



2011 Fashion and Textile Technology

Intermediate 2

Finalised Marking Instructions

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**2011 Fashion and Textile Technology
Intermediate 2**

Marking Scheme

Question 1

(a) Name two animal fibres and two plant fibres.		
Core skills:	Recall and use of knowledge	Mark allocation: 4 marks
2 × 1 mark for each identified animal fibre		
2 × 1 mark for each identified plant fibre		

Animal fibres

1. Wool.
2. Silk.
3. Cashmere.
4. Alpaca.
5. Angora.
6. Mohair.

Plant fibres

1. Cotton.
2. Linen.
3. Flax/jute.

(b) Name two methods of fabric construction.		
Core skills:	Recall and use of knowledge	Mark allocation: 2 marks
1 × 1 mark for identification of each fabric construction		

1. Weaving/woven.
2. Knitting/knitted.
3. Non-woven/felted.

Question 1 (continued)

(c) Explain **each** of the following terms.

Staple fibre

Performance fabric

Core skills: Recall and use of knowledge

Mark allocation: 2 marks

2 x 1 mark for identification of each of fabric terms

Staple fibres

1. Short fibre (from about 4mm long).
2. Short fibres which have to be twisted together to form a yarn.
3. Short fibres from natural sources.
4. Synthetic fibres which have been cut into short lengths.

Performance fabrics

1. Fabrics which have been treated to improve their properties (accept examples eg crease resistance/abrasion resistance).
2. Fabrics which have been treated with a UV inhibitor.
3. Fabrics which have been developed for a particular end-use/function/job (accept examples eg breathable membrane fabrics).

(d) A manufacturer is making school trousers.

Evaluate the suitability of **four** of the properties of the fabric shown for making school trousers.

Core skills: Evaluation

Mark allocation: 4 marks

4 x 1 mark for each point linked to the school trousers

Elasticity – 2 stars/fair

1. 2 stars/fair, so may not be suitable as the trousers may lose their shape when worn.
2. 2 stars/fair, so may not be suitable as the trousers may not look smart when worn (for school).
3. 2 stars/fair, so may not be suitable as the trousers may not feel comfortable for the child to wear.

Absorbency – 2 stars/fair

1. 2 stars/fair, less suitable as would not absorb perspiration so child might be uncomfortable.
2. 2 stars/fair, may be suitable as the trousers will dry quickly making child feel more comfortable.
3. 2 stars/fair, may be suitable as the trousers will be quick drying, important as they may be needed for the next day/will save the parent time.

Crease resistance – 1 star/poor

1. 1 star/poor, would be unsuitable as the trousers will look untidy/have poor appearance when worn by the child/would not be smart for school.
2. 1 star/poor, would be unsuitable as the trousers would need to be ironed to maintain the appearance for school/parent would need to spend a lot of time/effort.

Question 1 (continued)

Durability – 4 stars/excellent

1. 4 stars/excellent, suitable as the trousers will have to withstand wear and tear of being worn to school.
2. 4 stars/excellent, suitable so trousers should be hardwearing/not need to be replaced too often/save the parents money.
3. 4 stars/excellent, suitable so the trousers should be able to withstand frequent washing needed for school clothes.
4. 4 stars/excellent, suitable so the trousers will maintain their appearance/will be smart for school.

Ease of care – 3 stars/good

1. 3 stars/good, so suitable if the child was walking/playing in the rain, the trousers will dry quickly as they may be needed next day.
2. 3 stars/good, so suitable as the school trousers may need to be washed frequently/dried quickly as they may be needed next day.
3. 3 stars/good, so suitable as saves the parent time/effort.
4. 3 stars/good, so suitable as this will help maintain a smart appearance for school.

Stain resistance – 3 stars/good

1. 3 stars/good, so suitable as stains will be removed so the trousers will look smart/clean for school/child.
2. 3 stars/good, so this would save the parents time/effort in keeping the trousers clean/smart.
3. 3 stars/good, so the trousers would resist stains acquired during play/at school and so reduce washing.

Question 2

- (a) A Home Economics Department wishes to buy new sewing machines to use with S1 and S2 classes. The machines must be lightweight and easy for the pupils to use in the classroom.

