



National
Qualifications

Fashion and Textile Technology

Practical activity

General assessment information

This pack contains general assessment information for centres preparing candidates for the practical activity Component of National 5 Fashion and Textile Technology Course assessment.

It must be read in conjunction with the specific assessment task(s) for this component of Course assessment, which may only be downloaded from SQA's designated secure website by authorised personnel.

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Introduction

This is the general assessment information for National 5 Fashion and Textile Technology practical activity.

This practical activity is worth 80 marks. The marks contribute 100% of the overall marks for the Course assessment. The Course will be graded A-D.

The Course assessment has no other Components.

This practical activity has three Sections.

Section 1, titled 'Developing an idea for a detailed fashion/textile item' will have 20 marks.

Section 2, titled 'Making the detailed fashion/textile item' will have 50 marks.

Section 3, titled 'Evaluating the detailed fashion/textile item' will have 10 marks.

This document describes the general requirements for the assessment of the practical activity Component for this Course. It gives general information and instructions for assessors.

It must be read in conjunction with the assessment task for this Component of Course assessment.

Equality and inclusion

This Course assessment has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html

Guidance on inclusive approaches to delivery and assessment in this Course is provided in the *Course Support Notes*.

What this assessment covers

This assessment contributes 100% of the total marks for the Course.

The assessment will assess the skills, knowledge and understanding specified for the practical activity in the *Course Assessment Specification*. These are:

- ◆ developing a range of practical skills and textile construction techniques, with a degree of accuracy
- ◆ planning and making fashion/textile items
- ◆ evaluating both the process and the product
- ◆ demonstrating appropriate selection, set up, adjusting and safe use of tools and equipment to produce fashion/textile items
- ◆ understanding textile characteristics, properties and technologies and their use for producing a range of different fashion/textile items
- ◆ understanding a range of factors that affect fashion choices
- ◆ problem-solving in straightforward contexts with some complex features
- ◆ communicating ideas with justification

The purpose of the Course assessment is to assess the added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

The added value consists of a practical activity and the focus is on challenge and application. The practical activity requires candidates to apply their skills, knowledge and understanding from across all the Units in the Course. It also provides challenge by requiring candidates to develop an idea, and plan, make and evaluate a fashion/textile item in response to a previously unseen given brief.

Assessment

Purpose

The purpose of this assessment is to generate evidence for the Added Value of this Course by means of a practical activity.

Assessment overview

Candidates will undertake a practical activity in which they will demonstrate breadth and application. Candidates will apply the skills, knowledge and understanding acquired in the Course to produce a detailed fashion/textile item in response to a given brief. Candidates will develop ideas for the fashion/textile item, make the item, and evaluate both the finished product and the process.

Candidates will have a choice of briefs. Briefs at National 5 will have two themes for the candidate to investigate. Examples of possible briefs are provided below.

- ◆ Produce a fashion/textile item to be sold in a Scottish tourist attraction.
- ◆ Develop a decorative fashion/textile item which includes the use of recycled materials.
- ◆ Produce a fashion/textile item that a teenager might wear to a special event.

The first stage, 'Developing an idea for a detailed fashion/textile item', requires candidates to:

- ◆ Identify two research questions to investigate from their chosen brief.
- ◆ Produce evidence of carrying out an investigation into the research questions, using two different investigative techniques.
- ◆ Produce an appropriate solution for the detailed fashion/textile item, based on the investigation, with four features which refer to findings from the investigation.

The second stage, 'Making the detailed fashion/textile item', requires candidates to:

- ◆ Produce a plan for the making of the detailed fashion/textile item, including information about processes and timelines.
- ◆ Set up, adjust and use appropriate tools and equipment correctly and according to safety guidelines.
- ◆ Make a detailed fashion/textile item using at least eight appropriate textile construction techniques.
- ◆ Complete the fashion/textile item to an appropriate standard of quality.
- ◆ Refer to their plan in a record of work.

