



Pearson  
Edexcel

Mark Scheme

Summer 2022

Pearson Edexcel GCSE  
In Design & Technology (1DT0)  
1E: Textiles

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

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**Component 1 mark scheme – 1DT0/1E**

**Section A – Core content**

<b>Question number</b>	<b>Answer</b>	<b>Additional information</b>	<b>Mark</b>
1 (a) (i)	Any <b>one</b> property from: <ul style="list-style-type: none"> <li>• Malleable (1)</li> <li>• Ductile (1)</li> <li>• Excellent strength to weight ratio (1)</li> <li>• Lightweight / low density (1)</li> <li>• Waterproof / Impermeable (1)</li> <li>• Resistance to corrosion / won't rust (1)</li> <li>• Food safe / non-toxic (1)</li> </ul>	Do not accept 'can be recycled' Do not accept 'durable'	<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Additional information</b>	<b>Mark</b>
1 (a) (ii)	Any <b>one</b> property from: <ul style="list-style-type: none"> <li>• Elasticity / mouldability (1)</li> <li>• Soft (1)</li> <li>• Insulator (1)</li> <li>• Permeable / breathable (1)</li> <li>• Insulator / heat insulator (1)</li> </ul>	Do not accept 'durable'	<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
1 (a) (iii)	Any <b>one</b> property from: <ul style="list-style-type: none"> <li>• Transparent / see through (1)</li> <li>• Translucent / semi translucent (1)</li> <li>• Smooth surface (1)</li> </ul>	<b>(1)</b>

<b>Question</b>	<b>Answer</b>	<b>Additional information</b>	<b>Mark</b>
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number			
1 (a) (iv)	Any <b>one</b> property from: <ul style="list-style-type: none"> <li>• Flexible / flexibility / bendable (1)</li> <li>• Good tensile / compressive strength (1)</li> <li>• Moisture / water resistance (1)</li> <li>• Elasticity (1)</li> <li>• Tough / impact resistance (1)</li> </ul>	Do not accept 'durable'	<b>(1)</b>

Question number	Answer	Mark
1 (b)	Any <b>one</b> disadvantage of urea formaldehyde (UF) for the 3-pin plug (1) and a linked justification of that disadvantage (1) <ul style="list-style-type: none"> <li>• UF is brittle (1) therefore if it gets banged / knocked it can break / shatter / splinter (1)</li> <li>• UF is a thermosetting plastic (1) therefore it cannot be recycled if it breaks / is not biodegradable (1)</li> <li>• UF can melt / burn at high temperatures (1) therefore it becomes a hazard / danger (1)</li> </ul>	<b>(2)</b>

Question number	Answer	Additional guidance	Mark
1 (c)	A calculation that includes: <ul style="list-style-type: none"> <li>• correct calculation of ratios <math>50 / (13 + 7) = 2.5</math></li> <li>• correct answer <math>2.5 \times 13 = 32.5 \text{ kg}</math></li> </ul>	Award full marks for correct numerical answer without working.  Allow for ECF if candidate gets part of transposition wrong.	<b>(2)</b>

Question	Answer	Additional guidance	Mark
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number			
2 (a)	Any one other hardwood from: <ul style="list-style-type: none"> <li>• Oak (1)</li> <li>• Beech (1)</li> <li>• Ash (1)</li> <li>• Birch (1)</li> <li>• Jelutong (1)</li> </ul> Any other appropriate hardwood	Do not accept balsawood or mahogany	<b>(1)</b>

Question number	Answer	Mark
2 (b)	Any <b>one</b> working property of mahogany that makes it an appropriate choice of material (1) and a linked justification of that working property (1) <ul style="list-style-type: none"> <li>• It is hard / durable (1) which means that it will withstand wear as the books are placed in and taken out of the holder (1)</li> <li>• It is tough (1) which means that it is capable of being knocked / bumped / dropped without damaging (1)</li> <li>• It has close / tight grain (1) which means it does not damage the book when lifted in or out (1)</li> </ul>	<b>(2)</b>