Study the information about sewing machines shown and choose the **most suitable** sewing machine for the department to buy.

Core skills: Drawing conclusions

Mark allocation: 4 marks

1 × 1 mark for correct choice

3 × 1 mark for reasons linked to the needs of the Home Economics Department/pupils

Correct choice: A

Stitches – 15 pre-set utility and 32 embroidery

1. 15 pre-set utility would meet the needs of S1/S2 pupils.
2. The utility stitches are pre-set which would make them easier/quicker for S1/S2 pupils to use.
3. 32 embroidery stitches would be enough for S1/S2 pupils to use.
4. The machine has a big enough selection of stitches to meet the needs of S1/S2 pupils.

Features

1. Threading guide on the machine will help S1/S2 pupils to thread the machine more easily/quicker/by themselves/without help from the teacher.
2. The threading guide will make the machine easier to use which is what the department wanted.
3. The machine shows the S1/S2 pupils how to thread the machine which would help the pupils when changing the thread.
4. Integral needle threader which could help S1/S2 pupils to thread the machine more easily/quicker/by themselves/without help from the teacher.
5. Needle threader will make the machine easier for S1/S2 pupils to use which is what the department wanted.
6. Adjustable speed control which would help S1/S2 pupils machine accurately/will help give more confidence/could get a better finished result.
7. Adjustable speed control could be set to match the ability of each pupil.
8. Adjustable speed control will make the machine easier to use which is what the department wanted.
9. Case will help protect the machine from dust/damage which will save the department the cost of repair.
10. Case is lightweight which is what the department wanted.
11. Carry handle will make it easier for the pupils to move the machines easily/safely.

Weight – 4.9kg/lightest

1. 4.9kg/lightest for pupils to carry in the department.
2. Machine is lightweight to pupils should be able to carry/take out the machines safely.
3. Machine is lightweight which is what the department wanted.

Price – £275/cheapest

1. £275/cheapest so is more likely to be within the budget of the department.
2. £275/cheapest so the department may be able to buy more machines.
3. Machine has all the features of the department needs for the lowest price.

Question 2 (continued)

(b) Explain the function of **one** of the following sewing machine needles.

Ball point needle or twin needle.

Core skills: Recall and use of knowledge

Mark allocation: 1 mark

1 × 1 mark for explanation

Ball point needle

1. Used to sew knitted/closely woven fabrics.
2. Helps to prevent skipped stitches.

Twin needle

1. Used for making (narrow) pin tucks
2. Used for double top stitching.
3. Used for double zig-zag/decorative stitching.

(c) Explain **three** safety factors which should be considered when using a sewing machine.

Core skills: Recall and use of knowledge

Mark allocation: 3 marks

3 × 1 mark for each safety factor

1. Keep fingers away from the needle when using sewing machine.
2. Switch sewing machine off after use.
3. Only one person at a sewing machine at any time.
4. Do not use if cables/plug are frayed/broken/point frayed cables/broken plugs out to teacher.
5. Position the sewing machine near to an electric socket.
6. Position the sewing machine away from a sink.
7. Make sure hands are dry before use to avoid an electric shock.
8. Make sure any loose articles of clothing/jewellery/hair are tucked away when using the sewing machine.
9. Make sure the person using the sewing machine is not too close to the take up lever.
10. Carry/move the machine with care.
11. Ensure the sewing machine is threaded correctly so that the needle does not break.
12. Read the instructions carefully so that the machine is not broken when in use.

Question 2 (continued)

(d) Identify **one** label that could be found on a sewing machine.

Explain **one** point of information this label gives to the consumer.