The third stage, 'Evaluating the detailed fashion/textile item', requires candidates to:

- ◆ Produce evidence of carrying out an investigation to evaluate the fashion/textile item using one investigative technique.
- ◆ Evaluate the finished item with reference to the brief and/or the solution.
- ◆ Evaluate the effectiveness of the development process, referring to the plan.

Assessment conditions

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

This assessment will be carried out over a period of time. Candidates should start at an appropriate point in the Course. This will normally be when they have completed most of the work on all the Units in the Course.

This assessment has three Sections:

- ◆ A 'Developing an idea for a detailed fashion/textile item' section which should be completed over a period of time.
- ◆ A 'Making the detailed fashion/textile item' section which should be completed over a period of time.
- ◆ An 'Evaluating the detailed fashion/textile item' section which should be completed over a period of time.

Candidates must undertake the assessment independently. However, reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is deemed to be 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of qualification.

Reasonable assistance may be given on a generic basis to a class or group of candidates, for example, advice on how to develop a plan. It may also be given to candidates on an individual basis. When reasonable assistance is given on a one-to-one basis in the context of something the candidate has already produced or demonstrated, there is a danger that it becomes support for assessment and assessors need to be aware that this may be going beyond reasonable assistance.

It is appropriate for the assessor to comment on the selection of a fashion/textile item before the candidate begins making the item.

Once work on the assessment has begun, the candidate should be working independently. Clarification may be sought by candidates regarding the wording of a brief for the assessment if they find them unclear. In this case, the clarification should normally be given to the whole class.

Assessor input and advice on the candidate's plan is acceptable in order to allow the candidate to progress to the next stages of the assessment. The assistance provided must be recorded so that the candidate's own planning work can be marked/judged fairly.

The practical activity will be conducted under some supervision and control. Assessors should put in place processes for monitoring progress and ensuring that the work is the candidate's own and that plagiarism has not taken place. For example:

- ◆ regular checkpoint/progress meetings with candidates
- ◆ short spot-check personal interviews
- ◆ checklists which record activity/progress
- ◆ photographs, film or audio evidence

Evidence to be gathered

The following evidence is required for this assessment:

- ◆ Evidence of the candidate's investigation.
- ◆ The candidate's solution for the fashion textile item.
- ◆ The candidate's completed plan.
- ◆ Evidence of making the item.
- ◆ The candidate's completed fashion/textile item.
- ◆ The candidate's completed record of work.
- ◆ The candidate's completed evaluation.
- ◆ The assessor's observational checklist.

General Marking Instructions

This Course assessment is internally marked by centre assessors and verified by SQA.

This information is provided to help you understand the general principles you must apply when marking candidate evidence. These principles must be read in conjunction with the specific Marking Instructions for each item.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions.
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) The term 'or any other acceptable answer' is used to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers.
- (d) In 2c, candidates can gain between 1 and 5 marks for the construction techniques they demonstrate. These mark allocations are based on the use of a medium weight stable fabric. Up to three additional marks can be awarded for the use of more challenging fabrics. See Construction Techniques Marking Instructions for details.

The following tables provide details on how the marks must be allocated for each Section of this Component. The first and last tables contain the same information presented in different ways. Assessors may find the last table, in the landscape format, useful as an overview of how marks are awarded in the practical activity.

Assessors must also refer to the second table, Construction Techniques Marking Instructions, for direction on how to award marks for candidates' use of construction techniques in this assessment.

Specific Marking Instructions – Section 1: Developing an idea for a detailed fashion/textile item (20 marks)

Assessment Item	Assessment Item Instruction	Max Mark	Marking Instruction	Additional notes on judging the evidence
1a	<i>Identify two research questions to investigate from the chosen brief</i>	2	<p><i>Candidates can be awarded a maximum of 1 mark for each relevant research question</i></p> <p>2 marks Two relevant research questions clearly related to the brief.</p> <p>1 mark One relevant research question clearly related to the brief.</p> <p>0 marks No relevant questions clearly related to the brief.</p>	<p>For a brief such as ‘Produce a fashion/textile item for children to encourage learning’:</p> <ul style="list-style-type: none"> ◆ one possible research question might be: ‘What type of items encourage children to learn?’ ◆ another possible research question might be: ‘What safety issues do I need to consider when making items for children?’