Question number	Answer	Mark
2 (c)	Any <b>one</b> advantage for the manufacturer (1) and a linked justification of that advantage (1) <ul style="list-style-type: none"> <li>• They do not hold lots of stock (1) which means they do not need to pay for storage space / tie up finance / not susceptible to falling demand (1)</li> <li>• They could change the type of wood used / easily change the size / change design (1) which means they can respond to individual customers' needs / wants / size of book (1)</li> <li>• Each one will be unique / exclusive (1) which means the manufacturer can charge a higher price (1)</li> <li>• No excess products / stock (1) which means the manufacturer will not have to reduce the price to get rid of stock (1)</li> <li>• Happier / more engaged workforce (1) therefore higher quality products manufactured / greater staff retention (1)</li> </ul>	<b>(2)</b>

Question	Answer	Additional	Mark
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number		guidance	
2 (d)	<p>A calculation that includes:</p> <ul style="list-style-type: none"> <li>correct calculation of the total length of timber required <math>(2 \times 30) + 40 = 100 \text{ cm}</math> (1)</li> <li>correct calculation of volume <math>100 \text{ cm} \times 5 \text{ cm}^2 = 500 \text{ cm}^3</math> (1)</li> <li>correct conversion of units from <math>\text{cm}^3</math> to <math>\text{m}^3</math> <math>500 \text{ cm}^3 = 500/1,000,000</math> or <math>10^6 = 0.0005 \text{ m}^3</math> (1)</li> <li>correct calculation of final cost <math>0.0005 \times 1200 = \text{£}0.6</math> or 60 pence (1)</li> </ul>	<p>Award full marks for correct numerical answer without working.</p> <p>Allow for ECF if candidate gets part of calculation wrong.</p> <p>Special case: Award a max of 3 marks if the factor of 6 unit conversion is incorrect or not evident; for example: £6, £60, £6000, £600000</p>	<b>(4)</b>

Question number	Answer	Mark
3 (a)	<ul style="list-style-type: none"> <li>Light emitting diode / LED (1) (Only answer)</li> </ul>	<b>(1)</b>

Question number	Answer	Mark
3 (b)	<p>Any <b>one</b> reason for using a bevel gear (1) and a linked reason for the use (1)</p> <ul style="list-style-type: none"> <li>To convert rotary motion through <math>90^\circ</math> (1) so it will take up less space inside the drill (1)</li> <li>To increase / decrease rotary speed (1) which means that the chuck can be made to turn faster / slower than the motor speed (1)</li> <li>To increase the torque (1) which means it will be able to drill harder / denser materials (1)</li> </ul>	<b>(2)</b>

Question number	Answer	Additional guidance	Mark
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3 (c)	<p>A calculation that includes:</p> <ul style="list-style-type: none"> <li>• Correct calculation of the compound gear ratio <math>(40 / 20) \times (40 / 20) = 4</math> (1)</li> <li>• Correct calculation of driven RPM <math>4 \times 400 = 1600 \text{ RPM}</math> (1)</li> </ul> <p>Alternative method:</p> <p><math>(40 / 20) = 2 \times 400 = 800</math> (1)</p> <p><math>(40 / 20) = 2 \times 800 = 1600</math> (1)</p>	<p>Special case: If only one step has been calculated, e.g. <math>40 / 20 = 2 \times 400 = 800</math> (1) If no working out and answer is 800 (0)</p>	<b>(2)</b>
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Question number	Answer	Mark
3 (d)	<p>Any <b>one</b> benefit of using a battery (1) and a linked justification of the benefit (1)</p> <ul style="list-style-type: none"> <li>• Portability / convenience (1) therefore the user does not need to be near a power supply / plug / ease of use (1)</li> <li>• No power leads (1) which means improved safety as there will be no trailing cables (1)</li> <li>• The battery can be replaced with a fully recharged battery (1) which means the hand drill can continue to be used (1)</li> </ul>	<b>(2)</b>

Question number	Answer	Additional guidance	Mark
3 (e)	Any <b>two</b> benefits of using carbon fibre for the main	Do not	<b>(4)</b>

