



External Assessment Report 2011

Subject	Fashion and Textile Technology
Level	Higher

The statistics used in this report are pre-appeal.

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

Comments on candidate performance

General comments

The number of candidates presented for Fashion and Textile Technology showed an increase from last year, and a considerable increase from 2009. (Some centres present every second year if their numbers only justify a class every two years.) Only 20% of candidates embark on the Higher Fashion and Textile Technology Course having studied Standard Grade Home Economics, however almost 52% are direct entries with no previous experience.

As the standard of the Higher Fashion and Textile Technology Question Paper remained the same as previous years, the grade boundaries were not moved.

The average marks 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 paper. Candidates had laid out their answers well showing that they have been well prepared for the examination and had practised past paper questions.

By examining the breakdown of the component marks, it is possible to establish the areas that should be addressed to ensure that future candidates are given the best possible learning experience.

13.5% of candidates achieved no award. The Technological Project briefs are the same for both Intermediate 2 and Higher so it is possible for candidates to move to Intermediate 2 following prelims. (If a candidate changes levels to Intermediate 2 you should ensure that they use the Intermediate 2 pro forma due to the differing mark allocation.)

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

Technological Project

	Areas where candidates performed well	Areas which candidates found demanding
Step 1		
Step 1.1	<p>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.</p>	<p>There were instances of candidates incorrectly copying the brief. Care should be taken to ensure that the brief is correctly copied from the wording provided on SQA's website.</p> <p>On some occasions the candidates failed to correctly demonstrate an understanding of the words 'develop', 'encourages', 'fashion' and 'trend', which had an impact later on the type of solution that was proposed.</p>
Step 1.2	<p>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.</p> <p>Generally, the candidates produced between 5–6 specification points which avoided additional work at later stages. There was a strong link of progression from key points.</p> <p>Candidates demonstrated and understood the 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 'develop', 'encourage' and 'trend' and 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 could 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' — the candidates should make reference to the Candidate Guide and use the correct terminology for investigations or tests. Check that ways of testing/measuring are identified rather than investigations.</p> <p>Some candidates more or less repeated their specification points in the explanation with no further expansion to actually explain their specification, and so earned no marks in this section.</p>

	Areas where candidates performed well	Areas which candidates found demanding
Step 1.3	<p>The majority of candidates identified appropriate investigations to collect data in relation to their specification points and all the key points.</p> <p>A strong progression from the key points and specification points was evident in many candidates' work.</p>	<p>Key words that were missed in the specifications were also omitted in the investigations; this may have been because these key words were omitted from the specifications.</p> <p>However, 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		
Step 2.1	<p>Candidates who made good use of the guidance provided in the Candidate Guide carried out strong investigations which provided valuable data to use when drawing up a solution.</p> <p>Candidates made good use of websites to collect information on a current range of similar products already produced and sold. Websites were clearly identified so the sites could be checked.</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 for the investigations.</p> <p>Some candidates did not show an understanding of the previous fashion trend.</p> <p>Some candidates gave conclusions based on personal opinion and not based on results of investigation or linked to the impact on the possible solution. Conclusions should show progression to the possible impact on a final solution.</p>
Step 2.2	<p>Interesting solutions proposed for Fashion and Textile Technology took inspiration from previous fashion trends or educational items for a child.</p> <p>Some candidates illustrated their solutions with very well drawn solutions which clearly identified sizes, colours, trimming and use of fabrics paints/trimmings — with samples of fabrics attached.</p>	<p>Marks occasionally could not be gained when describing the solution because the sketches/drawings failed to refer to colour, sizes and types of fabrics/trimmings to be applied.</p>

	Areas where candidates performed well	Areas which candidates found demanding
Step 3		
Step 3.1	Most candidates prepared 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 a 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. They should have stated the type of cotton, the width and the quantity required, as well as the colour. Trimming should identify the width, colour, etc. This would allow the correct resources to be purchased.
Step 3.2	When candidates prepared tests that covered all of the specification points, this provided lots of data for evaluation against the specification in 4.1.	In a few cases, testing is still being confused 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	Candidates who made good use of the guidance provided in the Candidate Guide produced 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. 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.
Step 4		
Step 4.1	Candidates who thoroughly tested 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. (Opinion/Fact/Consequence).	Some candidates quoted from the answers in the tests instead of evaluating the information. Evaluations which were not backed up by testing and/or included personal opinions/inaccurate interpretation of results, did not earn marks. Some candidates did not provide evidence of costing to back up their evaluation. Remind candidates there is one additional mark available for additional detail in this section.