<p>1b</p>	<p><i>Produce evidence of carrying out an investigation into the research questions, using two investigative techniques</i></p>	<p>10</p>	<p><i>Candidates can be awarded a maximum of 5 marks for each different investigative technique used. They can only be awarded a maximum of 5 marks if the same technique is used twice.</i></p> <p>5 marks Evidence provided contains comprehensive relevant information which is related to the research question.</p> <p>4 marks Evidence provided contains highly detailed relevant information related to the research question.</p> <p>3 marks Evidence provided contains detailed relevant information related to the research question.</p> <p>2 marks Evidence provided contains straightforward relevant information which is related to the research question.</p> <p>1 mark Evidence provided contains basic relevant information which is related to the research question.</p> <p>0 marks No relevant evidence linked to the research questions provided.</p>	<p>Evidence of carrying out an investigation should include information about their sources, and could include information in the form of:</p> <ul style="list-style-type: none"> ◆ a graph ◆ a chart ◆ a table ◆ a short report ◆ notes from an interview ◆ or any other relevant evidence <p>Investigative techniques could include:</p> <ul style="list-style-type: none"> ◆ an interview ◆ a survey ◆ a sensory test ◆ a questionnaire ◆ a visit to a retailer/other outlet ◆ an internet search ◆ or any other relevant investigative techniques
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<p>1c</p>	<p><i>Produce an appropriate solution for the detailed fashion/textile item, identifying and explaining four features which relate to findings from the investigation</i></p>	<p>8</p>	<p><i>Candidates can be awarded a maximum of 2 marks for each different feature which is identified, explained and related to the findings from the investigation.</i></p> <p>2 marks The feature, which relates to the findings of the investigation, is identified and explained.</p> <p>1 mark The feature, which relates to the findings of the investigation, is identified but not explained.</p> <p>0 marks Features in the solution are not linked to the investigation.</p>	<p>The solution might include information about features such as :</p> <ul style="list-style-type: none"> ◆ colour ◆ shape ◆ style ◆ design features ◆ fabric ◆ use ◆ purpose ◆ safety ◆ age of the target group ◆ theme ◆ quality ◆ budget ◆ size ◆ durability ◆ ease of care ◆ or any other relevant feature
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Section 2: Making the detailed fashion/textile item (50 marks)

Assessment Item		Assessment Item Instruction	Max Mark	Marking Instruction	Additional notes on judging the evidence
2	a	<i>Produce a plan for the making of the detailed fashion/textile item</i>	3	<p><i>Candidates can be awarded a maximum of 3 marks.</i></p> <p>3 marks All key processes are identified in a logical order, with appropriate time allocations.</p> <p>2 marks Most key processes are identified in a logical order with appropriate time allocations.</p> <p>1 mark Most key processes are identified in a logical order, but may have inappropriate time allocations.</p> <p>0 marks There is no evidence of a plan which identifies relevant processes or appropriate time allocations.</p>	<p>Features of a plan could include:</p> <ul style="list-style-type: none"> ◆ the key processes required to complete the fashion/textile item, in a logical sequence ◆ information about approximate times within which the processes will be completed