Core skills: Recall and use of knowledge

Mark allocation: 2 marks

1 × 1 mark for identification of information label

1 × 1 mark for explanation of information label

Label	Explanation
BEAB label – British Electrotechnical Approvals Board	<ol style="list-style-type: none">Shows that (a sample) of the sewing machine has been tested by the BEAB and meets (British) safety standards.BEAB confirms safety testing to potential hazards such as shock/burns/mechanical injury.
BSI Kitemark	<ol style="list-style-type: none">The Kitemark is used by the British Standards Institution and sets standards, dimensions and specifications for manufactured goods.Sewing machine is tested (to destruction) to ensure certain safety standards are achieved.The British Standard is a document which stipulates the specification which the sewing machine must comply with to be suitable for its intended purpose and therefore work efficiently.
Rating plate	<ol style="list-style-type: none">Shows the power/electrical wattage of the machine.
Double Insulation Symbol	<ol style="list-style-type: none">Shows the machine/flex is safe to use.
CE Mark	<ol style="list-style-type: none">Shows that the sewing machine meets EU safety standards.Sewing machine is tested to ensure safety standards for mechanical/physical/electrical faults.

Question 2 (continued)

(e) Name **one** Act that would protect the consumer when buying a new sewing machine.

Explain **one** point of the Act.

Core skills: Recall and use of knowledge **Mark allocation:** 2 marks

1 × 1 mark for name of Act

1 × 1 mark for explanation of one point of Act.

Act	Explanation
The Sale and Supply of Goods Act (1994)	<ol style="list-style-type: none">1. Sewing machine must be of satisfactory quality.2. Sewing machine must fit the description given.3. Sewing machine must fit the purpose.4. Consumers have a reasonable time to accept the sewing machine or reject it.
Sale and Supply of Goods to Consumers Regulations (2002)	<ol style="list-style-type: none">1. Enhanced consumer rights as the consumer has the legal right to choose repair, replacement, partial/full refund or compensation if a fault appears within five years. If a consumer has a complaint the goods must be faulty at the time of purchase.
Trade Description Act (1968)	<ol style="list-style-type: none">1. Protects the consumer by making it illegal to make false or misleading claims about the sewing machine.2. Protects the consumer by making it illegal to advertise the sewing machine as being 'reduced' unless it has been previously offered at a higher price (for at least 28 days in the previous six months).
Consumer Protection Act (1987)	<ol style="list-style-type: none">1. Prevents the consumer from being harmed by the sewing machine.2. Gives the consumer the right to sue the supplier if consumer is harmed by the sewing machine.3. Prevents traders misleading consumers about the selling price of the sewing machine.

Question 3

- (a) The parents of a three year old boy wish to buy him a winter jacket. He walks to nursery each day.

Choose **four** of the design features shown below and evaluate their suitability for the winter jacket.

Core skills: Evaluation

Mark allocation: 4 marks

4 × 1 mark for each point of evaluation linked to the needs of the parent/toddler.

Detachable hood

1. Suitable as hood will keep the boy dry if it rains when walking to the nursery.
2. Suitable as hood will keep the boy warm in the winter if it is cold when walking to the nursery.
3. Suitable as the hood can be removed when it is drier/warmer so saving the parents money as they do not have to buy another jacket.
4. Suitable as the hood can be washed separately if the boy gets dirty playing at the nursery.
5. May not be suitable as the hood could become detached/get lost at the nursery.

Logo

1. Suitable as the boy might like the logo so he would be happy wearing the jacket.
2. Suitable as the logo could help the boy identify his jacket in the nursery/might help prevent the jacket from getting lost.
3. May not be suitable as the boy might dislike the logo so might not want to wear the jacket.

Zip pocket – with tab

1. Suitable as the boy would be able to store small items in his pocket so that he did not lose them.
2. Suitable as the zip will keep any possessions safe when the boy is at nursery.
3. May be less suitable as the boy could have problems opening the zip so would need help to get items out of the pocket.
4. Suitable as the boy may be able to fasten/unfasten the zip himself at nursery.
5. Suitable as the tabs on the zip may make it easier for the boy to open/close the zip himself.

Reflective strips

1. Suitable as the boy would be seen (by cars) when he was walking to the nursery in the dark.
2. Suitable as the parents might feel the jacket is safer for their child.
3. Suitable as the boy might like the idea of the reflective strips and enjoy wearing the jacket to nursery.

Question 3 (continued)

Separate fleece lining jacket

1. Suitable as the jacket could be worn in the winter and summer months thus saving the parents money.
2. Suitable as the jacket could be worn without the fleece lining on warmer, wetter days as the boy would be dry but not too hot.
3. Suitable as the fleece jacket could be worn itself to nursery on dry, cold days as the boy would still be warm.
4. May be less suitable as the boy would have to do up two jackets which could be difficult for the boy/the boy might need help.
5. May be less suitable as the boy might not be able to fasten both jackets properly and could get wet/cold.

