



## External Assessment Report 2013

Subject(s)	Fashion and Textile Technology
Level(s)	Higher

The statistics used in this report are pre-appeal.

This report provides information on the performance of candidates which it is hoped will be useful to teachers/lecturers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published question papers and marking instructions for the Examination.

# Comments on candidate performance

## General comments

There was a slight decrease in the numbers of candidates presented for Fashion and Textile Technology from last year. 25% of candidates embarked on the course having studied Standard Grade Home Economics, and almost 33% were direct entries with no previous experience. 90.3% of the candidates achieved a grade A–C, and 9.7% were awarded a grade D or no award. There were two new centres and five returning centres.

The external assessment, the question paper and Technological Project, functioned as intended, and there was no requirement to make any grade boundary adjustments.

5% of candidates achieved a No Award. As the Technological Project briefs are the same for Intermediate 2 and Higher, it is possible to drop candidates down after the prelims.

The average mark for the Technological Project has slightly increased from last year, but the mark for the question paper has slightly decreased. The candidates were well prepared for the examination, and there was an improvement in both the compulsory sections and the choice areas of the question paper. Candidates had laid out their answers well, showing that they have been well prepared for the examination and had practiced past paper questions.

Ways of improving candidate performance can be established by following the guidance below.

## Technological project

	Areas where candidates performed well	Areas which candidates found demanding
<b>Step 1</b>		
Step 1.1	Most candidates provided good explanations of the key wording of the brief. Those candidates that provided more detail in their explanations of the key points tended to demonstrate better understanding of the brief, which benefitted them at later stages of the Technological Project.	There were occasional instances of candidates incorrectly copying the brief. Care should be taken to ensure that the brief is correct.  Some candidates failed to correctly demonstrate an understanding of the word <b>accessory</b> and <b>summer season</b> , which had an impact on the type of solution that was proposed.
Step 1.2	Specification points were usually acceptable, with most containing more detail than the brief. The candidates who developed specification points that	The key words <b>accessory</b> and <b>summer season</b> were missed out by some candidates and this carried on into step 1.3

	<p>clearly linked to the wording of the brief tended to produce better solutions in step 2.2 as their work was more focused.</p> <p>Generally, candidates produced between 5–6 specifications points, which avoided additional work at later stages.</p> <p>A strong link of progression from key points was visible.</p> <p>More candidates demonstrated and understand measuring /testing of each specification point.</p> <p>Most candidates explained the importance of each specification point. However those who provided more detail tended to show more understanding, and this was reflected by a better mark at the end of the project.</p>	<p>investigations.</p> <p>The candidates who gave double specification points were disadvantaged in a number of areas as they did not fully explain or evaluate the whole specification.</p> <p>Some candidates failed to gain marks are they did not use the correct terminology, eg ask, talk to, get feedback, get an opinion, consult, visit. Candidates should make reference to the Candidate Guide and use the correct terminology for investigations or tests. Check that ways of testing/measuring are identified rather than investigations.</p> <p>Some candidates more or less repeated their specification points in the explanation with no further expansion to actually explain their specification and so gained no marks in this section.</p>
Step 1.3	<p>The majority of candidates identified appropriate investigations to collect data in relation to their specification points and the all the key points.</p> <p>A strong progression from the key points and specification points was evident in many candidates' work.</p>	<p>Key words which were missed in the specifications were also omitted in the investigations.</p> <p>A number of candidates did not show that they were linking or investigating to collect data in relation to all of their specification points.</p>
<b>Step 2</b>		
Step 2.1	<p>Centres who made good use of the Candidate Guide provided strong investigations that gave valuable data to use when drawing up a solution.</p> <p>Candidates made good use of websites to collect information on</p>	<p>Some candidates provided minimal investigations; this did not allow sufficient data to be collected to ensure the creation of interesting solutions. A few candidates failed to display results and so gained few marks for the investigations.</p>

