



## Course report 2022

Subject	Fashion and Textile Technology
Level	National 5

This report provides information on candidates' performance. Teachers, lecturers and assessors may find it useful when preparing candidates for future assessment. The report 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 assessment documents and marking instructions.

The statistics used in this report have been compiled before the completion of any appeals.

# Grade boundary and statistical information

## Statistical information: update on courses

Number of resulted entries in 2022	580
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## Statistical information: performance of candidates

### Distribution of course awards including grade boundaries

<b>A</b>	Percentage	15.4	Cumulative percentage	15.4	Number of candidates	90	Minimum mark required	70
<b>B</b>	Percentage	22.5	Cumulative percentage	37.9	Number of candidates	130	Minimum mark required	60
<b>C</b>	Percentage	31.3	Cumulative percentage	69.2	Number of candidates	180	Minimum mark required	50
<b>D</b>	Percentage	19.6	Cumulative percentage	88.8	Number of candidates	115	Minimum mark required	40
<b>No award</b>	Percentage	11.2	Cumulative percentage	N/A	Number of candidates	65	Minimum mark required	N/A

You can read the general commentary on grade boundaries in appendix 1 of this report.

In this report:

- ◆ 'most' means greater than 70%
- ◆ 'many' means 50% to 69%
- ◆ 'some' means 25% to 49%
- ◆ 'a few' means less than 25%

You can find more statistical reports on the statistics page of [SQA's website](#).

## **Section 1: comments on the assessment**

### **Question paper**

The question paper performed as expected. Feedback from centres suggests it was fair in terms of coverage and overall level of demand.

### **Assignment**

Feedback suggests the separation of the assignment from the practical activity was well received, although some centres continue to make the item designed by candidates in response to the assignment.

There was no bias towards either of the given briefs, with candidates choosing both and performing to a similar standard in each.

### **Practical activity**

Visiting verification resumed this year. Most centres visited felt it was useful and viewed the opportunity to check their own marking against the national standard as a beneficial experience.

## **Section 2: comments on candidate performance**

### **Question paper**

Question 1(a): most candidates could give reasons why a woven fabric was suitable.

Question 1(b): many candidates were able to identify properties or characteristics of wool, but failed to evaluate why this would be a good choice for a winter coat.

Question 1(c): most candidates could identify at least one benefit of lining the coat, although some incorrectly stated it would make it stronger.

Question 1(d): most candidates correctly identified safety considerations, but some failed to explain what the hazard was.

Question 2(a): candidates have a better understanding of what this question requires of them, consequently it was answered more successfully this year, although the two features of style were completed in more detail than the one feature of fastening.

Question 2(b): Most candidates were able to identify at least two key features of 100% polyester, although only some were able to identify the four required. Some candidates failed to evaluate why the feature would be suitable/unsuitable for workwear trousers.

Question 3(a): Many candidates correctly identified factors which might be considered in the development of a rucksack, although a few candidates talked about a small fashion type backpack.

Question 3(b): Many candidates did not know what a bonded fabric was.

Question 3(c): Some candidates knew factors about nylon which would impact the environment, but did not explain what the impact would be.

### **Assignment**

Most candidates attempted all sections of the assignment.

#### **Stage 1**

Themes

Most candidates were able to identify the two key themes.

Investigations

Most candidates were able to do three investigations, although not all were clearly separated into three distinct investigations. Some candidates focused on only one key theme, and forgot about the other, for example the stage show theme was missed by candidates who focused entirely on the needs of the dancer, similarly the embellished theme was missed, and it became purely about the pet's needs.

Some candidate's investigations did not provide four new points of information, instead they consolidated previous points. For example, '...cotton was found in 12/20 items...', '... cotton was the preferred choice in the questionnaire...', '...an expert confirmed cotton was a

suitable fabric...'. This doesn't move the development of the item forward, and led to candidates having difficulty justifying enough features of their design.

