



Course Report 2014

Subject	Fashion and Textile Technology
Level	National 5

The statistics used in this report have been compiled before the completion of any Post Results Services.

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 assessment and marking instructions for the examination.

Section 1: Comments on the Assessment

Component: Practical Activity 'Producing a fashion/textile item'

There are three sections in the practical activity.

Section 1: Developing an idea for a detailed fashion/textile item

Identifying two research questions to investigate from the chosen brief

Performance in this section of the practical activity was to a good standard. Questions derived were relevant to the brief and would allow for good quality feedback and a range of possible solutions.

Producing evidence of carrying out an investigation into the research questions, using two investigative techniques

Appropriate investigations were used to gain information to progress effectively.

Producing an appropriate solution for the detailed fashion/textile item, identifying and explaining four features which relate to findings from the investigation

Most solutions illustrated clear links that originated from the investigation findings.

Some solutions had poor reference to the investigation results. Candidates should ensure that there are clear links from their findings to the chosen solution.

Section 2: Making the detailed fashion/textile item

Producing a plan for the making of the detailed fashion/textile item

Plans produced were to a good standard and allowed construction of the item to be made effectively. Plans clearly identified the dates used for manufacture and produced a logical sequence of work.

Setting up, adjusting and using textile tools and equipment correctly and according to safety guidelines

Good understanding, throughout centres, of the appropriate selection and use of tools in the manufacturing of the fashion/textile item. SQA checklists were used to good effect within centres.

Making a detailed fashion/textile item using at least eight appropriate textile construction techniques

The majority of centres used appropriate selection of techniques/skills to produce the chosen fashion/textile solution. These techniques allowed for a range of items to be produced to the correct standard. Generally techniques selected, illustrated a good understanding of fabric characteristics to ensure of a quality finish.

Completing the fashion/textile item to an appropriate standard of quality

Overall standard of constructing fashion/textile items was to a very good standard. Centres set high standards for candidates and the majority of the fashion/textile items manufactured were fit for their intended purpose.

Referring to the plan in a record of work

More referencing to the plans is required to ensure that candidates gain marks in this area of section 2. Some plans of work are not mentioned or have minimal reference in the record of work.

Section 3: Evaluating the detailed fashion/textile item

Producing evidence of carrying out an investigation to evaluate the fashion/textile item using one investigative technique

The majority of centres produced an investigation that allowed for quality feedback on the finished fashion/textile item. All experts should be clearly identified to ensure the investigation is valid.

Evaluating the finished item with reference to the brief and/or the solution, based on findings from the investigation

The majority of evaluations were well written and reflected the brief and original research that the candidates had undertaken. Some answers were lacking in detail and had no link to original research (section 1).

Evaluating the effectiveness of the development process, referring to the plan

Good evaluative responses, with clear links to each area of the manufacturing process of the fashion/textile item. Generally this area was to a good standard and provided evidence of candidates' awareness of their skills and quality of the finished solution.

Section 2: Comments on candidate performance

Component: Practical Activity 'Producing a fashion/textile item'

Section 1: Developing an idea for a detailed fashion/textile item

Identifying two research questions to investigate from the chosen brief

In general candidates selected two questions that would enable them to gain a large quantity of feedback. These questions were relevant to the brief and the development of an appropriate final solution.

Producing evidence of carrying out an investigation into the research questions, using two investigative techniques

The majority of investigations were of a very good standard and allowed for effective progression in the selecting of an appropriate final solution.

Candidates used a variety of techniques to obtain quality information.

Some candidates are not identifying the specified expert for some investigations, namely questionnaires/interviews. Candidates should state the relevant information of experts used to ensure the investigation is valid.

Candidates should ensure that all responses/information obtained from the investigation are well laid out and easy to interpret.

Producing an appropriate solution for the detailed fashion/textile item, identifying and explaining four features which relate to findings from the investigation

Solutions selected by candidates illustrated clear links to the brief and their chosen investigations. All fashion/textile solutions were appropriate to the brief.