2	b	<p><i>Set up, adjust and use appropriate tools and equipment correctly and according to safety guidelines</i></p>	<p>8</p> <p><i>Candidates can be awarded a maximum of 2 marks for correctly setting up tools and equipment.</i></p> <p>2 marks No errors when setting up appropriate tools and equipment correctly and according to safety guidelines.</p> <p>1 mark Some errors when setting up appropriate tools and equipment.</p> <p>0 marks There is no evidence of setting up appropriate tools and equipment correctly and according to safety guidelines.</p> <p><i>Candidates can be awarded a maximum of 2 marks for correctly adjusting tools and equipment.</i></p> <p>2 marks No errors when adjusting appropriate tools and equipment correctly and according to safety guidelines with no errors.</p> <p>1 mark Some errors when adjusting appropriate tools and equipment.</p>	<p>Setting up equipment could include correct positioning of:</p> <ul style="list-style-type: none"> ◆ sewing machine ◆ overlocker ◆ knitting machine ◆ iron and ironing board ◆ or any other suitable piece of equipment <p>Adjusting equipment could include:</p> <ul style="list-style-type: none"> ◆ threading sewing machine, filling bobbin/spool ◆ setting stitch selection, tension ◆ setting temperature of iron according to fabric used ◆ selecting appropriate function of iron – for example, shot of steam ◆ or any other suitable type of adjustment
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			<p>0 marks No examples of adjusting appropriate tools and equipment correctly and according to safety guidelines.</p> <p><i>Candidates can be awarded a maximum of 4 marks for correctly using tools and equipment according to safety guidelines.</i></p> <p>4 marks No errors when using appropriate tools and equipment correctly and according to safety guidelines.</p> <p>3 marks Only a few errors when using appropriate tools and equipment.</p> <p>2 marks Some errors when using appropriate tools and equipment.</p> <p>1 mark Frequent errors when using appropriate tools and equipment.</p> <p>0 marks No examples of using appropriate tools and equipment correctly and according to safety guidelines.</p>	<p>Using equipment and tools correctly could include:</p> <ul style="list-style-type: none"> ◆ using the seam allowance guide on the sewing machine ◆ using the reverse stitch control ◆ using pressing cloths when appropriate <p>Using equipment and tools according to safety guidelines could include:</p> <ul style="list-style-type: none"> ◆ anchoring loose clothing and hair ◆ appropriate carrying of equipment and tools ◆ appropriate storage of equipment and tools ◆ setting up equipment to avoid tripping hazards ◆ maintaining a tidy work area
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	c	<p><i>Make a detailed fashion/textile item using at least eight appropriate textile construction techniques</i></p>	24	<p><i>Candidates can be awarded a maximum of 24 marks.</i></p> <p><i>Candidates must use at least eight appropriate textile construction techniques.</i></p> <p><i>If the candidate does not demonstrate at least eight construction techniques, no more than 21 marks can be awarded.</i></p> <p>Candidates can be awarded between 1 and 5 marks for each construction technique they demonstrate. Assessors must refer to the Construction Techniques Marking Instructions when awarding marks to the techniques demonstrated by candidates.</p> <p>0 marks No construction techniques demonstrated.</p>	

2	d	<p><i>Complete the fashion/textile item to an appropriate standard of quality</i></p>	<p>12</p> <p><i>Candidates can be awarded one mark for each of the following examples of a standard of quality:</i></p> <ul style="list-style-type: none"> ◆ accurate stitching ◆ even stitching ◆ correct stitch used for fabric ◆ even depth hems ◆ correct depth hems ◆ even width of seam allowances ◆ correct width of seam allowances ◆ evenly spaced buttons ◆ accurately applied buttons ◆ pressing to set seams/darts/hems ◆ ironing to remove all unwanted creases ◆ accurate fit/shape/drape ◆ accurate positioning of zip/fastening ◆ accurately applied zip/fastening ◆ accurate cutting of fabric pieces ◆ fabric pieces cut on grain correctly ◆ accurately applied trimmings ◆ interlining used/attached correctly ◆ or any other relevant example <p>0 marks No examples in the standard of quality list above, or equivalent, are demonstrated.</p>	
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2	e	<i>Refer to the plan in a record of work</i>	3	<p><i>Candidates can be awarded a maximum of 3 marks.</i></p> <p>3 marks Candidate has made regular comments on their record of work and clearly linked them to their plan.</p> <p>2 marks Candidate has made occasional comments on their record of work and clearly linked them to their plan.</p> <p>1 mark Candidate has made occasional comments on their record of work but not clearly linked them to their plan.</p> <p>0 marks Candidate has not made any comments in their record of work.</p>	<p>The record of work could include information such as:</p> <ul style="list-style-type: none"> ◆ whether the proposed timelines are being kept to or not, and why ◆ whether the processes are planned in the correct order in the making of the item ◆ any problems with the equipment or tools used ◆ any obstacles that have been encountered, eg having to unpick or re-do some work, ◆ or any other relevant comment
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Section 3: Evaluating the detailed fashion/textile item (10 marks)