Some candidates used colour as a key feature, but evidence was provided in black and white. Whilst it was marked, it did limit the candidate's ability to gain full marks.

Candidates who have clearly decided what their design solution is going to be before they started investigations tend to limit themselves and restricted their ability to access marks.

#### Design solution

The presentation of the design solution was generally done well.

Many candidates identified features and were able to justify them, but a few did not, using information not found in investigations, or relying on personal opinion. To be awarded marks, features and justification must be based on the findings contained in the investigations completed by the candidate in section 1.

A few candidates did not identify fabrics, but instead referenced characteristics like 'stretchy'. This meant they could not access the marks for identifying the properties and characteristics of a particular fabric.

#### Testing

Most candidates carried out a suitable test but most failed to draw valid points of information from the test, instead of just rewriting the results.

#### Evaluation

As a result of not identifying points of information which could be used to evaluate the solution, most candidates failed to access marks in this section.

### **Practical activity**

Most centres visited had made items which met the criteria of eight construction techniques, although a few centres are still limiting candidates by only marking construction techniques.

A wide range of items were made, with centres making good use of the patterns published on the Understanding Standards website, as well as using their own patterns.

Where there were issues with centres making judgements that were not in line with the national standard, it was often caused by misidentification of the construction technique rather than marking incorrectly or items being made which only just met the eight techniques criteria and so there was no margin for error if a candidate failed to complete a technique.

## **Section 3: preparing candidates for future assessment**

### **Question paper**

Candidates generally performed marginally better than in previous years. However, whilst it is clear candidates possess relevant knowledge, they do not always apply this knowledge to the context of the question. For example, in question 1(b), candidates correctly identified that wool was warm, but failed to evaluate why this would be good for a winter coat.

In question 1(d), it is not enough to state what the user should do. For example, a candidate who says tie long hair back is not explaining the safety consideration. Candidates need to explain that this would prevent entrapment in the sewing machine. A useful strategy which centres could teach candidates would be to use factor and impact when structuring an answer.

In question 2(a), it is not enough to state 'use a zip'. Describe questions require the candidate to provide sufficient evidence about the type and the position of the zip to allow the fastening to be clearly visualised. The explanation must then provide sufficient detail as to the suitability of this fastening in relation to trousers for a staff member in the safari theme park. For example, a fly front zip provides a quick and secure method of fastening which would be suitable for a theme park as the fly front covers the zip, and would allow the theme park worker to look professional.

Centres should encourage candidates to refer to the item stated in the question rather than use the general term, for example item/clothes/garment, as this prevents the candidate from linking back to the question effectively.

### **Assignment**

A few centres failed to use the correct brief or quoted this incorrectly, consequently candidates were unable to identify the key themes. Centres are reminded that the briefs are published in September each year on the Fashion and Textiles Technology subject page and are the same for both National 5 and Higher. These could be adapted for National 4 combined unit assessment if teaching a tri level class.

### **Stage 1**

#### **Themes**

Most candidates correctly identified the two key themes. Centres should remind candidates that no explanation is required at National 5.

#### **Investigations**

Candidates should be reminded that both key elements of the brief need to be investigated. This allows candidates to access the full range of marks in the justification and evaluation stage.

Investigations which rely on colour as a key feature should be provided in colour, as black and white images do not allow for clear visualisation when marking.

Centres should ensure that all three investigations are clearly separated and that points of information to be taken forward are clearly identified at the end of each investigation. Each investigation should provide four new points of information rather than consolidating previous points, or narrow a range of choices down.

Centres should encourage candidates to avoid deciding what they are developing too early on and to investigate a wide range of items. Candidates who do not provide a wide range of examples limit their ability to draw valid conclusions. Some candidates investigated only four or five items, which meant it was difficult to find common features or colours.

Centres are reminded that good practice would be to ensure that one investigation includes research into the properties and characteristics of fibres and construction techniques suitable for their solution, as this allows candidates to access marks for justification of properties and characteristics in section 2.