	<p>body (1) and a linked justification of that benefit (1)</p> <ul style="list-style-type: none"> <li>• It is lightweight (1) which means it is not too heavy for the user to hold / can work longer without tiring (1)</li> <li>• It can be formed into complex shapes / forms (1) which means smooth / sleek / ergonomic forms can be manufactured (1)</li> <li>• It has excellent strength to weight ratio (1) which means although being light, it is capable of normal / intended use (1)</li> </ul>	<p>accept durable, hard wearing or tough</p>	
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Question number	Answer	Mark
4 (a)	<p>Any <b>two</b> explanations that references the way in which agro-textiles can be used (1) and a linked justification of each way (1)</p> <ul style="list-style-type: none"> <li>• They can be used to stop soil erosion (1) which means nutrients / soil will not be washed away (1)</li> <li>• They can be used to warm the ground (1) which means crops may grow faster / increased yields (1)</li> <li>• They can be used to help retain moisture in the soil (1) which means that the amount of water required to grow crops is reduced / saves valuable water (1)</li> <li>• They can be used to help protect the crops from birds / insects / pests (1) which means the crop will be bigger / more crops / fewer crops lost by being eaten (1)</li> <li>• They can be used to protect against adverse weather conditions such as wind / frost / hail / solar radiation (1) which means they have a greater chance of surviving / growing (1)</li> <li>• They can be used as a weed control membrane (1) which means time can be saved by not having to remove weeds (1)</li> </ul>	<b>(4)</b>

Question number	Answer	Additional guidance	Mark
4 (b)	A calculation that includes:	Award full marks	<b>(2)</b>

	<ul style="list-style-type: none"> <li>• correct working out of area of roll of agro-textile  <math>50 \times 1.2 = 60\text{m}^2</math></li> <li style="text-align: right;">(1)</li> <li>• correct working out of number of rolls  <math>420 / 60 = 7</math> rolls</li> <li style="text-align: right;">(1)</li> </ul> <p>Alternative method:</p> <p><math>420 / 1.2 = 350</math> (1)</p> <p><math>350 / 50 = 7</math> (1)</p>	<p>for correct numerical answer without working.</p> <p>Allow for ECF if candidate gets part of calculation wrong.</p>	
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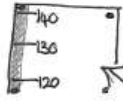
Question number	Indicative content	Mark
4 (c)	<ul style="list-style-type: none"> <li>• Fair trade supports the development of farmers and producers working in local communities / communes / cooperatives by receiving a fair price for their crops / products</li> <li>• Products / crops displaying the fair-trade logo have been produced by small-scale farmer organisations who employ local people</li> <li>• Locals benefit from employment / regular income / improved standards of living</li> <li>• Communities benefit from money going back into the local economy</li> <li>• There are a set of environmental and social conditions that must be met to be branded as a fair-trade producer meaning improved benefits for the environment and locals</li> <li>• Workers have some rights which are protected and enforced by being a fair-trade supplier</li> <li>• Minimum prices are set / adhered to / guaranteeing a fair price for the crop / products</li> <li>• Fairtrade Premiums are paid on products and are reinvested in local business / community projects to support farmers / residents</li> <li>• Fairtrade allows for farming to be a reliable source of income for local families meaning that the skills of farming can be passed from one generation to the next leading to improvements in lifestyle and local economy</li> <li>• Fairtrade emphasises the reduction of exploitation and child labour / developing the skills of workers / improved human rights</li> </ul>	<b>(6)</b>

Level	Mark	Descriptor
	0	
Level 1	1 - 2	<ul style="list-style-type: none"> <li>• Attempts to interrogate and deconstruct information but connections and logical chains of reasoning are flawed.</li> <li>• An unbalanced appraisal of the information/issues, containing judgements that show a limited awareness of the interrelationships between factors or competing arguments.</li> </ul>
Level 2	3 – 4	<ul style="list-style-type: none"> <li>• Interrogates and deconstructs information and provides some connections and logical chains of reasoning.</li> <li>• A balanced appraisal of the information/issues, containing judgements that show an awareness of the interrelationships between factors or competing arguments.</li> </ul>
Level 3	5 - 6	<ul style="list-style-type: none"> <li>• Interrogates and deconstructs information and provides sustained connections and logical chains of reasoning.</li> <li>• A well-balanced appraisal of the information/issues, containing judgements that show a thorough awareness of the interrelationships between factors or competing arguments.</li> </ul>

## Section B – Textiles

Question number	Answer	Mark
5 (a)	<p><b>Marks will be awarded for understanding of design and technology, not graphical skills.</b></p> <p>Notes and sketches to show how to:</p> <ul style="list-style-type: none"> <li>• be easy to keep clean (1) and include a method that allows a child’s height to be recorded as they grow (1) e.g. have a stain proof coating / have an outer layer of wipeable fabric / be laminated / waterproof fabric / be made from a manmade fabric / have a moveable height marker (velcro, press-studs) / have a space for recording height that can be altered e.g. a chalk board or see-through pocket where details can be kept / fabric pens</li> <li>• be able to be personalised for a child (1) and include a method that allows the height of an average nine year old to be measured (1) e.g. include child’s name / have somewhere to put child’s photograph / include images and decorations that link to the child / extendable piece of rigid fabric to record the extra height for a nine year old</li> <li>• be able to be hung up from a door (1) and be easily moved to another location (1) e.g. rope / chain / string / hole / dowel post / hanging hooks / capable of being removed / non-permanent</li> </ul> <p>Example of candidate response:</p>	<b>(6)</b>

