



External Assessment Report 2012

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

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 for the last 4 years. Some centres present every second year if their numbers only justify a class every two years. 22% candidates embark on the Higher Fashion & Textile Technology course having studied Standard Grade Home Economics and almost 38% are direct entries with no previous experience. 86.5% of candidates achieved a grade A-C, and 7.4% were awarded a grade D.

As the specification/standard for the Higher Fashion & Textile Technology paper was the same as previous years, the Grade Boundaries did not change.

By examining the breakdown of the component marks and the detailed information in this report it is possible to establish the areas that should be addressed to ensure that future candidates achieve their potential. See guidance in sections later in this report.

6% of candidates achieved a No Award and, Centres should remember that the briefs are the same for Intermediate 2 and Higher and it is possible to drop candidates to the lower level after the prelims where appropriate.

The average mark for the Technological Project has slightly decreased from last year but the written paper has slightly improved. 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 been well prepared for the examination and had practiced past paper questions.

Ways of improving candidate performance can be established by following the guidance below.

Technological Project

	Areas where candidates performed well	Areas which candidates found demanding
Step 1		
Step 1.1	Most candidates provided good explanations of the key wording of the brief. Those candidates who provided more detail in their explanations of the key points tended to demonstrate better understanding of the brief, which benefitted them at later stages of the technological project.	There were occasional instances of candidates incorrectly copying the brief. Care should be taken to ensure that the brief is correctly copied from the wording provided on the SQA website. On some occasions the candidates failed to correctly demonstrate an understanding of the words 'incorporating' and 'recycled materials', which had an impact later in the type of solution that was proposed.
Step 1.2	Specification points were usually acceptable with most containing more detail than the brief. The candidates that developed specification points that	The key words that were quite often missed out were 'incorporating', 'recycled' and 'range'. This carried on into step 1.3 investigations.

	<p>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 specifications points, which avoided additional work at later stages.</p> <p>A strong link of progression from key points was visible.</p> <p>More candidates this year demonstrated and understood 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>These 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. 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. 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 of 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 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.</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>Centres which made good use of the guidance provided in 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 collect information on current range of similar products already produced and sold. Websites were clearly identified so the sites</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>

	could be checked.	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.
Step 2.2	Interesting solutions proposed for FTT taking inspiration recycled materials and teenage party ranges. 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 .
Step 3		
Step 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.
Step 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	In a few cases, testing was still 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	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. 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	<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 that 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 — OFC).</p>	<p>Some candidates quoted from the answers in the tests instead of evaluating the information.</p> <p>Some 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>Many candidates are not picking up the extra 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.</p> <p>Some candidates appear to 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 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

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

Question Paper

Section A

Question	Comment
1	Well answered
2	Well answered
3	Some lack of knowledge of physical finishes
4	Well answered
5	Well answered
6	Well answered
7	Many pupils not understanding super-wash wool.
8	Well answered
9	Well answered
10	Lack of knowledge of textured yarns

11	Mostly answered well
12	Answered very well.
13	Most answered well – some struggling to gain 2 marks
14	Well answered. Some not identifying advantage / disadvantage.

General comments

- ◆ Practise all previous Section A questions
- ◆ Make up your own section A questions
- ◆ Practice relevant Section A questions from either FTT or LCT which are linked to consumer or textile questions.
- ◆ Sentences are not required in early questions until the candidate is asked for benefits, advantages and disadvantages etc.
- ◆ Check the wording of questions – is the question asking for a benefit, a cause, a way etc? This should be clear in the answer.
- ◆ When advantages and disadvantages are given pupils must give the heading or an indication as to which is positive and negative response.
- ◆ Where centres have practised Section A the 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	Identification of stages generally very good. Candidates who were prepared for this part of the question often scored all six marks.	Check and learn fibres that can be examined each year.
1b	Most candidates attempted this question well and evaluated each fibre property individually in relation to a summer cardigan	This is a good area for candidates to practice as similar questions are asked each year. This is similar to the nutrition evaluation questions in HFT and LCT, and 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 silk and polyester.
1c	Candidates were lacking in knowledge of chemical 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	This was well answered by candidates as they demonstrated knowledge of knitted	Candidates should use the code given against the mark allocation and the

	fabrics for a scarf.	wording of the question to make sure they provide all stages of the evaluation answer — opinion, fact, consequence (OFC).
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Choice Questions