Assessment Item		General Marking Instruction	Max Mark	Specific Marking Instruction	Additional notes on judging the evidence
3	a	<i>Produce evidence of carrying out an investigation to evaluate the fashion/textile item using one investigative technique</i>	4	<p><i>Candidates can be awarded a maximum of 4 marks</i></p> <p>4 marks Evidence provided contains highly detailed relevant information related to the research question.</p> <p>3 marks Evidence provided contains detailed relevant information related to the research question.</p> <p>2 marks Evidence provided contains straightforward relevant information which is related to the research question.</p> <p>1 mark Evidence provided contains basic relevant information which is related to the research question.</p> <p>0 marks No evidence of carrying out an investigation to evaluate the item using an investigative technique.</p>	<p>Evidence of carrying out an investigation should include information about their sources, and could include information in the form of:</p> <ul style="list-style-type: none"> ◆ a graph ◆ a chart ◆ a table ◆ a short report ◆ notes from an interview ◆ or any other relevant evidence <p>Investigative techniques could include:</p> <ul style="list-style-type: none"> ◆ an interview ◆ a survey ◆ a sensory test ◆ a questionnaire ◆ an interview ◆ or any other relevant investigative techniques

	b	<i>Evaluate the finished item with reference to the brief and/or the solution, based on findings from your investigation</i>	3	<p><i>Candidates can be awarded a maximum of 3 marks</i></p> <p>3 marks Three relevant evaluative comments that refer to the brief and/or the solution, based on the investigation.</p> <p>2 marks Two relevant evaluative comments that refer to the brief and/or the solution, based on the investigation.</p> <p>1 mark One relevant evaluative comments that refers to the brief and/solution, based on the investigation.</p> <p>0 marks No relevant evaluative comment linked to the solution and/or brief.</p>	<p>Aspects of the fashion/textile item the candidate might evaluate could include:</p> <ul style="list-style-type: none"> ◆ whether the item was suitable to meet the themes in the brief ◆ whether there was enough detail in the solution to make the solution clear ◆ whether the candidate chose the most appropriate textiles for the item ◆ whether the candidate used the most appropriate methods of construction for the item ◆ whether the item is functional or fit for purpose ◆ whether the item is of an acceptable standard ◆ or any other relevant aspect
	c	<i>Evaluate the effectiveness of the development process, referring to the plan</i>	3	<p><i>Candidates can be awarded a maximum of 3 marks</i></p> <p>3 marks Three relevant evaluative comments on the effectiveness of the development process, that refers to the plan.</p> <p>2 marks Two relevant evaluative comments on the effectiveness of the development process, that refers to the</p>	<p>Aspects of the development process that the candidate might evaluate could include whether they:</p> <ul style="list-style-type: none"> ◆ asked appropriate research questions ◆ used the correct investigative techniques ◆ found out enough information to help decide on the solution ◆ planned the work properly ◆ followed the plan

				<p>plan.</p> <p>1 mark One relevant evaluative comment on the effectiveness of the development process, that refers to the plan.</p> <p>0 marks No evaluative comments on the effectiveness of the development process, that refers to the plan.</p>	<ul style="list-style-type: none"> ◆ changed the plan when necessary ◆ managed time well ◆ asked for help when necessary ◆ had enough time to re-do work that wasn't up to standard ◆ used an appropriate investigative technique for the evaluation ◆ or any other relevant aspect
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Construction Techniques Marking Instructions