	Areas where candidates performed well	Areas which candidates found demanding
Step 4.2	<p>Candidates are advised to complete their evaluation for each step after they have completed the step — see Candidate Guide.</p> <p>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.</p>	<p>Many candidates gave unsupported, personal comments/statements in their attempt to complete the evaluation. These candidates did not understand how to write an evaluative comment and so did not earn the marks. Many candidates spoke about previous experience in SG, Int 1/2 Fashion and Textile Technology. This is not evidence that can be used as the basis of an evaluation. Many candidates spoke of really enjoying the practical sewing part — which is not relevant.</p> <p>This was a really poor area where the consequence in relation to the technological experience was frequently missed.</p>

Other comments on the Technological Project

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

Candidate Performance in Fashion and Textile Technology Question Paper

These comments should be read in conjunction with the examination paper and the marking instructions which will be available on SQA's 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	Well answered.
3	Well answered.
4	Well answered.
5	Not all candidates knew this abbreviation, confusing 'authority' with 'association' or 'agency'. Please note, an abbreviation is tested each year. Abbreviations are identified in the Course content grids.
6	Well answered.
7	Well answered.
8	Well answered.
9	Well answered.
10	Well answered.
11	Most candidates answered well.
12	Answered very well.
13	Most answered well.
14	Well answered. Some candidates did not identify the advantage/disadvantage.

General comments

- ◆ Practise all previous Section A questions.
- ◆ Make up your own Section A questions.
- ◆ Practise relevant Section A questions from either Fashion and Textile Technology or questions from Lifestyle Consumer Technology which are linked to consumer or textile questions.
- ◆ Sentences are not required in early questions/answers until the candidate has been 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, candidates must give the heading or an indication which is positive and negative in their responses.

- ◆ Where centres have practised Section A, their candidates tended to score well which obviously helped the final score on the paper.

Section B Question 1 — Compulsory question

	Facts about performance	Action required
1a	<p>Identification of stages was generally very 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 cotton processing.</p> <p>Check and learn fibres that can be examined each year.</p>
1b	<p>Some candidates attempted this question well and evaluated each fibre property individually in relation to a chef's uniform.</p>	<p>Candidates would benefit from practice in this area.</p> <p>This is similar to the nutrition evaluation questions in Health and Food Technology and Lifestyle and Consumer Technology. Each fibre property should be treated individually.</p> <p>Candidates should include each of the stages of the evaluation — opinion (good or bad), fact (linked to a knowledge of the rating given) and consequence (in relation to a chef's uniform and the conditions in a kitchen). Candidates should formulate answers for both cotton and polyester.</p>
1c	<p>Candidates lacked knowledge of both mixed and blended and textured yarns. Candidates showed knowledge of one advantage for each and many attempted the question as an advantage/ disadvantage question.</p>	<p>Candidates must learn different types of yarns and their uses.</p> <p>Apply answering technique to ensure the candidate provides enough information to gain maximum marks.</p>
1d	<p>Well answered by candidates as they demonstrated knowledge of stretch fabrics in relation to swimwear.</p>	<p>Candidates should use the mark allocation and the wording of the question to make sure they provide all stages of the evaluation answer — Opinion/Fact/ Consequence.</p>

Choice questions

Question 2

	Facts about performance	Action required
2a	Generally well answered — good application and answering technique. Candidates displayed good knowledge of the fashion cycle.	Continue to learn this area of the Course.
2b	Candidates tended to state facts about each influence without explaining the link to fashion. Generally well answered.	Candidates should be given the opportunity to consider the influences on fashion.
2c	Well answered by candidates as they are familiar with this type of question. Most made the link in the evaluation to hooded tops.	Continue to practise this type of question using past papers.
2d	Good knowledge of market research techniques. However, candidates often failed to evaluate using Opinion/Fact/Consequence.	Candidates should use the mark allocation and the wording of the question to make sure they provide all stages of the evaluation answer — Opinon/Fact/Consequence.
2e	Poor knowledge of Acts — candidates confused the Sale and Supply of Goods Act and the Trade Descriptions Act.	Acts are tested in all examination papers — the candidates should learn key facts about each of the Acts. These are identified in the Course content grids.