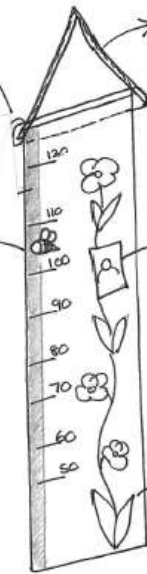
There is an additional strip of fabric which can be added when the child gets older and taller.



This can hang at the back when not in use and press stud in place.



Velcro backed marker can show the child's height and can be moved up the back strip as the child grows.



Dowel post with rope inserted through the top of the chart allows for the chart to be moved around and hung from the back of a door.



PVC pocket allows a photograph of the child to be displayed.

Fabric has a stain-proof coating to help keep the chart clean.

#### Notes:

Dowel post with rope inserted through the top of the chart allows for the chart to be moved around and hung from the back of a door.

Velcro backed marker can show the child's height and can be moved up the back strip as the child grows.

PVC pocket allows a photograph of the child to be displayed.

Fabric has a stain-proof coating to help keep the chart clean.

There is an additional strip of rigid fabric which can be added when the child gets older and taller. This can be hung at the back when not in use and press studded into place when required.

Question number	Answer	Mark
5(b)	<p>Any <b>two</b> explanations that include a way the fabric covered soft foam money box meets or fails to meet the requirement (1) and a linked justification of that way (1).</p> <ul style="list-style-type: none"> <li>• You can see how much you have saved / filled it up (1) therefore you can continue to save or break it and spend the money (1)</li> <li>• There is no easy / obvious way to gain access (1) which means that you are more likely not to touch / get the money out (1)</li> <li>• The tea cup is not an obvious shape / appealing to a young child (1) which means they are not going to be motivated to save (1)</li> <li>• The foam sides are flexible (1) and may twist out of shape / the see-through screen may pop out of place (1)</li> <li>• See-through screens are likely to get scratched / react with UV lights (1) meaning the young children can't see the coins very well / coins will be obscured (1)</li> <li>• Not a lot of space for coins / too thin (1) which means not a lot of money can be stored / saved (1)</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
6 (a)	<p>Any <b>two</b> advantages for the manufacturer of using a standard width of fabric (1) and a linked justification (1)</p> <ul style="list-style-type: none"> <li>• Standard width fabric costs less (1) which will reduce the overall cost of the product (1)</li> <li>• The fabric will be of a known size (1) which means the designer can maximise the material / make most efficient use of the fabric (1)</li> <li>• The manufacturer can pre prepare the lay plan (1) to ensure efficient use of materials (1)</li> <li>• The manufacturers machinery will be set up to use standard width fabric (1) meaning no specialist alterations have to be made (1)</li> <li>• Standard width fabric is more readily available (1) which will help them to keep costs lower as specialist materials do not have to be sought (1)</li> </ul>	<b>(4)</b>



Question number	Answer	Additional Guidance	Mark
6 (b)	<p><b>Marks will be awarded for understanding of design and technology, not graphical skills.</b></p> <p>Notes and sketches to show how to:</p> <ul style="list-style-type: none"> <li>• Measure out / mark out the position of the pleat on the fabric (1)</li> <li>• Fold fabric along marker lines / notch marks (1)</li> <li>• Iron/press folds/pleats into place (1)</li> <li>• Pin / tack folds into place matching notches (1)</li> <li>• Sew pleat into position (1)</li> </ul> <p>Example of candidate response:</p> <p>Notes:</p> <p>Mark out the position of the pleat in the fabric.  Fold fabric along marker lines and press.  Pin / tack the pleat into place.  Sew pleat with a machine in the correct direction.</p>	Cap at 3 marks if no sketches or all sketches and no notes	<b>(4)</b>