	<p>current range of similar products already produced and sold. Websites were clearly identified so they could be checked.</p>	<p>Some candidates did not show an understanding of a previous fashion trend.</p> <p>Some candidates' conclusions were personal opinion and not based on results of investigation or linked to the impact on the possible solution. Conclusions should show progression to the possible impact on a final solution.</p>
Step 2.2	<p>There were interesting solutions taking inspiration <b>from summer season trends and fashion range accessory.</b></p> <p>Some candidates illustrated their solutions with very well drawn solutions that clearly identified sizes, colours, trimming, use of fabrics paints/trimmings and samples of fabrics attached.</p>	<p>Candidates did not gain full marks for describing the solution if the sketches/ drawings failed to refer to colour, sizes, and types of fabrics/trimmings to be applied.</p> <p><b>It is essential that the item developed for the Fashion and Textile brief is a textile item or incorporates textiles.</b></p>
<b>Step 3</b>		
Step 3.1	<p>Most candidates produced a clear plan that clearly identified the dates used for manufacture and produced a logical sequence of work.</p>	<p>Candidates sometimes failed to provide sufficient detail to allow the item to be reconstructed. Some candidates did not give a sufficient breakdown of their timings. Please note that detailing pressing at appropriate stages is required.</p> <p>Occasionally when requisitioning resources, candidates failed to identify the types of fabric: they should state the type of cotton, width, and quantity required, colour etc. Trimmings should have their width and colour identified. This would allow the correct resources to be purchased.</p>
Step 3.2	<p>When candidates prepared tests that covered all of the specifications points this provided lots of data for evaluation against the spec in 4.1</p>	<p>Testing was still confused in a few cases with technique. Tests did not focus on the specification points, which then of course did not allow an evaluation in the next stage to be based on evidence.</p>
Step 3.3	<p>Centres who made good use of the guidance in the candidate guide provided strong, valid testing, which provided valuable data to use in the evaluation section — particularly step</p>	<p>Some candidates failed to identify the details of the expert they were interviewing.</p> <p>In some cases the testing failed to assess whether the solution met all the specification</p>

	4.1.	points. Candidates should recognise that constructive criticism can be valuable when writing the evaluation.
<b>Step 4</b>		
Step 4.1	<p>Candidates who conducted strong testing against each of the specification points gave themselves data on which to base their evaluations.</p> <p>If the candidates provided an opinion, linked to a fact that can be seen within the content of the Technological Project, and then recognised the consequence in terms of the proposed solution, they gained the marks.</p>	<p>Some candidates quoted from the answers in the tests instead of evaluating the information.</p> <p>Evaluations were not backed up by testing, and often included personal opinions and inaccurate interpretation of results, and so did not earn marks. There was not always evidence of costing to back up evaluation.</p> <p>Remind candidates there is one extra mark available for additional detail in this section.</p>
Step 4.2	<p>Candidates are advised to complete their evaluation for each step when they complete the step. Please see the Candidate Guide for further information.</p> <p>Candidates who made obvious links to time, resources and skills and abilities, which could be backed up by evidence in the technological project, and then recognised the consequence earned the marks.</p>	<p>Many candidates gave unsupported, personal comments/statements in their attempt to complete the evaluation. The candidates do not understand how to write an evaluative comment and so did not earn the marks. Many candidates spoke about previous experience in Standard Grade, Intermediate 1/ 2 Fashion and Textile Technology. This is not evidence that can be used as the basis of the evaluations.</p> <p>This was a poor area where the consequence in relation to the <b>final solution was not evaluated.</b></p>

Both project briefs were popular with the candidates.

## Question paper

These comments should be read in conjunction with the Question Paper and the marking instructions, which will be available on the SQA website. The comments include areas where candidates performed well and areas they found demanding and so helps provide guidance on improving candidate performance

### Section A

#### Question Comment

1 Well answered

- 2 Mainly answered well – some confusion with tie dye and batik.
- 3 Well answered
- 4 Well answered
- 5 Well answered
- 6 Well answered – a few confused this with CAD
- 7 Well answered
- 8 Well answered – some confusion with UV
- 9 Well answered
- 10 Lack of knowledge of quality control
- 11 Mostly answered well
- 12 Answered well.
- 13 Most answered well, although some struggled to gain 2 marks
- 14 Well answered. Some did not identify advantage/disadvantage.

Candidates should practise all previous Section A questions. In addition, centres can make up their own section A questions for candidates to use. Candidates could also practise Section A questions from either Health and Food Technology or Lifestyle and Consumer Technology that are linked to consumer or textile questions.

Where centres have practised Section A, their candidates tended to score well, which obviously helped their final mark.

Check the wording of questions — is the question asking for a benefit, a statement, an evaluation etc? This should be clear in the answer.

When advantages and disadvantages are given, candidates must give the heading or an indication as to which is positive and negative response.

**Section B Question 1 (compulsory question)**

	<b>Facts about performance</b>	<b>Action Required</b>
1a	Identification of stages generally very good. Candidates who were prepared for this part of the question often scored full marks.	Check and learn the fibres that can be examined each year from the Course content grid in the Arrangements document.

