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3	(c)	(i)	<p><i>Name a modern fabric for the gloves.</i></p> <p>Gore-tex, neoprene, thinsulate, polar fleece, polar tech, Kevlar.</p> <p>No to tencel, just 'fleece', lycra, fastskin, leather also to polyester, wool etc.</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> • No answer worthy of credit. (0 marks) 	<i>(Max 1 mark)</i>	(1 mark)
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			<ul style="list-style-type: none"> 1 mark for correct answer. Credit should be given for a less well known modern fabric which may be specific to a company such as Sealskinz or Endura. 		
3	(c)	(ii)	<p><i>Describe two improvements to the design of the cycling gloves that would increase comfort or safety when cycling in winter.</i></p> <p>Reflective strips/panels Bright/fluorescent/neon colour Padding for comfort/gel palm inserts Grips/textured surface/rubberised palm/silicon grip Reinforced with stronger fabric Longer cuffs Extra cover for wet weather Waterproof fabric/sealed seams Stain resistant finish Insulation/thick fabric LED lights Fastenings/Velcro/elastic at cuffs/ribbing Finger loop for easy removal of gloves Heating element/inserts with heat up gel Lining Fingerless for better control Slimmer fit/style, more fitted</p> <p>Marks awarded as follows</p> <ul style="list-style-type: none"> No answer worthy of credit. (0 marks) 1 mark for each improvement, up to 2 marks. 1 mark for each explanation for safety and/or comfort, up to 2 marks. 	(Max 4 mark)	(4 marks)

4	(a)		<p><i>State the component used for each method of fastening.</i></p> <table border="1"> <tr> <td colspan="2"><i>Component</i></td> </tr> <tr> <td colspan="2"><i>Example: Ribbon</i></td> </tr> <tr> <td>Button</td> <td>Velcro/hook and loop</td> </tr> <tr> <td>Lace and/or eyelets</td> <td>Buckle</td> </tr> <tr> <td>No to string</td> <td>No to only 'strap', clasp, clip</td> </tr> </table> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> No answer worthy of credit. (0 marks) 1 mark for each correct answer up to 4 marks. 	<i>Component</i>		<i>Example: Ribbon</i>		Button	Velcro/hook and loop	Lace and/or eyelets	Buckle	No to string	No to only 'strap', clasp, clip	(Max 4 marks)	(4 marks)
<i>Component</i>															
<i>Example: Ribbon</i>															
Button	Velcro/hook and loop														
Lace and/or eyelets	Buckle														
No to string	No to only 'strap', clasp, clip														

4	(b)	<p><i>The shoes in the table in question 4(a) are for children aged 0 - 3. You will be assessed on Quality of Written Communication (QWC) in this question.</i></p> <p><i>Discuss the advantages and disadvantages of the methods of fastening the shoes and suggest some other components for fastening a child's shoe.</i></p> <p>Advantages Ribbon-decorative, adjustable Buttons-decorative, secure, accept easy to use Velcro-simple, quick to undo, adjustable Laces- adjustable, decorative Buckle-adjustable, secure</p> <p>Disadvantages Ribbon-difficult to tie, may pull undone Buttons-may fall off, difficult for young child Velcro-over time attracts fluff and is ineffective, attaches to clothing Laces-hard to tie, may pull undone Buckle-may not have sufficient holes, difficult for young child</p> <p>Other components for fastenings include elastic, zips, slide and click. Poppers, press studs, snap fasteners, boot/lacing hooks, magnet, clasp, frog fastening, tuck-tite closures.</p> <p>If only either advantages or disadvantages, then up to 5 marks only.</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> • No answer worthy of credit. • Simple statements giving a few advantages/disadvantages of one or two methods of fastening the shoes in the pictures and may include a basic idea for another fastening component such as popper or zip. Candidate will tend to concentrate superficially on only a few ideas and offers little information. There may be some confusion. Candidate may refer only to advantages/disadvantages or only give another component. Response is structured poorly with little or no use of Design and Technology terminology and with numerous errors in grammar, punctuation and spelling. • More detailed information giving some advantages/disadvantages of some of the methods of fastening the shoes in the pictures and may include one or more idea for other fastening components. This candidate has some understanding of different types of fastenings suitable for children's shoes. Response is fairly well structured with 	<p>(Max 8 marks)</p> <p>(0 marks)</p> <p>(1 - 2 marks)</p> <p>(3 - 4 marks)</p>	