Zip fastening with press stud storm flap

1. Suitable as the boy might find it easier to fasten/unfasten the zip by himself/becoming more independent/saving the parents/nursery staff time.
2. The zip may be less suitable as the boy might not be able to zip up his jacket by himself at nursery.
3. Suitable as the press studs may be easier for the boy to fasten/unfasten by himself if he cannot fasten the zip.
4. The press studs may be less suitable as they may not be so secure so the boy may get wet/cold when walking to nursery.
5. Suitable as the storm flap will help keep the boy warmer/drier when walking to nursery.

Velcro fastening at hood

1. Suitable as the boy might be able to close the Velcro as it could be easier for him therefore he would not get wet or cold in the winter/when walking to nursery.
2. Suitable as the Velcro will help keep the hood up/keep the boy warmer when he is walking to nursery.

Question 3 (continued)

(b) A manufacturer is choosing a fabric to make winter jackets for toddlers.

Study the information about fabrics and choose the **most suitable** fabric for the manufacturer to use.

Core skills: Drawing conclusions

Mark allocation: 4 marks

1 × 1 mark for correct choice.

3 × 1 mark for reasons linked to the needs of the toddler/parent/manufacturer

Correct choice: A

Machine wash at 40°C. May be tumble dried

1. Can be machine washed which is good as the toddler could get the jacket dirty easily/the jacket would need washed frequently.
2. Can be washed at 40°C which means that excessive dirt/stains would be removed.
3. Can be machine washed/tumble dried which will save the parent time/effort.
4. Can be machine washed/tumble dried, so may be more appealing to the consumer (so increase profits).
5. Can be tumble dried, so the jacket would be ready for next day.

Strength – 3 stars/good

1. 3 stars/good so the fabric will last a long time so saving the parents money.
2. 3 stars/good as the toddler could fall and the jacket would be less likely to tear/need to be replaced.
3. 3 stars/good as the toddler's jacket will have to withstand frequent washing.
4. 3 stars/good so the fabric may be more appealing to the consumer (so increase profits).

Waterproof – 3 stars/good

1. 3 stars/good so that the toddler will not get wet in the winter in the snow/rain.
2. 3 stars/good so parents would not have to buy the toddler a separate rain jacket.
3. 3 stars/good so the fabric may appeal to the consumer (so increase profits).

Insulation – 4 stars/excellent/best

1. 4 stars/excellent/best so the toddler would be warm when outside in winter.
2. 4 stars/excellent/best so the fabric may appeal to the consumer (so increase profits).

Ease of stitching – 3 stars/good

1. 3 stars/good, the fabric is easy to sew so the manufacturer will have less rejected garments/fewer complaints.
2. 3 stars/good so if the jacket becomes ripped/torn it will be easy for the parent to sew.

Range of colours – 4 stars/excellent/best

1. 4 stars/excellent/best so the manufacturer is likely to find the colours he wants.
2. 4 stars/excellent/best so the manufacturer could use a wide range of colours so increasing sales.
3. 4 stars/excellent/best so the parents would be more likely to find a colour they like.

Question 3 (continued)

Cost – ££/inexpensive

1. ££/inexpensive so the manufacturer would be able to make the jackets cheaply so make more profit.
2. ££/inexpensive so the jacket should be a good price for the parents to buy.
3. ££/inexpensive and the parents might not want to spend too much money on a winter jacket that the child might grow out of/might not fit the child the following year.

- (c) Give **two** reasons why a manufacturer would use **one** of the following during the production of the jacket.

Computer Aided Design (CAD)

OR

Computer Aided Manufacture (CAM)

Core skills: Recall and use of knowledge	Mark allocation: 2 marks
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2 x 1 mark for each explanation

Computer Aided Design (CAD)

1. Manufacturers are able to visualise items (in 3 dimensions) and make changes easily at this stage.
2. Computer simulations can save the manufacturer physically having to carry out the work.
3. Computer simulations can test the properties of items so only successful items can progress to next stage.
4. Cutting layouts can be created by computer quickly/effectively.

