

GCE

Design and Technology

H405/02: Problem solving in fashion and textiles

A Level

Mark Scheme for June 2024

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)











Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space.Award Zero '0' if:
 - anything is written in the answer space and is not worthy of credit (this includes text and symbols).Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.
8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick
	Benefit of doubt
	Error carried forward
	Noted but no credit given
	Level 1 response
	Level 2 response
	Level 3 response
	Level 4 response
	Highlighter for Level responses

12. Subject Specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper
- the mark scheme.

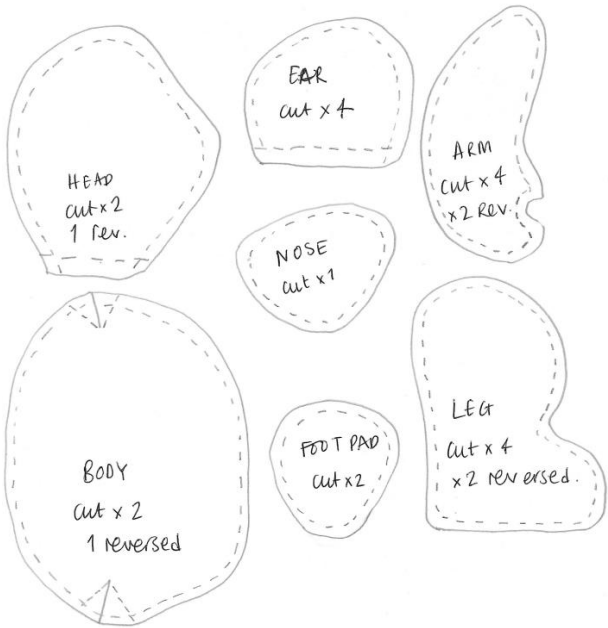
You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet Instructions for Examiners. If you are examining for the first time, please read carefully Appendix 5 Introduction to Script Marking: Notes for New Examiners.

Please ask for help or guidance
e whenever you need it. Your first point of contact is your Team Leader.

Question			Answer	Mark	Guidance	
					Content	Levels of response
1			<p>Indicative Content:</p> <p>Ecological and social footprint of materials:</p> <ul style="list-style-type: none"> • Ecological footprint is the impact of the product on the natural resources used and on the environment it's being used and/or how it is disposed. • Social footprint is the impact of the product on people • People feel good about buying something recycled • Discourage people from buying too much and try and reverse the popularity and/or impact of fast fashion • Reuse, repair and promote ethical choices about materials and products. • Reusing components such as buttons and zips that will not biodegrade. • Support the charity shop and the people and communities they contribute to • Use of oil – mining and impact on communities through the impact on their lives • Sustainable resources so local or UK natural sources of wool or heritage breeds • Finding new uses for old products • Encouraging or promoting a circular economy • Keep useful materials out of landfill. <p>Effects of using natural sources of energy and raw materials:</p> <ul style="list-style-type: none"> • Oil running out due to overuse – finite resource • Candidates might describe the negative impacts of using raw materials and the negative impact of this. They may describe a series of negative points 	12	<p>Candidates may draw on information on materials from the Resource Booklet or from their own studies.</p>	<p>Level 4 (10-12 marks) A comprehensive critical examination of the impact on the environment of recycling the old knitwear sourced from charity shops. All bullet points referenced in narrative. Information in the RB and own studies is used effectively to fully exemplify the points being made. Well-constructed narrative in relation to question with clear and supported evaluative comments.</p> <p>Level 3 [7-9 marks] A good critical examination of the impact on the environment of recycling the old knitwear sourced from charity shops. Two bullet points are referenced in narrative. Information in the RB and/or own studies is used for the most part effectively to exemplify points being made although one or two opportunities are missed. Well-constructed narrative in relation to question although one or two opportunities missed to develop response. Evaluative comments are clear but not always supported.</p> <p>Level 2 [4-6 marks] A sufficient critical examination of the impact on the environment of recycling the old knitwear sourced from charity shops. At least one bullet point referenced in narrative. Information in the RB and/or own studies is used to</p>

