



External Assessment Report 2014

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

The statistics used in this report are prior to the outcome of any Post Results Services requests

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

There was a slight decrease in the numbers of candidates presented for Fashion and Textile Technology from last year, and this has been the lowest presentation in four years. Some centres present every second year if their numbers only justify a class every two years.

Only 24% of candidates embark on the Higher Fashion & Textile Technology course having studied Standard Grade Home Economics. Almost 37% are direct entries with no previous experience. 31% of candidates progress from Intermediate 2 Fashion and Textiles. 85% of candidates achieved a grade A–C, 15% were awarded a grade D or no award. There were three new centres and two returning centres.

As the specification for the Higher Fashion & Textile Technology paper remained the same as previous years, the grade boundaries stayed the same as previous years.

By examining the breakdown of the component marks it is possible to establish areas that centres may wish to address in teaching and learning. See guidance in sections later in this report.

8% of candidates achieved a No Award. As the briefs are the same for Intermediate 2 and Higher, it is possible to drop candidates down if necessary.

The average mark for the Technological Project has remained the same as last year, but the question paper mark 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 paper. Candidates had laid out their answer papers well, showing that they had practiced past paper questions.

Technological Project

Areas where candidates performed well	Areas which candidates found demanding
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 their project.	There were occasional instances of candidates incorrectly copying the brief. Care should be taken to ensure that the brief is correctly copied from the SQA website. On some occasions candidates failed to correctly demonstrate an understanding of 'promote' and 'sports event', which had an impact later in the type of solution that was

	proposed.
Step 1.2	
<p>Specification points were usually acceptable, with most containing more detail than the brief. 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.</p> <p>Generally candidates produced between five and six specification points, which avoided additional work at later stages.</p> <p>There was a strong link of progression from the key points.</p> <p>More candidates demonstrated an understanding of 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>The key words that were quite often missed out were 'promotes' and 'includes'. This carried on into step 1.3 investigations.</p> <p>Those candidates who gave double specification points were disadvantaged in a number of areas as they would not fully explain or evaluate the whole specification point.</p> <p>However some candidates failed to earn the marks as they did not use the correct terminology eg – 'ask', 'talk to', 'get feedback', 'get an opinion', 'consult', 'visit'. Candidates should refer 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 earned 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 spec 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>
Step 2.1	
<p>Centres which made good use of the candidate guide provided strong investigations which provided valuable data to use when drawing up a solution.</p> <p>Candidates made good use of websites to</p>	<p>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</p>

<p>collect information on current range of similar products already produced and sold. Websites were clearly identified so the sites could be checked.</p> <p>Literary/internet search will require 3 different sources for a valid investigation from 2014 onwards.</p>	<p>for the investigations.</p> <p>Some candidates did not show an understanding of the previous fashion trend.</p> <p>Some candidates were giving conclusions where personal opinion was given and the conclusion was 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>
<p>Step 2.2</p>	
<p>Interesting solutions proposed for FTT taking inspiration from sporting events and teenage fashion.</p> <p>Some candidates illustrated their solutions with very well drawn solutions which clearly identified sizes, colours, trimming, use of fabrics paints/trimmings and samples of fabrics attached.</p>	<p>Marks were occasionally lost when describing the solution because the sketches/drawings failed to refer to colour, sizes, and types of fabrics/trimmings to be applied.</p> <p>It is essential that the item developed for the Fashion and Textile brief is a textile item or incorporates textiles.</p>
<p>Step 3.1</p>	
<p>Most candidates produced a clear plan which 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 sufficient breakdown of timing. Note, pressing at appropriate stages is required.</p> <p>Occasionally, when requisitioning resources, candidates failed to identify the types of fabric, eg blue cotton. They should have stated the type of cotton, width and the quantity required, colour of blue etc. Trimming should identify the width and colour etc. This would allow the correct resources to be purchased.</p>
<p>Step 3.2</p>	
<p>When candidates prepared tests which 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 did not allow an evaluation in the next stage to be based</p>

	on evidence.
Step 3.3	
Centres which made good use of the candidate guide provided strong valid testing which provided valuable data to use in the evaluation section, particularly step 4.1.	<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 points. Candidates should recognise that constructive criticism can be valuable when writing the evaluation.</p>
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 the opinion, linked to the fact in the content of the technological project, and then recognised the consequence in terms of the proposed solution, they earned the marks (OFC).</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 etc, 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 in some projects.</p> <p>Remind candidates there is one additional 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 have completed the step. See Candidate Guide.</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, Int 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 final solution was not evaluated.</p>

Other comments on Technological Project

Brief 2, on the Textile item for the teenager including embellishment, was most popular

Question paper

These comments should be read in conjunction with the examination 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
3	Well answered
4	Well answered
5	Well answered but some did not know abbreviation
6	Fairly well answered – few confused horizontal and vertical
7	Well answered
8	Well answered – some confusion with other agencies
9	Well answered
10	Most answered well
11	Answered well -some lack of knowledge.
12	Answered well.
13	Most answered well – some struggling to gain 2 marks
14	Well answered. Some confusion with non textile products such as flooring.