Computer Aided Manufacture (CAM)

1. The manufacturer knows that a task is performed exactly the same way every time.
2. A single person can control many operations at the same time, saving labour costs.
3. Dangerous jobs can be performed without people being injured.
4. Human error is removed saving time/money/waste.

- (d) Explain the meaning of **two** of the following symbols.

Core skills: Recall and use of knowledge	Mark allocation: 2 marks
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1 x 1 mark for each explanation

Wash tub	can be (machine) washed at 30°C
Bleach	do not bleach/do not use chlorine bleach
Tumble dry	can be tumble dried

Question 4

(a) **Apart from cost**, identify **two** factors that influence a consumer's choice of clothing.

Explain the importance of **each** factor.

Core skills: Recall and use of knowledge

Mark allocation: 4 marks

2 × 1 mark for identification of each factor

2 × 1 mark for explanation of each factor

Factor – Climatic conditions

1. Will determine the amount of clothes worn/more clothes are required to keep warm in cold climates.
2. People living/visiting warm climates will require lighter clothing than people in cold climates.
3. People who take part in winter sports will require specialised clothing to protect them from the elements.

Factor – Cultural/religious influences

1. Some religions influence what their followers can wear eg Muslim women must cover their legs and arms when out in public.
2. Culture often dictates what is or is not acceptable dress.
3. People often wear the same style of dress as is common in the culture into which they are born.
4. Teenagers often try and shock adults by wearing clothes which are in opposition to the accepted dress of a particular custom.
5. People travel more and experience different cultures, they see clothes and feel that they too would like to wear them.

Factor – Lifestyle

1. People who take part in sports/activities will require specialised clothing.
2. The type of job a person has may influence the type of clothing they wear to work.
3. People travel more and experience different cultures, they see clothes and feel that they too would like to wear them.
4. People who travel a lot/are busy may choose to buy clothes made from easy care fabrics.
5. People may require outfits for special occasions (suitable examples are acceptable eg wedding/prom).

Factor – Environmental issues: cruelty free, eco-friendly products

1. People who are environmentally conscious may choose to wear organically/ethically produced textiles/clothing.
2. People who have a strong belief in animal rights may refuse to wear textiles/clothing manufactured from animal products.

Factor – Geographical location/access to shops

1. People in rural communities with limited access to shops may be restricted to what is available locally.
2. People may use mail order/internet to extend their choice.
3. The geographical location will determine the amount of clothes worn as more clothes are required to keep warm in cold climates.
4. People living in warm climates will require lighter clothing than people in cold climates.

Question 4 (continued)

Factor – Health

1. Elderly people/people with arthritis/disabilities may choose clothing which is easy to put on/take off.
2. People with allergies to certain fibres may avoid choosing clothing containing these fibres.
3. Health workers may choose fabrics with an anti-bacterial finish for work clothing.
4. People with sensitive skins/babies may require soft fabrics to be worn next to skin.

Factor – Peer pressure

1. People may choose clothing which is similar to that worn by their friends.
2. People may choose clothing which makes them feel part of a group.
3. People may avoid styles of clothing which are regarded as unsuitable by their friends.

Factor – Personal taste

1. People may choose clothing which reflects their personality/they feel comfortable wearing.
2. People may choose the colours/styles of clothing in which they feel comfortable.
3. People may choose clothing which they believe will make them look good/project a certain image.

Factor – Technological innovations

1. People may use the internet to extend their choice.
2. People may choose smart/performance fabrics so their clothing performs a particular function.

Factor – Role models

1. People may choose their clothes to imitate their favourite celebrity.
2. People may choose clothes which are endorsed/advertised by their favourite celebrity.

Factor – Current fashion

1. People may choose clothes to follow the latest fashion trend.
2. Choice may be restricted by outlets only stocking the latest fashions.

Factor – Body size

1. In extremes of sizes, choice may be limited as retailers may stock fewer of these.

Question 4 (continued)

(b) A fashion conscious student wishes to buy blue denim jeans.

Study the information about fashion stores below and choose the **most suitable** store for the student.