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			<p>some use of Design and Technology terminology and with a small number of errors in grammar, punctuation and spelling.</p> <ul style="list-style-type: none"> • Sound understanding of advantages/disadvantages of many of the methods of fastening the shoes in the pictures and may include one or more different types of other fastenings suitable for children’s shoes. Response is well structured with good use of appropriate Design and Technology terminology and shows a good grasp of grammar, punctuation and spelling. • Excellent understanding of advantages/disadvantages of most of the methods of fastening shoes in the pictures and gives one or more different types of other fastenings suitable for children’s shoes, with more detailed information. Candidate will refer to component choice linked to the child’s age and capability of the child to fasten own shoes. Response is well structured with good use of appropriate Design and Technology terminology and shows a good grasp of grammar, punctuation and spelling. If bullet points are used to structure answer, then full, detailed sentences must be employed. 	<p>(5 - 6 marks)</p> <p>(7 - 8 marks)</p>	<p>(8 marks)</p>
4	(c)		<p>List three different components that could be added to a pair of trainers to make them more appealing. Do not include fastenings in your answer.</p> <p>No to decorative techniques. Only accept buttons if decorative purpose explained.</p> <p>Rubber/fabric logo/label, bow, motif, badge, beads, sequins, plastic eyes, compass, watch, glow in the dark patch, lace/ribbon trim, metallic/special threads, flashing lights, solar panels, wheels, lift up flap, tassels, pom poms, glitter, ankle support, padded insert, sole with special feature, eyelets for ventilation, sound device such as music set to pace of walking/running, sensor to record paces/calories burnt, tracking device.</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> • No answer worthy of credit. (0 marks) • 1 mark for each correct component, up to 3 marks. 	<p>(Max 3 marks)</p>	<p>(3 marks)</p>
5	(a)	(i)	<p>What is the name of this type of drawing?</p> <p>Working drawing, flat, line drawing, technical drawing.</p> <p>No to sketch, CAD, 3D drawing, product drawing, final design.</p> <p>Marks awarded as follows:</p>	<p>(Max 1 mark)</p>	<p>(1 mark)</p>

			<ul style="list-style-type: none"> No answer worthy of credit. (0 marks) Correct answer, 1 mark 		
5	(a)	(ii)	<p><i>The top pocket needs to be positioned in a certain place. How can the drawing be improved to give this information?</i></p> <p>Add measurements, draw a second viewpoint of the pocket with lapel pushed back flat to show pocket clearly, close up/zoom in view, annotate/label.</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> No answer worthy of credit. (0 marks) <p>Either correct answer, 1 mark</p>	(Max 1 mark)	(1 mark)
5	(a)	(iii)	<p><i>Give three different pieces of information included on a jacket manufacturing specification. An example is given below. Drawing of the jacket.</i></p> <p>Fabric sample, delivery date, components, photo of garment, flow diagram, product name, product code, techniques, care label, stitch details, lay plan, measurements, tolerances, type of seam, size, description, making instructions, style, originator/maker, colour, equipment required.</p> <p>No to costs</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> No answer worthy of credit. (0 marks) 1 mark for each correct answer up to 3 marks. 	(Max 3 marks)	(3 marks)
5	(a)	(iv)	<p><i>Give three reasons why it is important to have a manufacturing specification.</i></p> <p>To show the worker what the product looks like, give the production plan/how it is made, to see materials required, to test the made product against, to make identical products, for quality assurance/accuracy, efficiency, reduces costs.</p> <p>Marks awarded as follows:</p>	(Max 3 marks)	

