

APPLY

The following is an example in Textiles & Clothing. The student has achieved “relational understanding” by applying his knowledge.

Apply	Make use of specific knowledge or concepts to solve a problem
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The Question

Differentiate, using Fehling’s solution and the Methylene Blue, which of the 4 pieces of cloth given are reducing type oxycellulose.



What students commonly do

- They only show knowledge of the properties of oxycellulose, but they **do not show how the knowledge is used** in solving the problem given.



An example of good work

The student clearly shows that he makes use of his knowledge to solve the problem given.

“The properties of reducing type oxycellulose are: its strong reducing power and low absorption power for basic dye.

Showing knowledge of the property of reducing type oxycellulose

When the reducing type is immersed in Fehling’s solution, it will convert copper ion in the solution from Cupric (Cu^{++}) which is colourless to Cuprous state (Cu^+) which is in brown colour. Therefore, the comparatively high content of brown colour which appears on cloth A and B proves that they have a higher reducing power.

Applying the knowledge to interpret test results

Moreover, when another set of cloth A and B is immersed in Methylene Blue solution, a relatively low absorption power is shown in cloth A and B by the level of blue colour presented.

Applying the knowledge of oxycellulose to make a conclusion

Since the results obtained show comparatively high reducing power and low absorption power in cloth A and B, we can conclude that cloth A and B are reducing type oxycellulose.