



## External Assessment Report 2010

Subject	<b>Fashion and Textile Technology</b>
Level	<b>Higher</b>

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 dip in the number of candidates presented for Fashion and Textile Technology from last year. However, the numbers are considerably higher than two years ago (some centres present every second year). Only 25% of candidates who embark on the Higher Fashion and Textile Technology Course have studied Standard Grade Home Economics, with almost 50% direct entries with no previous experience.

The standard of the Higher Fashion and Textile Technology external assessment was the same as previous years, and the grade boundaries were not altered.

By examining the breakdown of the component marks, it is possible to establish the areas that should be addressed to ensure that future candidates pass the examination. As the technological briefs are the same for Intermediate 2 and Higher, it is possible to drop candidates down after the prelims.

The NABs can be used as a revision tool for candidates before the examination.

The average mark for both the Technological Project and the question paper are slightly improved from last session. 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 answer papers well, showing that they had 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.

## Areas in which candidates performed well

### Technological Project

#### Step 1.1

Most candidates provided good explanations of the key wording of the brief. Those candidates who 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.

#### Step 1.2

Specification points were usually acceptable, with most containing more detail than the brief. The candidates who developed specification points that clearly linked to the wording of the brief tended to produce better solutions in step 2.2, as their work was more focused.

Generally the candidates produced five or six specifications points, which avoided additional work at later stages.

A strong link of progression from key points was visible.

Most candidates demonstrated an understanding of measuring/testing each specification point.

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 work.

### **Step 1.3**

The majority of candidates identified appropriate investigations to collect data in relation to their specification points and the all the key points.

### **Step 2.1**

Centres made good use of the guidance provided, as did the majority of candidates, who then provided strong investigations which gave valuable data to use when drawing up a solution.

Candidates made good use of websites to collect information on the current range of similar products already produced and sold. Websites were clearly identified so the sites could be checked.

### **Step 2.2**

Interesting solutions were proposed for Fashion and Textile Technology, taking inspiration from major Scottish attractions.

There were interesting solutions in the promoting Scotland brief, where some traditional ideas were given a modern twist by applying fabric to garments, eg a white outline drawing of Edinburgh Castle and a sequin fireworks display, and a purse decorated with tartan ribbon. These products had clearly been developed.

Some candidates illustrated their solutions with very well drawn solutions which clearly identified sizes, colours, trimming, use of fabric paints/trimmings, and samples of fabrics attached.

### **Step 3.1**

Most candidates produced a clear plan, which clearly identified the dates used for manufacture, and produced a logical sequence of work.

### **Step 3.2**

When candidates prepared tests which covered all of the specifications points, this provided lots of data for evaluation against the specification in step 4.1.

### **Step 3.3**

Candidates who made good use of the candidate guide provided strong, valid testing which produced valuable data to use in the evaluation section, particularly step 4.1.

### **Step 4.1**

Candidates who conducted strong testing against each of the specification points gave themselves data on which to base their evaluations.

If the candidates provided the opinion linked to the fact, which can be seen within the content of the Technological Project, and then recognised the consequence in terms of the proposed solution, they earned the marks.

### **Step 4.2**

Candidates are advised to complete their evaluation for each step when they have completed the step (see candidate guide).

Candidates who made obvious links to time, resources, and skills and abilities that could be backed up by evidence in the Technological Project, and then recognised the consequence, earned the marks.

## **Areas which candidates found demanding**

### **Technological Project**

#### **Step 1.1**

There were occasional instances of candidates incorrectly copying the brief. Care should be taken to ensure that the brief is correctly copied from the wording provided on the SQA website.

On some occasions the candidates failed to correctly demonstrate an understanding of the words 'develop' or 'craft skill', which had an impact later in the type of solution that was proposed.

#### **Step 1.2**

The key words that were quite often missed out were 'develop' and 'promotes', and this carried on into step 1.3 investigations.

Those candidates who gave long specification points were disadvantaged in a number of areas, as they would not fully explain or evaluate the whole specification point.

Some candidates failed to earn marks as they did not use the correct terminology, eg 'talk to', 'get feedback', 'get an opinion', 'consult', 'visit', 'gather menus', etc. 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.

Some candidates more or less repeated their specification points in the explanation, with no further expansion to actually explain their specification, and so earned no marks in this section.

### **Step 1.3**

Key words which were missed in the specifications were also omitted in the investigations, such as 'promoting', 'incorporating', 'decorative', and 'craft skills'. This may have been because these key words were omitted from their specification.

A number of candidates did not show that they were linking or investigating to collect data in relation to all of their specification points.

Quite a few candidates did not give any detail as to ways in which they were planning to investigate how Scotland was currently/could be promoted. If they had, it might have allowed a greater focus to their work.

### **Step 2.1**

Some candidates provided minimal investigations which did not allow sufficient data to be collected to allow the creation of interesting solutions. A few candidates failed to display results and so gained few marks for the investigations.