			<ul style="list-style-type: none"> No answer worthy of credit. One or more basic points Candidate show some understanding and gives more than one point A clear understanding of a variety of points with mention of quality assurance 	<p>(0 marks)</p> <p>(1 mark)</p> <p>(2 marks)</p> <p>(3 marks)</p>	(3 marks)
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5	(b)	(i)	<p>Name two types of seam.</p> <p><i>Flat/open/plain, French, flat fell/double stitched seam, abutted, open seam, overlocked/locked seam.</i></p> <p><i>No to hem, to raw edge finishes eg bound edge, overlocked edge, no to jean seam.</i></p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> No answer worthy of credit. (0 marks) 1 mark for each correct name. 	(Max 2 marks)	(2 marks)
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5	(b)	(ii)	<p>Use notes and diagrams to explain one method of making a seam.</p> <p>Do not award marks if name of seam is 'hem', unless notes and diagrams show method of making a seam, then up to 5 marks can given.</p> <p>If name of seam is wrong and notes and diagrams do not show making a seam but, equipment list for seam is correct then award 1 mark.</p> <p>Marks awarded as follows:</p> <p>Give credit for any appropriate method of making a seam.</p> <ul style="list-style-type: none"> Step-by-step instructions: <ul style="list-style-type: none"> No answer worthy of credit. Explanation of method is adequate and would mostly work. If only notes or only diagrams then only 1 mark. Accurate explanation of method. Candidate understands method and can clearly explain it. Quality of notes and diagrams: <ul style="list-style-type: none"> No answer worthy of credit. 	<p>(Max 6 marks)</p> <p>(0 marks)</p> <p>(1 mark)</p> <p>(2 marks)</p> <p>(0 marks)</p>	
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			<p>Basic detail, simple diagrams, few steps, notes only or diagrams with no notes/labels. Detailed diagrams with clear labels, neat presentation.</p> <ul style="list-style-type: none"> • Name of seam: Correct name for method shown in notes and diagrams. • Equipment needed: No answer worthy of credit. More than 1 item such as sewing machine, pins, scissors, pinking shears, ruler. May appear as a list or as part of notes/diagrams. 	<p>(1 mark) (2 marks) (1 mark) (0 marks) (1 mark)</p>	<p>(6 marks)</p>
5	(c)	(i)	<p><i>Describe three dangers of working on an industrial sewing machine.</i></p> <p>Cut/prick finger on sharp needle/blade, fast, clothing/hair/jewellery caught in fast running machine/fabric or thread feed, electrical shock, inhalation of dust, damage to hearing, repetitive strain injuries, finger cut on sharp blades. Eye injuries from broken needles thrown up in air.</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> • No answer worthy of credit. (0 marks) • 1 mark for each correct and different point, up to 3 marks. 	<p>(Max 3 marks)</p>	<p>(3 marks)</p>
5	(c)	(ii)	<p><i>List three safety measures to help prevent injury when working on an industrial sewing machine.</i></p> <p>Finger guards, eye shields/goggles, long hair tied up. No loose clothing/jewellery, uniform, seats adjusted for correct posture, workforce training, safety rules displayed, emergency stop button, regular breaks, organised work area/space, serviced/checked machines, ear protection, good lighting, adequate ventilation.</p> <p>No to gloves, no to any classroom behaviour rule such as concentrate, no eating etc</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> • No answer worthy of credit. (0 marks) • 1 mark for each correct measure, up to 3 marks. 	<p>(Max 3 marks)</p>	<p>(3 marks)</p>

5	(c)	(iii)	<p><i>Explain what is meant by the term ‘risk assessment’.</i></p> <p>The dangers, hazards or risks involved in making a product are identified, described and listed in a document as part of health and safety regulations.</p> <p>Do not give a mark for just one word ‘dangers’.</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> • No answer worthy of credit. • Basic understanding, may be unclear or confused. • Clearly understands what is meant and may give an example or dangers in detail. 	<p><i>(Max 2 marks)</i></p> <p><i>(0 marks)</i></p> <p><i>(1 mark)</i></p> <p><i>(2 marks)</i></p>	<p>(2 marks)</p>
