



External Assessment Report 2015

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 comments

There was a significant decrease in the numbers of candidates presented for Fashion and Textile Technology from last year due to the introduction of the new Higher course.

25% of candidates embark on the Higher Fashion & Textile Technology Course having studied Standard Grade Home Economics, 18% came from Intermediate 2 Fashion and Textiles, and 22% from National 5. However, almost 36% were direct entries with no previous experience.

79% of candidates achieved a grade A–C; 21% were awarded a grade D or no award.

The average mark for the Technological Project decreased slightly from last year, but the mark for the written paper increased slightly.

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 have been well prepared for the examination and had practiced past paper questions.

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 benefited them at later stages.

On some occasions the candidates failed to correctly demonstrate an understanding of the words **inspired** and **previous**, which had an impact later in the type of solution that was proposed.

- 1.2 Specification points were usually acceptable with most containing more detail than the brief. The candidates that 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.

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

There was a strong link of progression from the key points.

More candidates demonstrated an understanding of measuring/testing of each

specification point.

Most candidates explained the importance of each specification point. However those that provided more detail tended to show more understanding and this was reflected by a better mark at the end of the project.

Some candidates simply repeated their specification points in the explanation with no further expansion to actually explain their specification and so lost marks in this section.

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

A strong progression from the key points and spec points was evident in many candidates' work.

Key words which were missed in the specifications were also omitted in the investigations; this may have been because these key words were omitted from their specification.

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

Some candidates provided minimal investigations that 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.

Some candidates did not show an understanding of the previous decade.

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.

- 2.2 Interesting solutions proposed for FTT taking inspiration **from previous decades**

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.

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.

It is essential that the item developed for the Fashion and Textile brief is a textile item or incorporates textiles.

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

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.

Occasionally when requisitioning resources candidates failed to identify the types of fabric, eg blue cotton – 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.

- 3.2 When candidates prepared tests which covered all of the specifications points. This provided lots of data for evaluation against the spec in 4.1.

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.

- 3.3 Centres which made good use of the guidance provided in the candidate guide provided strong valid testing which provided valuable data to use in the evaluation section particularly step 4.1.

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

- 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. (OFC)

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

Evaluations which 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.

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

- 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 which could be backed up by evidence in the technological project and then recognised the consequence earned the marks.

Many candidates gave unsupported, personal comments/statements in their attempt to complete the evaluation. Candidates who did understand how to write an evaluative comment did not earn marks.

Many candidates spoke about previous experience. This is not evidence that can be used as the basis of the evaluations.

Candidate performance in written 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

- 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
- 7 Well answered
- 8 Well answered
- 9 Most answered well
- 10 Answered well, some lack of knowledge
- 11 Answered well
- 12 Most answered well – some struggling to gain 2 marks
- 13 Well answered

Section B

Question 1 (compulsory question)

- 1a Identification of stages was generally very good. Some confusion with other fibres. Candidates who were prepared for this part of the question often scored all six marks.
- 1b Most candidates attempted this question well and evaluated each fibre property individually in relation to sleepwear. 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 cotton and silk.

- 1c Candidates were lacking in knowledge of mixed and blended yarns. Candidates' responses often lacked explanation.
- 1d Well answered by candidates as they demonstrated knowledge of stretch fabrics.

Question 2

- 2a Generally well answered –good knowledge of Paul Smith.
- 2b Candidates had good knowledge of the fashion cycle.
- 2c Some lack of understanding in relation to interpreting the numbers of the star profile.
- 2d Candidates showed good knowledge of surface decoration on beach wear and were able to evaluate. Candidates should make sure they provide all stages of the evaluation answer (OFC).
- 2e Good knowledge of the use of a mood board although some did not link to the fashion designer.

Question 3

- 3a Well answered. Good understanding demonstrated of factors to consider when choosing clothes for a prom.
- 3b Candidates lacked knowledge of more than one visual effect of line and proportion.
- 3c Candidates answered this question fairly well and showed some knowledge of **mercerisation** and **moth proofing**.
- 3d Well answered – good knowledge of bespoke tailoring.
- 3e Fairly good knowledge of the stages of production.

Question 4

- 4a Candidates showed good understanding of the product development strategy.
- 4b Candidates demonstrated some ability to evaluate retail outlets for babywear. Candidates should make sure they provide all stages of the evaluation answer (OFC).
- 4c Candidates showed good knowledge of reasons for wearing a uniform in a hospital.

- 4d Good knowledge of the use of knitted fabrics for maternity wear.
- 4e Candidates demonstrated good ability to explain the use of labels on textile items. Candidates should learn the information provided by labels on textile items.

Statistical information: update on Courses

Number of resulted entries in 2014	156
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Number of resulted entries in 2015	28
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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	35.7%	35.7%	10	105
B	25.0%	60.7%	7	90
C	17.9%	78.6%	5	75
D	17.9%	96.4%	5	67
No award	3.6%	-	1	-

The course assessment functioned as intended therefore no adjustment to grade boundaries was required.

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.