1b	Most candidates attempted this question well and evaluated each fibre property individually in relation to a winter coat.	<p>Good area for candidates to practice as similar questions are asked each year.</p> <p>This is similar to the nutrition evaluation questions in Health and Food Technology and Lifestyle and Consumer Technology, and each fibre property should be treated individually.</p> <p>Candidates should include each of the stages of the evaluation — opinion (good or bad), fact (linked to a knowledge of the rating given) and consequence (in relation to a summer cardigan).</p>
1c	<p>Candidates were lacking in knowledge of fabric finishes.</p> <p>Candidate responses often lacked explanation.</p>	<p>Candidates should learn different types of fabric finishes.</p> <p>Apply an answering technique to ensure the candidate provides enough information to gain maximum marks.</p>
1d	Well answered by candidates as they demonstrated knowledge of woven fabrics for school clothing.	Candidates should use the code given against the mark allocation, and the wording of the question to make sure they provide all stages of the evaluation answer.

## Choice questions

### Question 2

2a	Generally well answered –good application and answering technique. Candidates displayed good knowledge of reasons for wearing a uniform in the workplace.	Continue to learn reasons for wearing clothing in different situations.
2b	Candidates were able to evaluate the visual effects of <b>line</b> and <b>texture</b> .	Candidates should use the code given against the mark allocation and the wording of the question to make sure they provide all stages of the evaluation answer.
2c	Good knowledge of Vivienne Westwood.	Continue to practise this type of question using previous papers and other designers.
2d	Candidates showed good knowledge of online shopping but did not always link to purchasing clothes.	Candidates should use the code given against the mark allocation and the wording of the question to make sure they provide all stages of the evaluation answer.

2e	Not well answered – poor knowledge of BSI.	Candidates should revise consumer protection organisations.
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### Question 3

3a	Well answered. Good understanding demonstrated of the stages of the fashion cycle.	Candidates should know all stages of the fashion cycle.
3b	Candidates identified with this question and as a result answered this question well and made the link to the fabric for party wear.  Candidates answered this question well and showed good knowledge of the factors on the star profile.	Learn the stages in the product development strategy. Practice this type of question for all stages of the product development process. Provide opportunities to practice with a range of textile products.
3c	Candidates answered this question well and showed good knowledge of mass manufacture.	Candidates should use the code given against the mark allocation and the wording of the question to make sure they provide all stages of the evaluation answer.
3d	Well answered – good knowledge of the product development strategy.	Candidates should practise this question for other items.
3e	Fairly good knowledge of Lion Mark however candidates often failed to refer to the consumer.	Candidates should learn the key facts about the organisations which protect the consumer.

### Question 4

4a	Candidates showed good understanding of the factors influencing choice of clothing for teenagers.	Candidates should practise similar questions.
4b	Candidates demonstrated some ability to evaluate different promotional techniques.	Candidates should use the code given against the mark allocation and the wording of the question to make sure they provide all stages of the evaluation answer.
4c	Candidates showed good knowledge of the use of a toile and a mood board by a fashion designer.	

4d	Good knowledge of breathable membranes to use as the basis of a four mark evaluative question.	Candidates should use the code given against the mark allocation and the wording of the question to make sure they provide all stages of the evaluation answer.
4e	Lacking knowledge of the role of the Trading Standards Department in protecting the consumer.	Continue to learn the organisations that protect the consumer.

## Advice to centres for preparation of future candidates

### Technological Project

- ◆ Centres must ensure they use the up-to-date version of the Teacher Guide and Candidate Guide for the Technological Project. It can be downloaded from the SQA website. This will be available when the new briefs for the Technological Project are published.
- ◆ Candidates should check that each step has been completed in line with the guidance in the document to ensure they maximise the marks they gain.
- ◆ Candidates may find it helpful to identify a target group for their project as this may help them to focus on the needs of this particular group and so produce a more in-depth piece of work.
- ◆ Candidates should take responsibility for checking that each page of the project has been correctly collated and is included in the final work submitted to the SQA.
- ◆ Complete the evaluation of each step of the Technological Project at the time identified in the Candidate Guide. Candidates should make sure that they write their evaluations based on evidence.
- ◆ If you have presented candidates for three years, you are encouraged to become involved in the marking of the Technological Project so that you have a greater understanding of how candidates gain marks. Markers always state how valuable marking is in helping to raise their candidate's attainment. Information on how to apply to become a Marker can be found on the SQA's website in the Appointee Management section.
- ◆ Although the marking instructions for the projects are available on the SQA website, candidates should be encouraged to come up with their own specification points, investigations and tests which will then be more clearly focused on the wording of the brief.

### Question paper

- ◆ Candidates who have applied the correct answering technique achieve a higher mark than those from centres where there has been less emphasis on answering technique. Those candidates who could answer evaluation questions correctly in the choice questions tended to score higher total marks for their papers.
- ◆ Candidates should use the mark allocation to establish how many answers they should provide. In some areas too much was written, and in other areas not enough.

