

Candidate Forename						Candidate Surname					
Centre Number						Candidate Number					

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS
GENERAL CERTIFICATE OF SECONDARY EDUCATION**

1958/02

DESIGN AND TECHNOLOGY

**Textiles Technology
Full Course
Paper 2 (Higher Tier)**

WEDNESDAY 26 MAY 2010: Afternoon

DURATION: 1 hour 15 minutes

SUITABLE FOR VISUALLY IMPAIRED CANDIDATES

Candidates answer on the Question Paper

OCR SUPPLIED MATERIALS:

None

OTHER MATERIALS REQUIRED:

None

READ INSTRUCTIONS OVERLEAF

INSTRUCTIONS TO CANDIDATES

- **Write your name clearly in capital letters, your Centre Number and Candidate Number in the boxes on the first page.**
- **Use black ink. Pencil may be used for graphs and diagrams only.**
- **Read each question carefully and make sure that you know what you have to do before starting your answer.**
- **Answer ALL the questions.**
- **Write your answer to each question in the space provided. Additional paper may be used if necessary but you must clearly show your Candidate Number, Centre Number and question number(s).**

INFORMATION FOR CANDIDATES

- **The number of marks is given in brackets [] at the end of each question or part question.**
- **The total number of marks for this paper is 50.**
- **The marks allocated and the spaces provided for your answers are a good indication of the length of answers required.**

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- 1 **Fig. 1 shows an individual making a textile product using a sewing machine. This is a job production system.**

Fig. 2 shows a series of sewing machine operators seated one behind the other. Beside each machinist is a pile of partially made textile products. This is a batch production system.

Fig. 1



Fig. 2



- (a) Complete the chart below to highlight the differences in methods used for each stage of garment manufacture in job and batch production. An example has been done for you.

<u>STAGE</u>	<u>JOB PRODUCTION</u>	<u>BATCH PRODUCTION</u>
1. MAKING THE PATTERN	1.	1.
2. CUTTING THE FABRIC	2.	2.
3. TRANSFERRING PATTERN MARKINGS	3.	3.
4. ASSEMBLING THE PRODUCT	4. One machinist assembles the garment from start to finish.	4. Several machinists work on the garment, each assembling a different part.

[6]

- (b) Give TWO reasons why batch production is a less expensive method of manufacturing textiles products than job production.**

Reason 1 _____
_____ [1]

Reason 2 _____
_____ [1]

- (c) British textile companies sometimes choose to manufacture their products overseas.**

Give TWO positive outcomes resulting from this decision.

1 _____
_____ [1]

2 _____
_____ [1]

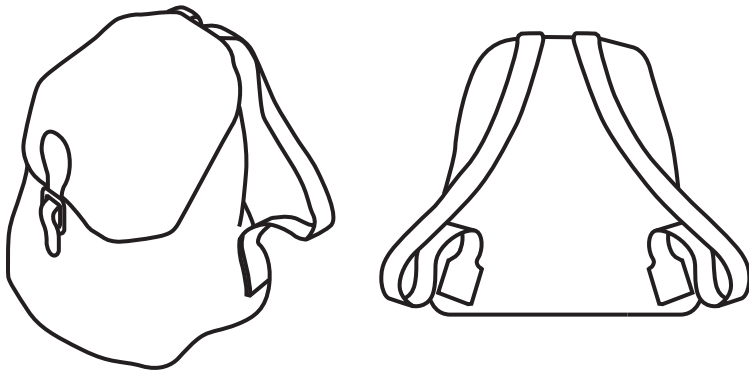
[Total: 10]

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2 Fig. 3 shows two different rucksacks.

Fig. 3

RUCKSACK A



Material: cotton canvas.
Bag pulls up with a drawstring and toggle fastening. Outer flap fastens with a buckle.
Leather shoulder straps with re-inforced stitching.
Constructed using the double stitched seam.
Size: height 40cm, width 35cm, depth 30cm.
Price £9.99

RUCKSACK B



Material: Close weave polyamide fabric.
Two external side zip pockets, phone holder and three internal zip compartments with organiser. Padded back, adjustable shoulder straps and carry handle.
Size: height 40cm, width 30cm, depth 20cm.
Price £19.99

- (a) Give **THREE** reasons why a close weave polyamide fabric has been used to make rucksack B.

1 _____
_____ [1]

2 _____
_____ [1]

3 _____
_____ [1]

(b) (i) Name ONE finish that could be applied to the cotton canvas fabric used for rucksack A that would improve the performance of the rucksack.

_____ **[1]**

(ii) Explain the reason for your choice of finish.

_____ **[2]**

(c) Explain why a double stitched seam has been used to make rucksack A.

_____ **[2]**

- (d) The design of rucksack B is to be developed to make it suitable for outdoor pursuits such as walking and ski-ing.**

Describe how the rucksack design could be modified to meet this need.

[2]

[Total: 10]

3 An educational toy manufacturer is developing a range of pre-school toys for visually impaired children.

(a) In the space below describe and sketch a design for a playmat for pre-school children which will be:

- **suitable for visually impaired children;**
- **educational;**
- **versatile.**

Annotate your sketch to show all important design features.

(b) Choose TWO specification points from the list below.

Explain how your design meets each one.

- suitable for visually impaired pre-school children;
- educational;
- versatile.

Specification Point 1 _____

Explanation _____

_____ **[2]**

Specification Point 2 _____

Explanation _____

_____ **[2]**

[Total: 10]

- 4 **Fig. 4 shows a sweatshirt with a screen printed design of a boat on the front.**

Fig. 4



- (a) Explain using notes and diagrams the steps needed to screen print a TWO colour design onto the sweatshirt.**

(b) Identify TWO problems that can arise when screen printing and suggest a different solution for each one.

Problem _____
_____ [1]

Solution _____
_____ [1]

Problem _____
_____ [1]

Solution _____
_____ [1]

[Total: 10]

5 (a) Explain TWO ways a textiles manufacturer can ensure quality products are made.

1 _____

_____ **[2]**

2 _____

_____ **[2]**

(b) Explain THREE factors a textile manufacturer must consider if environmentally friendly products are to be made.

1 _____

_____ **[2]**

2 _____

_____ **[2]**

3 _____

_____ **[2]**

[Total: 10]

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