Question 3

3a	Well answered. Good understanding demonstrated of the factors to consider for clothing during pregnancy.	Practise this type of question for different groups of people.
3b	Candidates identified with this question and as a result answered this question well when they used Opinion/Fact/Consequence and made the link to the baby's sleep suit.	Learn the stages in the product development strategy. Practise this type of question for all stages of the product development process. Provide opportunities to practise with a range of textile products.
3c	Candidates answered this question well and showed good knowledge of promotional techniques. Marks were lost through not using Opinion/Fact/Consequence.	Candidates should use the mark allocation and the wording of the question to make sure they provide all stages of the evaluation answer — Opinion/Fact/Consequence.
3d	Not well answered by candidates. UV reactive and 'glow in the dark' — candidates knew one fact about each but had difficulty in applying evaluative technique and linking to the needs of a toddler.	Candidates must learn about the technological developments in fabrics and apply their uses to different situations.
3e	Fairly good knowledge of Trading Standards Department — however, candidates often failed to refer to the consumer.	Candidates should learn the key facts about the organisations which protect the consumer.

Question 4

4a	Candidates showed good understanding of the principles of design, but failed to give detailed explanations.	Candidates should learn the principles of design and be able to explain their relevance.
4b	Candidates liked this question and performed well. The candidates evaluated this question well and made reference to the wedding outfit.	Continue to practise this type of question for a wide range of textile items.
4c	Candidates showed knowledge of each of the ways of adding colour to textiles — although the explanations were quite minimal at times.	Learn how to apply colour in relation to a wide range of textile items.
4d	Candidates explained rather than evaluated the labels and as a result they had a lack of knowledge to use as the basis of a four-mark evaluative question.	Candidates should use the mark allocation and the wording of the question to make sure they provide all stages of the evaluation answer — Opinion/Fact/Consequence.
4e	Good knowledge demonstrated when candidates linked the equipment to the textile industry.	Continue to learn about the type of equipment used in the textile industry.

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 the Candidate Guide for the Technological Project which can be downloaded from SQA's website. They will be available when the new briefs for the Technological Project are published. Please ensure that the updated proforma 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 that they maximise the marks they can gain.

Candidates may find it helpful to identify a target group for their project as this may help them to focus on the needs of this particular group and so produce a more in-depth piece of work.

Candidates should take responsibility for checking that each page of the project has been correctly collated and is included in the final work submitted to 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 justified.

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 SQA's website, candidates should be encouraged to devise their own specification points, investigations and tests which will then be more clearly focused on the wording of the brief.

Written paper

Candidates who have applied the correct answering technique achieve a higher mark than those from centres where there has been less emphasis on answering technique. 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 there was not enough written.

Centres should create a well balanced prelim which meets the correct question 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 SQA's 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 difficult and require more detail when they have the following wording — advantage, disadvantage, explain, benefit, etc.

Practise Section B Question 1 to ensure that the candidates can answer the textile evaluation question. They should tackle each fibre individually, linked to the wording in the focus of the question.

Although candidates use evaluation skills in Question 1, they often do not apply the same answering technique in the choice questions. The candidates frequently have the knowledge but as they fail to evaluate, they cannot gain valuable marks.

Allowing candidates to mark a copy of a candidate written paper illustrates how marks are lost and gained, which is useful in training candidates on answering technique.

Candidates can make use of bullet points to reduce the amount of writing and so save time — but they must still ensure that they refer to the wording of the question.

Note: Fashion and Textile Technology candidates 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 similar styles of question to the current questions. It is good practice to compile question papers using official SQA papers from the previous three or four years. Avoid issues linked to 'en bloc' by not 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: half marks have not been used for a number of years and questions using half marks must 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 the current instructions.

If you have taught this Higher Course for a minimum of three years, you are encouraged to apply to mark the Higher Question Paper. Please go to the [Appointee Management](#) section of the SQA website for further information.

Statistical information: update on Courses

Number of resulted entries in 2010	166
------------------------------------	-----

Number of resulted entries in 2011	223
------------------------------------	-----

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	29.1%	29.1%	65	105
B	29.6%	58.7%	66	90
C	20.2%	78.9%	45	75
D	7.6%	86.5%	17	67
No award	13.5%	100.0%	30	-

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.