- ◆ Create a well-balanced prelim that meets the correct paper specification. This will prepare the pupils well for the written examination. This can also be used to generate evidence for absentee candidates and appeals if necessary.
- ◆ Encourage candidates to use the SQA website for past papers, update letters, marking instructions, Understanding Standards materials etc.
- ◆ On some occasions candidates could not access the marks as they failed to understand what the question was asking, eg property of wool. This can be tackled by allowing them access to past papers and marking instructions. They could be issued with a booklet comprising of all past papers and one copy of up-to-date marking instructions so that they can see how they should be formulating their answers to access the marks.
- ◆ Practise all past Section A questions and encourage candidates to create their own Section A questions. Candidates who are well prepared for Section A demonstrate a wide knowledge of the course content and may therefore perform well in the rest of the paper.
- ◆ The questions towards the end of Section A are designed to discriminate and require more detail when they have the following wording – advantage, disadvantage, explain, benefit etc.
- ◆ Practise Section B question 1 to ensure that the candidates can answer the textile evaluation question. They should tackle each fibre individually, linked to the wording in the focus of the question.
- ◆ Although candidates use evaluation skills in question 1, they often do not apply the same answering technique in the choice questions. The candidates frequently have the knowledge but, as they fail to evaluate, they lose valuable marks.
- ◆ Allowing candidates to mark a copy of a candidate written paper illustrates how marks are lost and gained, which is useful in training them on answering technique.
- ◆ Candidates can make use of bullet points to reduce the amount of writing and so save time, but they must still ensure that they refer to the wording of the question.
- ◆ Note that Fashion and Textile Technology can use some questions from previous Lifestyle and Consumer Technology papers as additional sources of questions for homework etc.
- ◆ An excellent way to prepare pupils is to ensure they sit a valid prelim with a similar style of questions to the current questions, so it would be advisable to compile questions from the previous three or four years. Avoid using a complete question from any previous paper — mix questions from previous papers. It would be useful, but not essential, to change the focus of the questions, eg if the question is focused on a tent, change the focus to sleeping bags. Note: half-marks have not been used for a number of years. Questions using half-marks should be changed to one-mark questions in line with the current question papers.
- ◆ Examine the most recent Marking Instructions for Higher Fashion & Textile Technology. This is the standard that should be applied when marking previous questions and prelims. When previous marking instructions were written they were sometimes written as outline instructions and do not provide as much detail as current instructions.
- ◆ If you have presented candidates for three years, you are encouraged to become involved in the marking of the question paper so that you have a greater understanding of how candidates gain marks. Markers always state how valuable marking is in helping to raise their candidate's attainment. Information on how to apply to become a Marker can be found on the SQA's website in the Appointee Management section.

## Statistical information: update on Courses

Number of resulted entries in 2012	167
Number of resulted entries in 2013	174

## Statistical information: Performance of candidates

### Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark 150				
A	28.2%	28.2%	49	105
B	37.4%	65.5%	65	90
C	25.3%	90.8%	44	75
D	4.0%	94.8%	7	67
No award	5.2%	100.0%	9	-

## General commentary on grade boundaries

- ◆ While SQA aims to set examinations and create marking instructions which will allow a competent candidate to score a minimum of 50% of the available marks (the notional C boundary) and a well prepared, very competent candidate to score at least 70% of the available marks (the notional A boundary), it is very challenging to get the standard on target every year, in every subject at every level.
- ◆ Each year, SQA therefore holds a grade boundary meeting for each subject at each level where it brings together all the information available (statistical and judgemental). The Principal Assessor and SQA Qualifications Manager meet with the relevant SQA Business Manager and Statistician to discuss the evidence and make decisions. The meetings are chaired by members of the management team at SQA.
- ◆ The grade boundaries can be adjusted downwards if there is evidence that the exam is more challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ The grade boundaries can be adjusted upwards if there is evidence that the exam is less challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ Where standards are comparable to previous years, similar grade boundaries are maintained.
- ◆ An exam paper at a particular level in a subject in one year tends to have a marginally different set of grade boundaries from exam papers in that subject at that level in other years. This is because the particular questions, and the mix of questions, are different. This is also the case for exams set in centres. If SQA has already altered a boundary in a particular year in, say, Higher Chemistry, this does not mean that centres should necessarily alter boundaries in their prelim exam in Higher Chemistry. The two are not that closely related, as they do not contain identical questions.
- ◆ SQA's main aim is to be fair to candidates across all subjects and all levels and maintain comparable standards across the years, even as arrangements evolve and change.