Candidates can be awarded between 1 and 5 marks for each construction technique they demonstrate, based on the following conditions:

- ◆ Candidates can be awarded a maximum of 3 marks by demonstrating construction techniques from the '1 mark' column.
- ◆ Candidates can be awarded a maximum of 6 marks by demonstrating construction techniques from the '2 mark' column.
- ◆ Candidates can only be awarded a maximum of 21 marks if they do not demonstrate at least eight techniques.
- ◆ The mark allocations are based on the use of a medium weight stable fabric. Candidates can be awarded a maximum of 3 marks for use of textiles that are more challenging: see guidance at the end of the table below.

Technique	1 mark <i>(up to 3 marks)</i>	2 marks <i>(up to 6 marks)</i>	3 marks	4 marks	5 marks
Buttons & Buttonholes	Basic button	Button with stitched shank Reinforced unstitched buttonhole	Machined buttonhole Shaped machined buttonhole	Hand stitched buttonhole	
Collars			Single piece		Multiple piece
Cutting Out	Simple straight lines	Multiple basic shapes More complex curves	Cutting multiple shapes on folds/grain lines as per pattern	Multiple complex shapes, eg complex pattern/appliqué shapes Cut bias strips	

Craft Skills		Fabric painting	Simple, single stitch crocheting Simple tie-dye Simple machine quilting	Two or more crochet stitches used Shaping	Multiple crochet stitched used Detailed tie-dye Detailed quilting
Disposal of fullness	Un-pressed pleats	Darts	Gathers Tucks Pintucks		Darts – shaped/ double pointed
Edge finishes	Pinking scissors/shears	Overlocker/zig zag	Straight bias binding	Bias binding on curve Rolled edges	
Embellishments	Iron-on appliqué Single beads/sequins	Iron-on appliqué with machined satin stitch Machined – basic shape Single colour machine embroidery motif/pattern Couched lines of beads/yarns	Machined – straightforward shape Traditional hand stitched appliqué Applied ribbons/braids	Hand turned appliqué Single colour simple hand embroidery Multiple colour machine embroidery motif(s)/pattern	Multiple beads/sequins forming patterns Multiple colours/stitches hand embroidery

Felting	Simple one colour wet felting Flat needle felting, one colour	Simple shapes /two colours wet felting Needle felting shapes using a mould	Free hand shaping	Multiple layers/colours	
Hand sewing	Tacking Running stitch	Back stitch Ladder stitch Slip stitch	Hemming Chain stitch Blanket stitch		Herringbone
Hems	Plain single machined hem	Machined hem with lay or finished edge	Hand-stitched hem	Machine blind-stitched hem Bound hem	
Insertions & openings			Slit with hemmed edges	Faced slits	Vents Backed pleats Godets
Knitting	Plain knit, no shape	Plain /purl no shape	Plain/purl shaping Two or more colours in a simple pattern	Using stitches other than plain/purl	
Linings		Simple loose lining such as skirt	Fitted linings such as a straight edged bag	Fitted linings such as bag with curved shaping	Complex shape including pockets/zips

Seams	Plain seam	Plain seam with finished edges Overlocked/zig zag stitched together	Single felled seam French seam	Bound seam Fully felled seam	Double stitch seam Lapped seam Welt seam
Patchwork	Simple large squares/precut	Smaller squares/simple shapes	Using borders	Patterns such as log cabin	Patterns including curves/circles
Pockets			Sideseam pocket Patch pocket Lined pocket	Shaped patch pocket	Shaped patch pocket Extension side seam pocket
Waistbands and cuffs		Hem with elastic	Separate, single piece waistband Petersham waistband	Multiple piece waistband	Topstitched waistband
Working with patterns	Using single piece pattern	Placing pattern pieces according to pattern markings	Laying out according to commercial pattern layout diagrams Creating a simple pattern: cushion, appliqué, make up bag	Adjust/modify a commercial paper pattern	