Core skills: Drawing conclusions

Mark allocation: 4 marks

1 × 1 mark for the correct choice

3 × 1 mark for each explanation linked to the student

Correct choice: Store C

Styles available – 8 leg styles, low, medium and high rise

1. Widest variety of styles so the student is more likely to find a style he/she likes.
2. Widest choice of styles so the student is more likely to find a style which suits his/her figure.
3. Widest choice of style so the student is more likely to find a style which is currently fashionable.

Sizes available – 8 waist sizes, 3 leg lengths

1. Widest size range so the student would be able to buy the jeans of their choice in the correct size/leg length.
2. Widest size range so the student would be more likely to get jeans to fit.

Colours and finishes – blue – 4 shades, black, stonewash, rinsewash

1. Widest choice of blue jeans so the student is more likely to get one he/she likes.
2. Widest choice of blue jeans and the student wishes to buy blue jeans.
3. Two finishes available so the student has the widest choice here.
4. The colours/finishes available are fashionable, good as the student is fashion conscious.

Price range – £19.99-£69.99

1. Widest range of prices so the student is likely to find jeans within his/her budget.
2. Store offers cheapest jeans, good as the student may have a restricted budget.
3. Store offers expensive jeans which might be exclusive, and the student is fashion conscious.
4. The student might be happy to purchase a more expensive pair of jeans as he/she wears jeans frequently.
5. The student is fashion conscious so might be happy to pay for the most expensive jeans.

Customer services

1. Store offers student discount, good as this would save the student money/the student may be on a tight budget.
2. Stock is updated daily, good for the fashion conscious student as he/she would be more likely to get the latest styles.
3. Stock is updated daily, good as if the style/size is out of stock, the student would not have to wait too long.

Question 4 (continued)

(c) Explain **two** of the following fashion terms.

Prêt-a-porter or Haute couture or Street fashion

Core skills: Recall and use of knowledge	Mark allocation: 2 marks
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2 x 1 mark for each explanation

Prêt-a-porter

1. Ready-to-wear/off the peg garments.
2. Garments which are available on the High Street.
3. Cheaper range made by famous designers/fashion houses.
4. Less expensive copy of exclusive garments.
5. Cheaper as they are mass produced.

Haute couture

1. High fashion garments/exclusive designs made by famous designers/fashion houses.
2. Very expensive as they are individually made to measure/exclusive/'one off'.
3. Very expensive as they are labour intensive to produce/many processes are carried out by hand.
4. Very expensive as they may use expensive components eg real pearls/jewels.
5. Innovative clothes that usually set a new fashion trend and are shown at prestige fashion shows.

Street fashion

1. A style often initiated by youth/teenagers/can be localised.
2. Street fashion is often in direct opposition to mass fashion of the time as being 'different' is important.
3. Fashion often starts on the street then goes on to influence mainstream fashion.
4. Clothing worn 'on the street' by certain people (usually teenagers) to express their identity and individuality.

Question 4 (continued)

- (d) Give **one** reason why a textile manufacturer would carry out **two** of the following stages of product development.

Concept screening
Disassembly
Product testing

Core skills: Recall and use of knowledge	Mark allocation: 2 marks
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2 x 1 mark for each explanation

Concept screening

1. To identify potential ideas for taking forward to the next stage (of development).
2. To discard ideas which may prove too costly/too difficult to manufacture.

Disassembly

1. To assess a competitor's product.
2. To help produce a specification for a new product.
3. To look at products of the past and update them to today's use.
4. To discover the best processing methods for manufacture of a new product.
5. To discover the best fabrics/components to be used in processing a new product.

Product testing

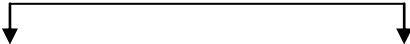


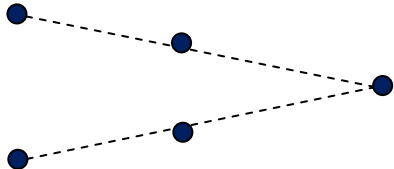
1. Any problems can be identified/adaptations can be made before going into full production.
2. Unsuccessful products can be abandoned before incurring production costs.
3. Allows manufacturer to check that the specification for the garment/textile item has been met.
4. Allows the manufacturer to cost the garment/textile item accurately before going into full production.
5. Enables the manufacturer to gauge public response of how successful a product is going to be.
6. Enables collection of information on an ongoing basis.