Question number	Answer	Mark
6 (c)	<p>Any <b>one</b> explanation that includes a reason for heat-setting the pleats (1) and a linked justification for that reason (1).</p> <ul style="list-style-type: none"> <li>• The pleats are permanently set into position / folded (1) which will keep the pleats looking neat / hold their shape / pristine in wear / retain the pleat when the wearer sits down / which removes the need for some stitching (1)</li> <li>• The pleats will stay in place when washed (1) eliminating the need for re-pressing them (1)</li> </ul>	<b>(2)</b>

Question number	Answer	Mark
6 (d)	<p>Any <b>two</b> explanations that include a method to finish the raw edges of the skirt (1), plus <b>two</b> linked justifications of that method (1) + (1).</p> <p>Zig-zagged stitch (1)</p> <ul style="list-style-type: none"> <li>• Binds the edges of the yarns (1) which helps to prevent the edge of the fabric fraying (1)</li> </ul> <p>Rolled (1)</p> <ul style="list-style-type: none"> <li>• The raw edge is trapped in the hem (1) creating a higher quality appearance (1)</li> </ul> <p>Turned under and sewn / hemming (1)</p> <ul style="list-style-type: none"> <li>• The raw edge is pressed under and stitched (1) which reduces the processing time (1)</li> </ul> <p>Blind hemmed (1)</p> <ul style="list-style-type: none"> <li>• The stitching is barely visible on the outside of the garment (1) giving the item a neat and professional finish (1)</li> </ul> <p>Overlocked (1)</p> <ul style="list-style-type: none"> <li>• The stitching cuts and neatens the edge in one action (1) making it more durable due to the use of multiple threads (1)</li> </ul>	<b>(6)</b>

Question number	Answer	Mark
7 (a)	<ul style="list-style-type: none"> <li>• Tension (1)</li> <li>• Tensile force (1)</li> </ul>	<b>(1)</b>

Question number	Answer	Mark
7 (b)	<p>Any <b>two</b> properties explained (1) plus a linked justification of the property (1).</p> <ul style="list-style-type: none"> <li>• Nylon has good crease resistance / elasticity (1) which means that it will stay looking pristine in use / doesn't need to be ironed (1)</li> <li>• Nylon is colour fast (1) which means it maintains its appearance when laundered / doesn't fade in the wash (1)</li> <li>• Nylon is non-absorbent (1) which means that it doesn't stain easily (1)</li> <li>• Nylon is non-allergenic (1) which means that people are very unlikely to have a physical reaction to the fibre (1)</li> <li>• Nylon has good tensile strength (1) which means it is less likely to rip / tear in use (1)</li> </ul>	<b>(4)</b>

Question number	Answer	Additional guidance	Mark
7 (c)	<p>A calculation that includes:</p> <ul style="list-style-type: none"> <li>• Conversion of units at the start or end (1)</li> <li>• Calculation of the area of the semi-circle (1)  <math>\pi r^2 / 2</math>  <math>3.142 \times 1.5^2 / 2 = 3.535 \text{ cm}^2</math></li> <li>• Calculation of the area of the rectangle (1)  <math>8 \times 3 = 24 \text{ cm}^2</math></li> <li>• Calculation of the total area (1)  <math>3.535 \text{ cm}^2 + 24 \text{ cm}^2 = 27.535 \text{ cm}^2</math></li> <li>• Calculation of the total volume of the foam (1)  <math>27.535 \text{ cm}^2 \times 0.4 = 11.014 \text{ cm}^3</math>  Rounded to <math>11 \text{ cm}^3</math></li> </ul>	<p>Award full marks for correct numerical answer without working.</p> <p>Allow ecf if candidate gets part of calculation wrong.</p> <p>Credit full marks for 11.014 or 11</p> <p>Alternative method may show calculation of volume of separate parts that are then added together</p>	<b>(5)</b>

Question number	Answer	Mark
7 (d)	<p>Any <b>two</b> explanations that includes a reason for cutting the parts of the fancy dress costume from separate pieces rather than making from a single roll (1), plus <b>two</b> linked justifications of that reason (1) + (1).</p> <ul style="list-style-type: none"> <li>• Smaller pieces of fabric can be used (1) which reduces the number of bigger rolls needing to be purchased / small off cuts used up (1) therefore maximising fabric usage / more sustainable long term (1)</li> <li>• When cutting out you will be able to use the fabric more economically (1) which means the cost will be less (1) therefore allowing the product to be sold for less / make more profit for the manufacturer (1)</li> <li>• Less waste will be produced during the manufacture (1) which means that less material must be disposed of (1) therefore reducing the amount going to landfill / tipping (1)</li> </ul>	<b>(6)</b>