Transferring pattern markings	Tailor's chalk	Tracing paper/tracing wheel	Tailors tacking		
Yokes		Single	Shaped single	Composite shape Double layered	Composite with felled seams
Zips			Plain zip, no turnings Fashion (decorative)	Semi-concealed zip Skirt (lapped, in seam) Open ended zip	Concealed zip Offset
The mark allocations above are based on the use of a medium weight stable fabric. If the candidate uses more challenging fabrics, they can be awarded marks as follows:					
	1 mark	2 marks	3 marks		
Types of fabric	Lightweight woven Fabrics which may fray easily Heavier weight woven fabrics	Heavier knitted fabrics Satin	Sheer fabrics Lightweight knitted fabrics Pile fabrics Matching complex designs such as floral Precision matching of stripes/checks		

Assessment item	Marking Instructions					
	0 marks	1 mark	2 marks	3 marks	4 marks	5 marks
Section 1 (20 marks)						
1(a) Identify two research questions to investigate from your chosen brief 2 marks	No relevant questions clearly related to the brief	One relevant research question clearly related to the brief	Two relevant research questions clearly related to the brief			
1(b) Produce evidence of carrying out an investigation into the research questions, using two different investigative techniques 10 marks	For first investigative technique used: No relevant evidence linked to the research questions provided	For first investigative technique used: Evidence provided contains basic relevant information which is related to the research question	For first investigative technique used: Evidence provided contains straightforward relevant information which is related to the research question	For first investigative technique used: Evidence provided contains detailed relevant information which is related to the research question	For first investigative technique used: Evidence provided contains highly detailed relevant information which is related to the research question	For first investigative technique used: Evidence provided contains comprehensive relevant information which is related to the research question

	<p>Same technique is used as above</p> <p>OR</p> <p>Different technique is used, but no relevant evidence linked to the research questions provided</p>	<p>For second, different, investigative technique used:</p> <p>Evidence provided contains basic relevant information which is related to the research question</p>	<p>For second, different, investigative technique used:</p> <p>Evidence provided contains straightforward relevant information which is related to the research question</p>	<p>For second, different, investigative technique used:</p> <p>Evidence provided contains detailed relevant information related to the research question</p>	<p>For second, different, investigative technique used:</p> <p>Evidence provided contains highly detailed relevant information related to the research question</p>	<p>For second, different, investigative technique used:</p> <p>Evidence provided contains comprehensive relevant information which is related to the research question</p>
<p>1(c) Produce an appropriate solution for the detailed fashion/textile item identifying and explaining four features which relate to findings from the investigation 8 marks</p>	<p>Features in the solution are not linked to the investigation</p>	<p>For each relevant feature in the solution:</p> <p>the feature, which relates to the findings of the investigation, is identified but not explained</p>	<p>For each relevant feature in the solution:</p> <p>the feature, which relates to the findings of the investigation, is identified and explained</p>			

Section 2 (50 marks)						
	0 marks	1 mark	2 marks	3 marks	4 marks	5 marks
2(a) Produce a plan for the making of the detailed fashion/textile item 3 marks	There is no evidence of a plan which identifies relevant processes or appropriate time allocations	Most key processes are identified in a logical order, but may have inappropriate time allocations	Most key processes are identified in a logical order with appropriate time allocations.	All key processes are identified in a logical order, with appropriate time allocations		
2(b) Set up, adjust and use appropriate tools and equipment correctly and according to safety guidelines 8 marks	There is no evidence of setting up appropriate tools and equipment correctly and according to safety guidelines	Some errors when setting up appropriate tools and equipment	No errors when setting up appropriate tools and equipment correctly and according to safety guidelines			
	No examples of adjusting appropriate tools and equipment correctly and according to safety guidelines	Some errors when adjusting appropriate tools and equipment	No errors when adjusting appropriate tools and equipment correctly and according to safety guidelines with no errors			