			<p>associated with the textiles industry in general or broad terms.</p> <ul style="list-style-type: none"> Processing of resources to make finished products – pollution caused by mining, processing, finishing and the transport from source to customer Wasting finite resources when making products from synthetic fibres Burning finite resources such as coal and gas in manufacturing of products and to process materials. This has an impact on global warming and produces greenhouse gases. Fast fashion – stop waste from going into landfill Lots of manmade fibres won't biodegrade Reduce waste, including packaging Impact on pollution and chemicals leeching into waterways. Use of water during processing and finishing. Buying locally <p>Any other valid suggestion.</p>			<p>exemplify some points being made although much more could have been done to exploit the stimulus material available. Reasonable narrative in relation to the question although response at times lacks depth and cohesion. Evaluative comments lack clarity and are unsupported.</p> <p>Level 1 [1-3 marks] A limited examination of the impact on the environment of recycling the old knitwear sourced from charity shops. At least one bullet point is referenced in narrative. Use of information from the RB and/or own studies is used in a simplistic way and adds limited value to the points being made. Limited narrative in relation to question. Response is basic and unstructured with no evaluative comments.</p> <p>0 marks = No response or no response worthy of credit.</p>
					Content	Levels of response
2			<p>Indicative Content</p> <p>Pattern pieces that would be used:</p>	16	<p>The question assesses applied knowledge and technical principles to the existing design.</p> <p>Candidates can draw on practical experience to support responses.</p>	<p>Level 4 [13-16 marks] A comprehensive demonstration and understanding of how Billy Bear would be constructed. Comprehensive understanding of the three elements specified in question. Information in RB is used effectively to fully exemplify the points being made. Sketches will be</p>

		 <p>Notes to explain:</p> <ul style="list-style-type: none"> • Shape of head to create a 3D face that features can be added to. • A teardrop shape for sides to make cheeks or a point on nose. OR 2 simple shapes with the nose patch stitched over the top. Not necessary to incorporate into head pieces. • Could also be a 4 panel piece with nose shape separate to back – or 3 sides where face joints at back or nose extends down the back so it is contrasting colours. <p>How the 3D shape would be constructed:</p>	<p>Candidates are expected to demonstrate understanding of the processes through annotated sketches and/or notes.</p>	<p>clear and supported with relevant notes. The process will be clear in the way it is explained.</p> <p>Level 3 [9-12 marks] A good demonstration and understanding of how Billy Bear would be constructed. Good understanding of the three elements specified in question. Information in RB is used for the most part effectively to exemplify points being made although one or two opportunities are missed. Sketches will for the most part be clear and supported with relevant notes. The process will for the most part be clear in the way it is explained.</p> <p>Level 2 [5-8 marks] A sufficient demonstration and understanding of how Bill Bear would be constructed. Sufficient understanding of two elements as specified in question. Information in RB is used to exemplify some points being made although much more could have been done to exploit the stimulus material available. Sketches will be adequate and supported with notes. The process may not necessarily be end to end with some knowledge gaps evident.</p> <p>Level 1 [1-4 marks] A limited understanding of how Billy Bear would be constructed. Limited</p>
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		<ul style="list-style-type: none"> • Use of sewing machine and straight stitch to sew each panel together right side to right side. • Seams to be pressed flat • Additional patched for nose and feet should be added using hand stitching or machine zigzag stitch. • Openings are left to allow for the polyester filling to be inserted. • Filling must be added evenly to ensure the 3D shape is created. • Openings are then sewn up by hand using a needle and thread. Loose threads are to be removed. <p>Any additional information you would include on the care label to that shown.</p> <ul style="list-style-type: none"> • Size or measurements. • Information or description of components. • Story of information about the origin of the fabrics... 'I used to be...' • Warning about facial features – eyes and nose and caution when used by children. • Statement to say this is not a toy. • Further washing instruction such as spot clean only, do not dry clean. • Drying instructions. For example – dry flat, do not tumble dry, do not wring. <p>Any other valid suggestion.</p>			<p>knowledge and next to no understanding of the elements specified in question. Use of information from the RB is used in a simplistic way and adds limited value to the points being made. Sketches if used will be unclear with only basic notes to accompany them. The end to end process may not exist and if anything is basic in nature.</p> <p>0 marks = No response or no response worthy of credit.</p>
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					Content	Levels of response
3*			<p>Indicative Content:</p> <p>How the use of standard components would change if the design was adapted to be suitable from birth:</p> <ul style="list-style-type: none"> Remove eyes or ensure they are standard components that are safety tested and suitable from birth. If plastic eyes they should be bought in from a supplier who has evidence of testing and that they have the lion mark, BSI mark or may have other testing or safety information from British Toy and Hobby Association BTHA. Ideally they would be embroidered on using suitable thread and secured. This would reduce the risk of injury from hard components and reduce risk of them coming off. Cannot use buttons or recycled components. Features such as eyes/nose/label cannot be hand stitched on as they may come loose. Threads that are loose may be swallowed and other components that are not securely attached will be a choking hazard. Filling must be appropriate for children's toy and securely filled – may need to use an internal bag so no loose pile or fibres. Filling could be changed to one that can be traced and its fibre content named. No felt or fabric with a pile should be used. <p>How product testing or quality control would be used:</p> <ul style="list-style-type: none"> They can wash test to ensure the bears can be machine washed and nothing comes loose, for 	12		<p>Level 4 [10-12 marks] A comprehensive examination of how TCG could meet the hospital's request. Comprehensive understanding of the three elements specified in question. Information in RB is used effectively to fully exemplify the points being made. Well-constructed narrative in relation to question with clear and supported comments.</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 3 [7-9 marks] A good examination of how TCG could meet the hospital's request. Good understanding of the three elements specified in question. Information in RB is used for the most part effectively to exemplify points being made although one or two opportunities are missed. Well-constructed narrative in relation to question although one or two opportunities missed to develop response. Comments are clear but not always supported.</p> <p><i>There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence.</i></p>