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6	(a)		<p><i>Name three decorative textile techniques in the photograph above</i></p> <p>Beading, hand/machine embroidery/stitching, shisha mirrors, couching, patchwork, sequins, dyeing/dip dye.</p> <p>No to quilting, silk painting, appliqué, batik, piping, embellishment, tie dye, block printing.</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> • No answer worthy of credit. <i>(0 marks)</i> • 1 mark for each correct technique up to 3 marks. 	<p><i>(Max 3 marks)</i></p>	<p>(3 marks)</p>
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6	(b)		<p><i>Explain why the wall hanging is a sustainable product.</i></p> <p>Do not accept just ‘fairtrade’ without explanation.</p> <p>Recycled/reused saris/fabric, patchwork of discarded fabrics that would otherwise be wasted/in landfill, fairtrade, employment of men/women in developing country, no child labour, good working conditions, fair payment for work.</p> <p>Marks awarded as follows:</p>	<p><i>(Max 4 marks)</i></p> <p><i>(0 marks)</i></p>	
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			<ul style="list-style-type: none"> No answer worthy of credit. One basic point such as patchwork uses up scraps of fabric. More than one basic point, or one point with expansion. A variety of points made with some detail to explain. Candidate has clear understanding of sustainable use of materials and ethical point made such as those relating to fair-trade. 	<p>(1 mark)</p> <p>(2 marks)</p> <p>(3 marks)</p> <p>(4 marks)</p>	(4 marks)
7	(a)	(i)	<p><i>The Scottish bagpiper is wearing an ostrich feather hat and the bagpipes are made from animal hide. Explain why some people may be against using these materials.</i></p> <p>Cruel to animals/birds, animal must die to get hide, some people are against keeping animals/birds in captivity, some feathers may be from endangered species, farmed animal /birds might be acceptable to some people, some people/vegetarians may be against killing animals for clothing/accessories.</p> <p>No to allergic.</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> No answer worthy of credit. (0 marks) 1 mark for each correct point up to 2 marks or 2 marks for expansion of one point. 	(Max 2 marks)	(2 marks)
7	(a)	(ii)	<p><i>The Scottish bagpiper is wearing a kilt of wool Tartan fabric. Give two reasons why this fabric is worn.</i></p> <p>Tartan is a traditional Scottish fabric, identifies clan/family that piper belongs to, or characteristics and properties are given for the woven wool fabric such as warm, hardwearing/durable, strong, thick/heavy, crease resistant, soft/comfortable.</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> No answer worthy of credit. (0 marks) 1 mark for each reason up to 2 marks. 	(Max 2 marks)	(2 marks)

7	(b)	(i)	<p><i>Give two different graphic techniques that could be used to add colour to the illustration.</i></p> <p>This question is not about colouring fabric.</p> <p>Candidate will refer to media such as watercolour, coloured pens, coloured pencils, collage, pastels, paint or to computer aided design, software such as 'paint', 'photoshop', 'coral draw' etc.</p> <p>No to 'CAD CAM', no to sublimation, printing.</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> • No answer worthy of credit. (0 marks) • 1 mark for each different technique/media up to 2 marks. Accept 2 different techniques from a single software programme eg photoshop 'paint splash' and 'paintbrush' for 2 marks. 	(Max 2 marks)	(2 marks)
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7	(b)	(ii)	<p><i>What are the advantages of using a computer to design, present and communicate drawings?</i></p> <p>Speed and efficiency, reduced costs, less manual labour, accuracy, modifications can be easily made such as colour, scale, pattern, texture, shape alterations/alternatives. Can trial ideas for fabrics. Can email designs and get feedback to develop ideas further, merge with other documents to make presentations/power points, reproduce drawings quickly, print in multiples, animate drawings, can see virtual catwalks, 3D view.</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> • No answer worthy of credit. • Simple answer with one or more points. • A variety of points made but lacking in detail. • Several points made or a variety with further detail. • Excellent understanding of a wide variety of points about design, presentation and communication. 	(Max 4 marks)	(4 marks)
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