Section B Question 1: Compulsory Question

	Facts about performance	Action Required
1a	Identification of stages was generally very good. Candidates who were prepared for this part of the question often gained all six marks.	Check and learn fibres that can be examined each year from the course content grid.
1b	Most candidates attempted this question well and evaluated each fibre property individually in relation to a jacket.	Good area for candidates to practice as similar questions asked each year. This is similar to the nutrition evaluation questions in HFT and LCT. Each fibre property should be treated individually.

		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). Candidates should give responses for linen and polyamide/nylon .
1c	Candidates were lacking in knowledge of chemical fabric finishes. Candidate responses often lacked explanation.	Candidates should learn different types of chemical finishes. Apply answering technique to ensure the candidate provides enough information to gain maximum marks.
1d	Well answered by candidates as they demonstrated knowledge of non woven and knitted fabrics for medical use . Some candidates mentioned textiles in the ward such as curtains	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.

Question 2 Choice Question

2a	Generally well answered — good application and answering technique. Candidates displayed good knowledge of factors to consider for choosing clothing for a young child .	Continue to learn factors for choice of clothing. Practice questions for other groups of people.
2b	Candidates struggled to evaluate the visual effects of glow in the dark fabrics for pyjamas. Lack of understanding of the purpose of the finish.	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. Develop knowledge of glow in the dark fabrics.
2c	Good knowledge displayed of product development strategy.	Continue to practise this type of question using previous papers for other items and stages.
2d	Candidates showed good knowledge of fabric suitability for a school bag.	Candidates should make sure they provide all stages of the evaluation answer — OFC. Answers must refer to the product that is used in the question in the answer and show an understanding of the star profile rating linked to the number: 5 = very high, 4 = high 2= low and 1 = very low etc. Many candidates

		lost marks as they did not differentiate between the value of 4 and 5 or 2 and 1.
2e	Not well answered – poor knowledge of Sale and Supply of Goods Act	Candidates should revise all consumer protection Acts

Question 3

3a	Well answered. Good understanding demonstrated of Louis Vuitton but not always linking answers to influence on fashion.	Candidates should know influences of fashion designers.
3b	Candidates answered this question well and showed good knowledge of the principles of design .	Learn the principles of design.
3c	Candidates answered this question fairly well and showed some knowledge of batch production and continual flow . Some candidates confused the two production systems.	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.
3d	Well answered – good knowledge of the factors affecting consumer choice of textiles.	Candidates should practice this question for other factors.
3e	Fairly good knowledge of printing but lacking in evaluative technique.	Candidates should learn the key facts about the addition of colour to textiles.

Question 4

4a	Candidates showed good understanding of the reasons for wearing specialist clothing for sport.	Candidates should practise similar questions related to reasons for wearing clothing.
4b	Candidates demonstrated some ability to evaluate influences on choice of sportswear fashion. Some overlap of knowledge between role models and designer labels.	Candidates should make sure they provide all stages of the evaluation answer – OFC. Develop knowledge of influences on choice of clothing.
4c	Candidates showed good knowledge of market research.	Candidates should link information to the area of the question sportswear.
4d	Good knowledge of proportion and colour	Candidates should learn the influences on

	and the influence on design.	design of items.
4e	Candidates demonstrated good ability to evaluate the use of labels on textile items.	Candidates should learn the information provided by labels on textile items.

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. Please ensure that the updated proforma is used.
- ◆ 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. 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.
- ◆ 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 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 and 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 Exceptional Circumstances and Post Result Services if required.
- ◆ 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.
- ◆ 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 more developed and require more detail when they have the 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 are unable to access all marks.
- ◆ Allowing candidates to mark a copy of a candidate written paper illustrates how marks are allocated, which is useful in training candidates on answering technique.
- ◆ 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.
- ◆ Note FTT can use some questions from previous LCT papers as additional sources of questions for homework etc
- ◆ An excellent way to prepare pupils is for them to 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: ½ marks have not been used for a number of years, and questions using half marks should be changed to 1 mark questions in line with the current papers.

- ◆ Examine the current year's 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 taught this course for a minimum of three years the best way to understand the standards is to apply to mark the written paper. See SQA website for details.

Statistical information: update on Courses

Number of resulted entries in 2013	174
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Number of resulted entries in 2014	156
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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	27.6%	27.6%	43	105
B	30.1%	57.7%	47	90
C	26.9%	84.6%	42	75
D	7.7%	92.3%	12	67
No award	7.7%	-	12	-

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.