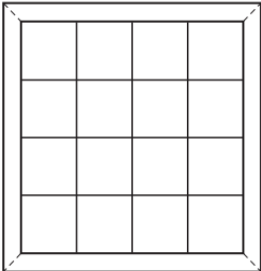
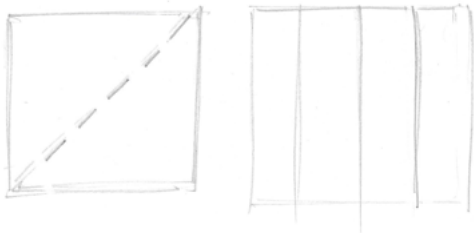
		<p>example limbs or ears of the bear. Wash test would also ensure the label can clearly indicate the appropriate temperature to use and so they can identify fibres on the labels.</p> <ul style="list-style-type: none"> • Flame test fibres, fabrics and product. • Check stitch density/stitch count to ensure they are tightly stitched and not likely to come loose. The sewing machines should be regularly serviced and checked to ensure they are stitching accurately. E.g. check bobbins and tension. • Test the item under normal conditions to see how it reacts and if there is any risk. • Ensure the finished product is too large to fit in the mouth or cause a choking risk. <p>How relevant safety standards will be met and maintained throughout the production process:</p> <ul style="list-style-type: none"> • Use new materials and components and ones that have fibres clearly labelled and may have already been tested. Ensure fabrics are from sources which can be traced or that have labels to identify that there is no treatments or finishes applied to them such as flame retardance. • Ensure QC checks are completed and documented • Keep records of suppliers and fabrics/components • Maintain records of testing and the results. • Obtain a copy of safety standards from BSI, BTHA, UKCA/Lion mark. • Check finished products for pins, needles to ensure none have been left in place during production or no broken needles are present. <p>Any other valid suggestion.</p>		<p>Level 2 [4-6 marks] A sufficient examination of how TCG could meet the hospital's request. Sufficient understanding of two elements as specified in question. Information in RB is used to exemplify some points being made although much more could have been done to exploit the stimulus material available. Reasonable narrative in relation to the question although response at times lacks depth and cohesion. Comments lack clarity and are unsupported.</p> <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p> <p>Level 1 [1-3 marks] A limited examination of how TCG could meet the hospital's request. Limited knowledge and next to no understanding of the elements specified in question. Use of information from the RB is used in a simplistic way and adds limited value to the points being made. Limited narrative in relation to question. Comments are basic.</p> <p><i>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p>
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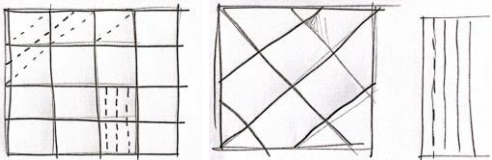
						0 marks = No response or no response worthy of credit.
						Maths
4	(a)		AM = 3cm AX = 8cm [1] MX = $\sqrt{(AX^2- AM^2)}$ [1] MX = $\sqrt{(64^* - 9^*)}$ [1] MX = $\sqrt{55^*} = 7.4161984871^*\text{cm}$ MX = 7.42* cm (2 dec pl) [1]	4	Award four marks as follows: One mark for taking correct values from Resource Booklet. One mark for correct transposition of Pythagoras Theorem One mark for entering correct values. One mark for correct calculation and converting to 2 decimal places. *Allow error carried forward (ECF) where correct working out is shown.	
	(b)		There are two ways that this can be done: e.g. V ₂ = (651.104 / 81.388) x V ₁ = 8 x V ₁ [1] Therefore V ₂ : V ₁ = 1:8 [1] Or V ₂ = 1/3 (2ba) ² x 2h	2	Award two marks as follows: One mark for entering correct volumes One mark for calculating ratio Or One mark for identifying that the larger pyramid is double the size of the smaller pyramid and putting 2 before the base area (which is then squared) and the height. One mark for calculating the ratio.	