Question 2

2a	Generally well answered –good application and answering technique. Candidates displayed good knowledge of Paul Smith.	Continue to learn influences of the different fashion designers.
2b	Candidates tended to state factors for choosing labels but lost marks for lack of explanation. Generally well answered.	Candidates should consider reasons for choosing designer labels.
2c	Not well answered by candidates as they lacked knowledge of CAD/CAM.	Lack of knowledge of CAD / CAM and responses lacked evaluation technique linked to the textile manufacturer. Continue to practise this type of question using previous papers.
2d	Candidates able to gain 1 mark for each area although some responses lacking depth of knowledge.	Revise stages of construction.
2e	Not well answered – knowledge of disassembly but not evaluated for the textile manufacturer.	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 3

3a	Well answered. Good understanding demonstrated of the factors to consider for choice of clothing for the elderly.	Practice this question for different groups of people.
3b	Candidates identified with this question and as a result answered this question well and made the link to the dressing gown.	Learn the stages in the product development strategy. Practice this type of question for all stages of the product development process. Provide opportunities to practice with a range of textile products.
3c	Candidates answered this question well and showed good knowledge of the factors on the star profile. Marks were not gained through not using OFC.	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 if evaluative technique used in the answer. Some good	Candidates must learn decorative techniques and their application to textile

	knowledge of embroidery.	items.
3e	Fairly good knowledge of OFT 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 factors influencing colour choice of clothing.	Candidates should practise similar questions.
4b	Candidates demonstrated some knowledge of the labels on textile items but were lacking depth of explanation.	Continue to practice this type of question for a range of textile labels.
4c	Candidates showed good knowledge of job production and performed well when evaluation technique used for the theatre costume.	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).
4d	Lack of knowledge of microfibres to use as the basis of a four mark evaluative question.	Candidates should use the code given against the mark allocation and the wording of the question to make sure they provide all stages of the evaluation answer (OFC).
4e	Good knowledge of the CAB but limited knowledge of the ASA.	Continue to learn the organisations which protect the consumer.

Advice to centres for preparation of future candidates

Technological Project

- ◆ Centres must ensure they use the up-to-date version of the Teacher Guide and Candidate Guide for the technological project, which can be downloaded from the SQA website. This will be available when the new briefs for the technological project are published at the end of September 2012. 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 they maximise the marks they earn.
- ◆ Candidates may find it helpful to identify a target group for their project as this may help them to focus on the needs of this particular group and so produce a more in depth piece of work.
- ◆ Candidates should take responsibility for checking that each page of the project has been correctly collated and is included in the final work submitted to 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.
- ◆ 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.
- ◆ 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.

Written paper

- ◆ Candidates who have applied the correct answering technique achieve a higher mark. Those candidates who could answer evaluation questions correctly in the choice questions tended to score higher total marks for their papers.
- ◆ Candidates should use the mark allocation to establish how many answers they should provide — in some areas too much was written, and in other areas not enough.
- ◆ Create a well balanced prelim which meets the correct paper specification. This will prepare the pupils well for the written examination. This evidence can also be used to generate evidence for absentee candidates and appeals if necessary.
- ◆ Encourage candidates to use the SQA website for past papers, update letters, marking instructions, Understanding Standards materials etc.

- ◆ On some occasions candidates could not access the marks as they failed to understand what the question was asking, eg properties of wool. This can be tackled by allowing pupils access to past papers and marking instructions. Pupils could be issued with a booklet comprising all past papers and one copy of up to date marking instructions so that they can see how they should be formulating their answers to access the marks.
- ◆ Practice all past Section A questions and encourage candidates to create their own Section A questions. Candidates who are well prepared for Section A demonstrate a wide knowledge of the course content and may therefore perform well in the rest of the paper.
- ◆ The questions towards the end of Section A are more difficult and require more detail when they have the following wording: advantage, disadvantage, explain, benefit etc.
- ◆ Practice Section B question 1 to ensure that the candidates can answer the textile evaluation question. They should tackle each fibre individually linked to the wording in the focus of the question.
- ◆ Although candidates use evaluation skills in question 1, they often do not apply the same answering technique in the choice questions. The candidates frequently have the knowledge but as they fail to evaluate they don't gain valuable marks.
- ◆ Allowing candidates to mark a copy of another candidate's written paper illustrates how marks are awarded, 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 to ensure they sit a valid prelim with a similar style of questions to the current questions, so it would be advisable to compile questions from the previous three or four years. Avoid issues linked to 'en bloc' by avoiding using a complete question from any previous paper. Mix up questions from previous papers. It would be useful, but not essential, to change the focus of the questions, eg if the question is focused on a tent, change the question to one on sleeping bags. Note: 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, to raise attainment is to apply for marking the written paper. See SQA website for details.

Statistical information: update on Courses

Number of resulted entries in 2011	223
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Number of resulted entries in 2012	167
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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	29.3%	29.3%	49	105
B	29.9%	59.3%	50	90
C	25.7%	85.0%	43	75
D	5.4%	90.4%	9	67
No award	9.6%	100.0%	16	-

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.