	No examples of using appropriate tools and equipment correctly and according to safety guidelines	Frequent errors when using appropriate tools and equipment	Some errors when using appropriate tools and equipment	Only a few errors when using appropriate tools and equipment	No errors when using appropriate tools and equipment correctly and according to safety guidelines	
<p>2(c) Make a detailed fashion/textile item using at least eight appropriate textile construction techniques 24 marks</p> <p>If the candidate does not demonstrate at least eight construction techniques, no more than 21 marks can be awarded.</p>	No construction techniques demonstrated	<i>Please refer to p19 for details of mark allocation for construction techniques</i>	<i>Please refer to p19 for details of mark allocation for construction techniques</i>	<i>Please refer to p19 for details of mark allocation for construction techniques</i>	<i>Please refer to p19 for details of mark allocation for construction techniques</i>	<i>Please refer to p19 for details of mark allocation for construction techniques</i>

<p>2(d) Complete the fashion/textile item to an appropriate standard of quality 12 marks</p>	<p>No examples in the standard of quality guidelines, or equivalent, demonstrated</p>	<p>For each of the following types/examples of standard of quality, or equivalent:</p> <ul style="list-style-type: none"> ◆ accurate stitching ◆ even stitching ◆ correct stitch used for fabric ◆ even depth hems ◆ correct depth hems ◆ even width of seam allowances ◆ correct width of seam allowances ◆ evenly spaced buttons ◆ accurately applied buttons ◆ pressing to set seams/darts/hems ◆ ironing to remove all unwanted creases ◆ accurate fit/shape/drape ◆ accurate 				
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		positioning of zip/fastening <ul style="list-style-type: none"> ◆ accurately applied zip/fastening ◆ accurate cutting of fabric pieces ◆ fabric pieces cut on grain correctly ◆ accurately applied trimmings ◆ interlining used/attached correctly ◆ or any other relevant technique 				
2(e) Refer to the plan in a record of work 3 marks	Candidate has not made any comments in their record of work	Candidate has made occasional comments on their record of work but not clearly linked them to their plan	Candidate has made occasional comments on their record of work and clearly linked them to their plan	Candidate has made regular comments on their record of work and clearly linked them to their plan		

Section 3 (10 marks)						
	0 marks	1 mark	2 marks	3 marks	4 marks	5 marks
<p>3(a) Produce evidence of carrying out an investigation to evaluate the fashion/textile item using one investigative technique 4 marks</p>	No evidence of carrying out an investigation to evaluate the item using an investigative technique	Evidence provided contains basic relevant information which is related to the evaluation	Evidence provided contains straightforward relevant information which is related to the evaluation	Evidence provided contains detailed relevant information which is related to the evaluation	Evidence provided contains highly detailed relevant information which is related to the evaluation	
<p>3(b) Evaluate the finished item with reference to the brief and/or the solution, based on findings from your investigation 3 marks</p>	No relevant evaluative comment linked to the solution and/or brief	One relevant evaluative comment that refers to the brief and/ solution, based on the investigation.	Two relevant evaluative comments that refer to the brief and/or the solution, based on the investigation.	Three relevant evaluative comments that refer to the brief and/or the solution, based on the investigation.		

<p>3(c) Evaluate the effectiveness of the development process, referring to the plan 3 marks</p>	<p>No evaluative comments on the effectiveness of the development process, that refers to the plan</p>	<p>One relevant evaluative comment on the effectiveness of the development process, that refers to the plan</p>	<p>Two relevant evaluative comments on the effectiveness of the development process, that refers to the plan</p>	<p>Three relevant evaluative comments on the effectiveness of the development process, that refers to the plan</p>		
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Administrative information

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History of changes

Version	Description of change	Authorised by	Date

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