Question 5

(a) Explain the meaning of **three** of the following pattern markings.

Core skills: Recall and use of knowledge **Mark allocation:** 3 marks

3 × 1 mark for each explanation

Marking	Explanation
	1. Place on fold of fabric.
	1. Place on straight grain/warp threads/parallel to selvage.
	1. Place corresponding notches together.
	1. Indicates position of dart.

(b) Explain **one** benefit of using a multi-size pattern.

Core skills: Recall and use of knowledge **Mark allocation:** 1 mark

1 × 1 mark for explanation

1. Will be able to achieve a good fit in all garments/useful for people who are not a standard size.
2. Gives a choice of sizes for all garments in pattern envelope.
3. Saves time/energy in making pattern adaptation.
4. Saves expense in buying different size patterns.
5. Can be used to make garments for different people.

Question 5 (continued)

- (c) Explain how **each** of the following could be used by the manager of a sports store to increase sales.

Personnel
Customer services
Décor

Core skills: Recall and use of knowledge	Mark allocation: 3 marks
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3 x 1 mark for correct explanation of factors

Personnel

1. Sales staff must be friendly to encourage consumers into the store.
2. Staff must be knowledgeable about stock/sports to provide consumers with information.
3. Clothes of the staff should reflect the image of the store to encourage consumers to purchase.

Customer services

1. Provide an exchange/refund system if goods are unsuitable.
2. Provide changing/fitting rooms.
3. Open extended hours so consumers can choose the most convenient time to shop.
4. Test areas for consumers to test equipment.
5. Toilet/café/crèche to encourage customers into the store.
6. Celebrity 'open' events.

Décor

1. Ensure the environment reflects the type of goods sold (accept examples).
2. Pleasant atmosphere to encourage customers (to linger).
3. Attractive displays to direct consumer attention to goods.
4. Displays to reflect current sporting events.

Question 5 (continued)

(d) A manufacturer is choosing a fabric for making rugby shirts.

Testing sessions have produced the results shown.

Study the information and choose the **most suitable** fabric for the manufacturer to use.

Core skills: Drawing conclusions

Mark allocation: 4 marks

1 × 1 mark for correct choice

3 × 1 mark for valid reason linked to the case study

Correct choice: B

Strength – 10/excellent/equal best

1. 10/excellent/equal best, suitable as the fabric will withstand the pulling/straining which will occur when playing rugby.
2. 10/excellent/equal best, suitable as the fabric will withstand the frequent washing the rugby top will need.
3. 10/excellent/equal best, suitable as the top will not rip/tear easily so will last longer/will not need replaced so often.

Aesthetic appeal – 8/very good/equal best

1. 8/very good/equal best, suitable as the top would appear smart.
2. 8/very good/equal best, suitable as this may increase sales for the manufacturer.

Texture – 8/very good/equal best

1. 8/very good/equal best, suitable as the fabric will be comfortable for the players to wear.
2. 8/very good/equal best, suitable as the fabric will not irritate players' skin.
3. 8/very good/equal best, suitable as the fabric will be attractive which will appeal to the players.
4. 8/very good/equal best, suitable as this may increase sales for the manufacturer.

Colourfast – 8/very good/best

1. 8/very good/best, suitable as the tops will not fade in the wash as they may need to be washed frequently.
2. 8/very good/best, suitable as the colours are not likely to fade in the wash so the tops will maintain a smart appearance.
3. 8/very good/best, suitable as the tops will keep their colour/look smart/will not have to be replaced as frequently.
4. 8/very good/best, suitable as the colours are unlikely to run onto other colours in the wash so maintaining the appearance of the tops.

Ease of care – 10/excellent/best

1. 10/excellent/best, suitable as this makes the rugby top easier to wash and the players are likely to get it dirty.
2. 10/excellent/best, suitable as the players are likely to wear the rugby top often so it will need washed frequently.
3. 10/excellent/best, suitable as this will save time/effort when washing the rugby top.
4. 10/excellent/best, suitable as the rugby top may be needed again quickly.
5. 10/excellent/best, suitable as this may increase sales for the manufacturer.