Probably the weakest area was conclusions, where personal opinions were given and the conclusion was not based on the results of investigations or linked to the impact on the possible solution. Conclusions should show progression to the possible impact on a final solution.

### **Step 2.2**

Candidates did not gain marks when describing the solution because the sketches/drawings failed to refer to colour, sizes, and types of fabrics/trimmings to be applied.

### **Step 3.1**

Candidates sometimes failed to provide sufficient detail to allow the item to be reconstructed, so more detail was required. Some candidates did not give sufficient breakdown of timing. Note that 'pressing at appropriate stages' is required.

Occasionally when requisitioning resources, candidates failed to identify the types of fabric. For example, with 'blue cotton', they should have stated the type of cotton, width and quantity required, colour of blue, etc. Trimming should identify the width, colour, etc. This would allow the correct resources to be purchased.

### **Step 3.2**

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.

### **Step 3.3**

Some candidates failed to identify the details of the expert they were interviewing.

In some cases the testing failed to assess whether the solution met all the specification points. Candidates should recognise that constructive criticism can be valuable and can help when writing the evaluation.

#### **Step 4.1**

Some candidates quoted from the teachers' answers in the tests, instead of evaluating the information.

Evaluations which were not backed up by testing, and often included personal opinions and inaccurate interpretation of results, did not earn marks. There was not always evidence of costing to back up evaluation in some projects.

Remind candidates that one additional mark is available for additional detail in this section.

#### **Step 4.2**

Many candidates gave unsupported, personal comments/statements in their attempt to complete the evaluation. These 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 or Intermediate 1/2 Fashion and Textile Technology. This is not evidence that can be used as the basis of evaluations. Many candidates spoke of really enjoying the practical sewing part, which is not relevant.

This was a really poor area, where the consequence in relation to the technological experience was frequently missed.

### **Other comments on Technological Projects**

Both project briefs seemed to be equally popular with the candidates.

### **Question paper**

These comments should be read in conjunction with the question paper and the marking instructions, which are 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 1: well answered.
- ◆ Question 2: well answered.
- ◆ Question 3: poorly answered.
- ◆ Question 4: gap in knowledge of some candidates.
- ◆ Question 5: not all pupils had knowledge of this abbreviation, and the question was poorly answered. Please note that an abbreviation is tested each year. Abbreviations are identified in the Course content grids. Candidates should learn all abbreviations.
- ◆ Question 6: statutory labels were confused with voluntary labels. Poorly answered.
- ◆ Question 7: well answered.
- ◆ Question 8: some candidates were unclear on the purpose of an overlocker.
- ◆ Question 9: well answered.

- ◆ Question 10: some candidates answered this question well.
- ◆ Question 11: most candidates could give one advantage but not two.
- ◆ Question 12: the two terms for market research were confused.
- ◆ Question 13: candidates mixed up the Office of Fair Trading and the Citizens Advice Bureau.
- ◆ Question 14: well answered.

### General comments

- ◆ Practice all previous Section A questions.
- ◆ Make up your own Section A questions.
- ◆ Practice relevant Section A questions from either Fashion and Textile Technology or Lifestyle and Consumer Technology which are linked to consumer or textile questions.
- ◆ Sentences are not required on early questions unless the candidate is asked for benefits, advantages and disadvantages, etc.
- ◆ Check the wording of questions — is the question asking for a benefit, a cause, a way, etc. This should be clear in the answer.
- ◆ When advantages and disadvantages are given, pupils must give the heading or an indication of which is a positive and which is a negative response.
- ◆ Where centres had practised Section A, their candidates tended to score well.

### Section B

#### Question 1 (compulsory question)

Question	Facts about performance	Action required
1 (a)	<p>Identification of stages was generally good.</p> <p>Candidates who were prepared for this part of the question often scored all six marks.</p>	<p>Some confusion with explanations of wool processing.</p> <p>Check and learn fibres that can be examined each year.</p>
1 (b)	<p>Some candidates attempted this question well, and evaluated each fibre property individually in relation to winter sportswear.</p>	<p>This would be a good area for candidates to practice. Some candidates lost marks because they wrote jumbled sentences containing all the properties and then failed to give appropriate consequences.</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 winter sportswear, by showing an understanding of the conditions that a person would be exposed to when taking part in or watching any form of winter sports.)</p> <p>Candidates should formulate answers for both wool and polyamide/nylon.</p>
1 (c)	<p>When candidates clearly provided fact linked to identifying, and then applied the explanation which incorporated an understanding of breathable membranes in sportswear, they gained good marks.</p> <p>When candidates did not apply the answering technique, they were less likely to provide all the stages in the answer and so gained few marks.</p>	Apply answering technique to ensure the candidate provides enough information to gain maximum marks.
1 (d)	<p>Candidates muddled UV reactive with thermochromatic or glow-in-the-dark.</p> <p>Phase change was not well understood by candidates.</p>	As this is an area of Course content that can be tested in this compulsory question, candidates should ensure they keep up to date with the latest technological developments in these specified textiles.