Centres should avoid teaching the use of formulaic answers for the points of information. For example, '...I found xxxxx, therefore I will consider this in my next investigation...', or '...I will include this in my design solution...', as it can lead to the candidate failing to make it clear how they are moving the finding forward.

#### Design solution

Justifications must be based on the findings contained in the investigations completed by the candidate in section 1.

The properties and characteristics must be linked to a particular fabric which has been identified from the investigations.

#### Testing

Most candidates carried out a suitable test, but failed to draw valid points of information from it, instead just re-writing the results. Candidates should show a progressive approach to their conclusion and not simply repeat information.

Candidates must provide a suitable key when presenting test results to allow for valid judgements to be made. Asking additional questions to obtain more detail often provides them with information that they can better evaluate.

#### Evaluation

Centres are reminded that an evaluation must include a fact, a judgement, and an impact. The fact should come from the testing carried out in section 3 rather than the investigations carried out in section 1.

#### **Practical activity**

Centres should refer to the *Textile Construction Techniques* guidance document which is available on the Understanding Standards website to ensure they are marking the correct technique.

Centres can assist candidates to help ensure the item being made is of sufficient complexity for the level they are being presented at, this includes adaptations to different techniques if the candidate is unable to complete the item as planned.

## Appendix 1: general commentary on grade boundaries

SQA's main aim when setting grade boundaries is to be fair to candidates across all subjects and levels and maintain comparable standards across the years, even as arrangements evolve and change.

For most National Courses, SQA aims to set examinations and other external assessments and create marking instructions that allow:

- ◆ a competent candidate to score a minimum of 50% of the available marks (the notional grade C boundary)
- ◆ a well-prepared, very competent candidate to score at least 70% of the available marks (the notional grade A boundary)

It is very challenging to get the standard on target every year, in every subject at every level. Therefore, SQA holds a grade boundary meeting for each course to bring together all the information available (statistical and qualitative) and to make final decisions on grade boundaries based on this information. Members of SQA's Executive Management Team normally chair these meetings.

Principal assessors utilise their subject expertise to evaluate the performance of the assessment and propose suitable grade boundaries based on the full range of evidence. SQA can adjust the grade boundaries as a result of the discussion at these meetings. This allows the pass rate to be unaffected in circumstances where there is evidence that the question paper or other assessment has been more, or less, difficult than usual.

- ◆ The grade boundaries can be adjusted downwards if there is evidence that the question paper or other assessment has been more difficult than usual.
- ◆ The grade boundaries can be adjusted upwards if there is evidence that the question paper or other assessment has been less difficult than usual.
- ◆ Where levels of difficulty are comparable to previous years, similar grade boundaries are maintained.

Grade boundaries from question papers in the same subject at the same level tend to be marginally different year on year. This is because the specific questions, and the mix of questions, are different and this has an impact on candidate performance.

This year, a package of support measures including assessment modifications and revision support, was introduced to support candidates as they returned to formal national exams and other forms of external assessment. This was designed to address the ongoing disruption to learning and teaching that young people have experienced as a result of the COVID-19 pandemic. In addition, SQA adopted a more generous approach to grading for National 5, Higher and Advanced Higher courses than it would do in a normal exam year, to help ensure fairness for candidates while maintaining standards. This is in recognition of the fact that those preparing for and sitting exams have done so in very different circumstances from those who sat exams in 2019.



The key difference this year is that decisions about where the grade boundaries have been set have also been influenced, where necessary and where appropriate, by the unique circumstances in 2022. On a course-by-course basis, SQA has determined grade boundaries in a way that is fair to candidates, taking into account how the assessment (exams and coursework) has functioned and the impact of assessment modifications and revision support.

The grade boundaries used in 2022 relate to the specific experience of this year's cohort and should not be used by centres if these assessments are used in the future for exam preparation.

For full details of the approach please refer to the [National Qualifications 2022 Awarding—Methodology Report](#).