Question 5 (continued)

(e) State one way the Trading Standards Department could help the consumer.		
Core skills:	Recall and use of knowledge	Mark allocation: 1 mark
1 × 1 mark for correct explanation		

1. To enforce the Weights and Measures Act (1963)/to ensure weights/scales/measuring rods are accurate/to ensure goods are weighed/measured correctly.
2. To ensure all goods are sold in metric weights/measurements.
3. To enforce the Trade Descriptions Act (1968).
4. To ensure that labels/descriptions/adverts are not misleading.
5. To deal with complaints about goods and services.
6. To check for counterfeit goods.
7. To ensure that goods sold are safe/not harmful.

Intermediate 2 Home Economics

Analysis of 2011 Question Paper

Context:	<input type="checkbox"/>	Health and Food Technology
	<input type="checkbox"/>	Lifestyle and Consumer Technology
	<input checked="" type="checkbox"/>	Fashion and Textile Technology

Analysis of question content and question choice.

Question	Content Outline	Choice		Mark
		Yes	No	
1	(a) Natural fibres		✓	4
	(b) Methods of fabric construction		✓	2
	(c) Staple fibres and performance fabrics		✓	2
	(d) Evaluation of fabric properties for school trousers		✓	4
2	(a) Choice of sewing machines for schools		✓	4
	(b) Function of sewing machine needles	✓		1
	(c) Safety factors for use of sewing machines		✓	3
	(d) Safety label on sewing machine		✓	2
	(e) Consumer Act		✓	2
3	(a) Evaluation of toddler's winter jacket	✓		4
	(b) Choice of fabric for winter jacket		✓	4
	(c) CAD/CAM	✓		2
	(d) Textile care labelling	✓		2
4	(a) Factors affecting consumer's choice of clothing		✓	4
	(b) Choice of store for jeans stores		✓	4
	(c) Fashion terms	✓		2
	(d) Stages in product development	✓		2
5	(a) Pattern markings	✓		3
	(b) Multi-size paper pattern		✓	1
	(c) Strategies to increase sales		✓	3
	(d) Choice of fabric for rugby shirt		✓	4
	(e) Function of Trading Standards Department		✓	1

Intermediate 2 Home Economics. Analysis of the 2011 Question Paper	Context:	Health and Food Technology
		Lifestyle and Consumer Technology
	✓	Fashion and Textile Technology
Question Paper Summary: Mark Allocation		

Question	Component Unit				Skill Assessment			Totals
	Management of Practical Activities	Product Development	Consumer Studies	Choice	Recall and use of knowledge	Draw conclusions	Evaluate	
1 (a)	4				4			
(b)	2				2			
(c)	2				2			
(d)	4						4	
Totals	12	0	0	0	8	0	4	12

Intermediate 2 Home Economics. Analysis of the 2011 Question Paper		Context:	Health and Food Technology
			Lifestyle and Consumer Technology
		✓	Fashion and Textile Technology
Question Paper Summary: Mark Allocation			

Question		Component Unit				Skill Assessment			Totals
		Management of Practical Activities	Product Development	Consumer Studies	Choice	Recall and use of knowledge	Draw conclusions	Evaluate	
1	(a)	4			0	4			12
	(b)	2				2			
	(c)	2				2			
	(d)	4						4	
2	(a)	4			1		4		12
	(b)	1				1			
	(c)	3				3			
	(d)			2		2			
	(e)			2		2			
3	(a)		4		2			4	12
	(b)		4				4		
	(c)		2			2			
	(d)			2		2			
4	(a)			4	2	4			12
	(b)			4			4		
	(c)			2		2			
	(d)		2			2			
5	(a)	3			3	3			12
	(b)	1				1			
	(c)			3		3			
	(d)		4				4		
	(e)			1		1			
Totals		24	16	20	12	36	16	8	60
Target Range		15-25 marks	15-25 marks	15-25 marks	10-12 marks	30-37 marks	15-20 marks	8-10 marks	60 marks

[END OF MARKING INSTRUCTIONS]