## Choice questions

### Question 2

Question	Facts about performance	Action required
2 (a)	Generally well answered — good application and answering technique.	
2 (b)	Good knowledge of market research techniques, but candidates often failed to evaluate.	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: opinion, fact, and consequence (OFC).
2 (c)	Good knowledge of the contribution that Vivienne Westwood made to the fashion industry, but some candidates provided facts and failed to provide sufficient depth of explanation.	Repeat question for other designers who have been identified in the Course content grids. This is a good topic for pupils to create their own mood or inspiration boards.

2 (d)	<p>Concept screening and concept generation were often confused. Most candidates linked explanations to development of a new range of jeans.</p> <p>'First production run' was not always understood by the candidates.</p>	<p>Practice this type of question for all stages of the product development process.</p> <p>Provide opportunities to practice with a range of textile products.</p>
2 (e)	<p>Good knowledge was shown about the various retail outlets that the jeans could be purchased from, but answers often provided facts and not evaluative comments, so candidates often failed to score well in this part of the question.</p>	<p>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: OFC.</p>

### Question 3

Question	Facts about performance	Action required
3 (a)	<p>Well answered by linking to the use to a designer.</p> <p>Good understanding demonstrated.</p>	
3 (b)	<p>Candidates identified with this question, and as a result answered it well.</p>	
3 (c)	<p>Better understanding of woven rather than non-woven fabrics. However, answers were not always evaluative.</p>	<p>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: OFC.</p> <p>Learn facts about both woven and non-woven fabrics so they can then be evaluated.</p>
3 (d)	<p>Well answered, but mercerisation was not well understood.</p>	
3 (e)	<p>Good knowledge of Citizens Advice Bureau, but candidates often failed to evaluate and/or refer to the consumer.</p>	<p>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: OFC.</p>

## Question 4

Question	Facts about performance	Action required
4 (a)	Not well answered —candidates had little understanding of this topical area of Course content.	Candidates should use marking instructions and keep up to date with developments through various websites to ensure that this area of knowledge has been tackled.
4 (b)	Candidates liked this question and performed well. The candidates evaluated this question well and made reference to the rating given in the star profile, and showed an understanding in relation to a tent.	Continue to practice this type of question for a wide range of textile items.
4 (c)	Candidates had difficulty in applying the design principles in relation to the tent. There was confusion between function and quality.	Learn how to apply design principles in relation to a wide range of textile items.
4 (d)	Candidates explained rather than evaluated batch production. There was a lack of knowledge to use as the basis of a three-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: OFC.
4 (e)	Poor knowledge of Acts — candidates were confused between the Sale and Supply of Goods Act, and the Trade Descriptions Act.	Acts are tested in all examination papers — candidates should learn key facts about each of the Acts, which are identified in the Course content grids.

## 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, which can be downloaded from the SQA website. This will be available when the new briefs for the Technological Project are published. Please ensure that the updated pro forma is used for the Technological Project.
- ◆ Candidates should check that each step has been completed in line with the guidance in the document, to ensure they maximise the marks they earn.
- ◆ 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 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.

- ◆ The Technological Project should meet the requirements of the Unit specification so that the NAB pass can be awarded.
- ◆ 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 candidates' attainment. Information on how to apply to become a Marker can be found on 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.

### **Written paper**

- ◆ Candidates who had applied the correct answering technique achieved a higher mark than those at centres where there was less emphasis on answering techniques. 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 was written.
- ◆ Create a well balanced prelim which meets the correct paper specification. This will prepare the pupils well for the written examination. This evidence 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 pupils access to past papers and marking instructions. Pupils could be issued with a booklet comprising 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.
- ◆ Practice 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 more difficult and require more detail when they have the following wording — 'advantage', 'disadvantage', 'explain', 'benefit', etc.
- ◆ Practice 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 miss out on gaining valuable marks.
- ◆ Allowing candidates to mark a copy of a candidate written paper illustrates how marks are gained, which is useful in teaching candidates answering techniques.

- ◆ Candidates can make use of bullet points to reduce the amount of writing and so save time, but must still ensure that they refer to the wording of the question.
- ◆ 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 issues linked to 'en bloc' by avoiding using a complete question from any previous paper. Mix up 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 question to one on sleeping bags. Note that half marks have not been used for a number of years, and questions using half marks should be changed to one-mark questions, in line with the current papers.
- ◆ Examine the current year's marking instructions for Higher Fashion and 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 taught the Higher Course for a minimum of three years, the best way to raise attainment is to apply to mark the question paper. See the Appointee Management section on SQA's website for details.

## Statistical information: update on Courses

Number of resulted entries in 2009	181
Number of resulted entries in 2010	166

## 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	24.7%	24.7%	41	105
B	33.7%	58.4%	56	90
C	23.5%	81.9%	39	75
D	6.6%	88.6%	11	67
No award	11.4%	100.0%	19	–

### 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, therefore, SQA 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 Head of Service 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.