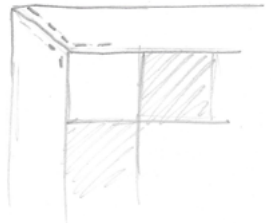
			Therefore, $2^2 \times 2 = 2 \times 2 \times 2 = 8$ [1] Therefore $V_2: V_1 = 1:8$ [1]		If correct answer is given without working out shown award full marks. Where an incorrect answer is given working out should be used to credit appropriate marks.	
					Content	Level of Response
5*			Indicative Content: Methods of construction and manufacture: <ul style="list-style-type: none">Design 1 will be simpler to construct. Design 1 is a simple envelope and as the back panel is in two sections they could be in contrasting colours.Design 1 will need to be sewn accurately to keep the round shape.Design 2 will be more challenging to construct as it has more sections. As the panels on the side need to be cut either from the length or sections from the width of the fabric. This would require larger amounts of fabric – perhaps from the roll.Design 2 will require more fabric.Design 2 will be more time consuming to construct but would be able to be manufactured using a standard sewing machine which the group are likely to have access to.Design 2 will give a deeper cushion that can be more comfortable to sit on for longer periods of time.Design 1 can be shaken to plump up. Maintenance and aftercare: <ul style="list-style-type: none">Design 1 the cover can be removed easily and hand washed. The filler cushion could be removed and replaced if there is a	12	Level 4 [10-12 marks] A comprehensive discussion of the design ideas for the cushion cover. Effective comparison of both designs in relation to all three areas of focus stated. Information in RB is used effectively to fully exemplify the points being made. Well-constructed response in relation to question with a clear and developed narrative. <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i> Level 3 [7-9 marks] A good discussion of the design ideas for the cushion cover. Effective comparison of both designs in relation to at least two areas of focus stated. Information in RB is used for the most part effectively to exemplify points being made although one or two	

		<p>problem or to wash. You could add extra inners to make it more full.</p> <ul style="list-style-type: none"> • Design 1 would need to separate covers to be made which are simpler but will require more time. • Design 1 could be a standard size so you can buy premade fillers. • Design 1 may sag and go baggy over time – especially if the inner bag is removed several times. • The corners of the envelope on Design 1 may come undone over time or fray. • Design 2 is machine washable. Design 1 is not – that might make it difficult to maintain or mean it is not very useful as the customer may have to move it frequently to reduce the risk of staining. • Design 2 can be topped up with polyester beans if needed. You could recycle beans from other items if required. • The filling of the cushion in design 2 makes it better suited to being a floor cushion as you can sit more comfortably, it can be reshaped. • Zip can be replaced in design 2 if faulty. • Design 1 has no components that need to be replaced so it may be longer lasting. It contains only recycled yarns so may be easier to recycled afterwards. Design 2 would need to be taken apart to be recycled which may be difficult. <p>Economical use of available materials:</p> <ul style="list-style-type: none"> • Design 1 could be all knitted and could easily be stitched back together but if pulled it may be ruined. • Design 1 will require the group to buy in fire retardant fabric – or buy in premade fire retardant inners – this may go against their recycling policy. • Design 2 uses more fabric but as it is made from panel they could be recycled from other items and create a patchwork effect. 		<p>opportunities are missed. Well-constructed response in relation to question although one or two opportunities not taken to develop narrative.</p> <p><i>There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence.</i></p> <p>Level 2 [4-6 marks] A sufficient discussion of the design ideas for the cushion cover. Effective comparison of both designs in relation to at least one area of focus stated. Information in RB is used to exemplify some points being made although much more could have been done to exploit the stimulus material available. Reasonable response in relation to the question although narrative at times lacks depth and cohesion.</p> <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p> <p>Level 1 [1-3 marks] A limited discussion of the design ideas for the cushion</p>
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		<ul style="list-style-type: none"> Design 2 could use a recycled zips, the opening could depend on the length of zip available. Design 2 could be recycled inner bag and bean from another product <p>Any other valid suggestion.</p>			<p>cover. Only one area of focus covered. Use of information from the RB is used in a simplistic way and adds limited value to the points being made. Limited response in relation to question. Narrative is basic and unstructured.</p> <p><i>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p> <p>0 marks = No response or no response worthy of credit.</p>
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					Content	Level of Response
6			<p>Indicative Content:</p> <p>Templates and patterns to ensure accuracy:</p>  <ul style="list-style-type: none"> • Sketch out design or create from paper to establish a pattern thinking about types of fabric and contrasting colours. • Cut pattern piece from stiff card to use as template for cutting. The template should be 22cm to allow for 1cm seam allowance each side. • Cut using rotary cutter and cutting board for accuracy • Can also use 20cm square patterns to make other shapes for the quilt to create a more complex design. Candidates may suggest cutting triangles, strips to make a design.  <p>Using pattern pieces for these makes them all the same size to ensure the patchwork matches up and can be stitched together accurately so that lines remain straight.</p>	12		<p>Level 4 [10-12 marks] A comprehensive demonstration and understanding of how TCG could add insulation through quilting to enhance the patchwork blanket design. Comprehensive understanding of the three elements specified in question. Information in RB is used effectively to fully exemplify the points being made. Sketches will be clear and supported with relevant notes. The process will be clear in the way it is explained.</p> <p>Level 3 [7-9 marks] A good demonstration and understanding of how TCG could add insulation through quilting to enhance the patchwork blanket design. Good understanding of the three elements specified in question. Information in RB is used for the most part effectively to exemplify points being made although one or two opportunities are missed. Sketches will for the most part be clear and supported with relevant notes. The process will for the most part be clear in the way it is explained.</p> <p>Level 2 [4-6 marks]</p>