Question number	Answer	Mark
8 (a)	<p>Any <b>one</b> explanation that includes a benefit of manufacturing the picnic bag using a polyamide fabric (1) and a linked justification of that benefit (1).</p> <ul style="list-style-type: none"> <li>• It has high tensile strength (1) which means it will not stretch when carrying a lot of food (1)</li> <li>• It is hydrophobic / water resistant / waterproof (1) which means that it will not absorb water when at a park or on a beach / can be wiped clean (1)</li> </ul>	<b>(2)</b>

Question number	Answer	Mark
8 (b)	<p>Any <b>one</b> explanation that includes an advantage of carrying out quality control checks (1), plus <b>one</b> linked justification of that advantage (1) + (1).</p> <ul style="list-style-type: none"> <li>• The picnic bag can be checked for dimensional accuracy (1) which means machines can be checked / changed if the picnic bag is not the correct size (1) therefore reducing the number of pieces that would be cut of the wrong size / reducing waste / rejects (1)</li> <li>• The polyamide fabric would be checked for flaws (1) which means that the fabric would remain sturdy (1) when in use and not break (1)</li> <li>• The breakage strength of the seams would be tested (1) which means that they could carry the required load (1) therefore reducing the risk of injury in use / returns / complaints from customers (1)</li> <li>• The zip should be tested to make sure it runs smoothly (1) without getting caught in any loose threads / jammed (1)</li> </ul>	<b>(3)</b>

Question number	Answer	Mark
8 (c)	<p>Any <b>two</b> advantages of using a laser cutter to cut out the pieces (1) and a linked justification of those advantages (1).</p> <ul style="list-style-type: none"> <li>• The laser cutter will seal the edges of the polyamide fabric (1) making them neater and eliminating the need for finishing techniques (1)</li> <li>• The laser cutter can repeat cut (1) therefore making identical pieces quickly / accurately (1)</li> <li>• The laser cutter cuts quickly (1) which can make the process more efficient (1)</li> <li>• The laser cutter can cut through multi-layers of fabric (1) which means that many pieces can be cut at once (1)</li> <li>• Laser cutters can be pre-programmed (1) which means the pieces can be cut unaided / 24/7 / faster than by hand methods (1)</li> </ul>	<b>(4)</b>

Question number	Indicative content	Mark
8 (d)	<ul style="list-style-type: none"> <li>• Polyamide is water resistant so suitable for taking to different locations in different weathers</li> <li>• Polyamide is a flexible but durable material so can be packed with lots of different shaped heavy food and drink</li> <li>• The inside and outside would be wipeable if food and drink stains got spilt on it</li> <li>• The content inside are kept cooler as the insulating lining helps to maintain the temperature</li> <li>• Could be produced in different sizes / designs to be suitable for different numbers or people with different preferences / needs</li> <li>• The picnic bag is manufactured from widely available materials which would not greatly add to the cost</li> <li>• The zip closure is secure and will not let the contents spill out when in a car or on a journey</li> <li>• The picnic bag could be too large for a couple / too bulky for walkers</li> <li>• Polyamide fabric is not easy to recycle / could end up in landfill</li> </ul>	(9)

Level	Mark	Descriptor
	0	
Level 1	1 - 3	<ul style="list-style-type: none"> <li>• Attempts to interrogate and deconstruct information but connections and logical chains of reasoning are flawed.</li> <li>• An unbalanced appraisal of the information/issues, containing judgements that show a limited awareness of the interrelationships between factors or competing arguments.</li> <li>• A conclusion may be presented but it is likely to be generic assertions rather than supported by relevant judgements.</li> </ul>
Level 2	4 – 6	<ul style="list-style-type: none"> <li>• Interrogates and deconstructs information and provides some connections and logical chains of reasoning.</li> <li>• A balanced appraisal of the information/issues, containing judgements that show an awareness of the interrelationships between factors or competing arguments.</li> <li>• A conclusion is presented that is partially supported by relevant judgements.</li> </ul>
Level 3	7 - 9	<ul style="list-style-type: none"> <li>• Interrogates and deconstructs information and provides sustained connections and logical chains of reasoning.</li> <li>• A well-balanced appraisal of the information/issues, containing judgements that show a thorough awareness of the interrelationships between factors or competing arguments.</li> <li>• A conclusion is presented that is fully supported by relevant judgements.</li> </ul>