		<p>Equipment to complete this process:</p> <ul style="list-style-type: none"> • Tailors chalk/pins for patter cutting and holding in place. • Cutting mat to keep pieces accurate. • Tailors tacks – needle and thread, hand stitched to hold patchwork together and to tack the wadding to patchwork before machine stitching. • Shears/fabric scissors, cutting wheel to accurately cut the patchwork. • Sewing machine and needles to construct patchwork then to stitch the quilting. May use free machine embroidery and so swap to embroidery foot on sewing machine. • Iron/steam iron to press seams and finish product. <p>Finishing processes:</p> <ul style="list-style-type: none"> • Each square could be constructed separately with wadding sandwiched between two pieces of fabric then stitched together when complete. <p>OR:</p> <ul style="list-style-type: none"> • The squares can be individually cut and stitched together as patchwork, then constructed with the backing fabric with a layer of wadding. This section can then be tacked together by hand before being machine stitched to quilt.  <p>Additional stitches in parallel vertical, horizontal or diagonal lines can be done to add to the aesthetics and/or to added warmth from closer together rows of stitching keeping warm air trapped.</p>		<p>A sufficient demonstration and understanding of how TCG could add insulation through quilting to enhance the patchwork blanket design.</p> <p>Sufficient understanding of two elements as specified in question. Information in RB is used to exemplify some points being made although much more could have been done to exploit the stimulus material available. Sketches will be adequate and supported with notes. The process may not necessarily be end to end with some knowledge gaps evident.</p> <p>Level 1 [1-3 marks]</p> <p>A limited understanding of how TCG could add insulation through quilting to enhance the patchwork blanket design.</p> <p>Limited knowledge and next to no understanding of the elements specified in question. Use of information from the RB is used in a simplistic way and adds limited value to the points being made. Sketches if used will be unclear with only basic notes to accompany them. The end to end process may not exist and if anything is basic in nature.</p>
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			 <ul style="list-style-type: none"> • Sew squares in a line and iron the seam allowance flat – all lying in the same direction. • Repeat for each row but iron in the opposite direction. • Top stitching using sewing machine or by hand. If floral design may hand stitch around interesting areas of fabric. • Iron/press flat to keep seams neat and to ensure they are smooth then iron the finished quilt after topstitching.  <ul style="list-style-type: none"> • Backing fabric to be cut and prepared to be sewn to the front right side to right side. Use of a sewing machine to sew all the way around leaving a half of one edge open to be able to turn the quilt the correct way around. • The opening can then be closed using a sewing machine or hand sewn closed. • Any loose threads to be removed. <p>Any other valid suggestion.</p>			0 marks = No response or no response worthy of credit.
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Need to get in touch?

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