Section 2: Making the detailed fashion/textile Item

Producing a plan for the making of the detailed fashion/textile item

The majority of candidates created effective time plans, which assisted them with the manufacturing of the fashion/textile item.

Some plans were lacking in detail and others were difficult to interpret and not broken down into manageable tasks.

Setting up, adjusting and using textile tools and equipment correctly and according to safety guidelines

Candidates had a clear understanding of the equipment and tools that they were using, with the majority of candidates showing dexterity in their handling of these items.

Candidates demonstrated an understanding of the characteristics of the various textiles that they were working with and selected appropriate tools to ensure a quality finish for their final item.

Making a detailed fashion/textile item using at least eight appropriate textile construction techniques

Candidates used a variety of construction techniques to manufacture their items effectively.

Justification of the construction techniques was well exemplified.

An understanding of textile characteristics and their dimensional stability was taken into consideration, with many candidates showing a clear understanding of appropriate techniques to use to construct their item to a suitable standard.

Completing the fashion/textile item to an appropriate standard of quality

A large number of candidates demonstrated very good construction techniques/skills resulting in an item which was fit for its intended purpose.

Overall a large majority of the fashion/textile items produced were to a high quality finish.

Referring to the plan in a record of work

Most candidates referred to the plan of work within their record of work effectively and referenced areas of difficulty that occurred during the construction of their item.

Some candidates did not refer to their plan effectively and this section was lacking in detail.

Section 3: Evaluating the detailed fashion/textile item

Producing evidence of carrying out an investigation to evaluate the fashion/textile item using one investigative technique

This area of the practical assessment was carried out well, with the majority of candidates using a suitable resource that enabled them to gain relevant information. This allowed them to evaluate their completed fashion/textile item effectively.

Candidates used a variety of investigative techniques to collect appropriate information.

Some candidates are not indicating who the expert is, when used in an investigation. The expert should be clearly stated to ensure the investigation is valid.

Evaluating the finished item with reference to the brief and/or the solution, based on findings from the investigation

The majority of candidates referred to the brief and original findings from section 1 during this stage. This ensured they gained appropriate marks within this section. This allowed them to clearly evaluate the final solution in relation to these requirements.

Evaluating the effectiveness of the development process, referring to the plan

Candidates demonstrated a good understanding of the development process and most referred to their plan of work. They clearly illustrated links to previous sections and gave valid information which supported their evaluative comments.

Some responses were lacking in detail and required further evaluative comments to gain marks.

Some candidates did not refer to the information in their plan of work.

Section 3: Areas in which candidates performed well

Component: Practical activity

Section1

- ◆ Candidates demonstrated a clear understanding of the research process. The majority of candidates presented valid and purposeful investigation which allowed them to gain relevant and factual information, assisting them to progress effectively with the practical activity. Investigations were generally to a high standard and were delivered using a variety of appropriate resources.
- ◆ Solutions derived by the candidates clearly illustrated links to both the brief and evidence obtained from the investigations. The solutions were appropriate and indicated good understanding of the process.
- ◆ All candidates provided a description of the solution that could be visualised.

Section 2

- ◆ Candidates demonstrated an excellent understanding when setting up, adjusting and using tools and equipment for the construction of their fashion/textile item. Candidates were confident in their ability and followed safety procedures correctly. This understanding allowed the candidates to produce higher quality items.
- ◆ The detailed fashion/textile items were well planned and appropriate to the brief. Candidates demonstrated their construction techniques and skill effectively, and selected techniques that were suitable to the construction of their item, ensuring that it would be fit for purpose.
- ◆ The majority of candidates produced a high quality fashion/textile item and applied appropriate embellishments/surface decorations to further enhance their item.
- ◆ Candidates used their time plans to good effect, allowing them to construct their item in a logical sequence and focus on their time management skills.

Section 3

- ◆ Appropriate investigations were used by the majority of candidates to gain evaluative feedback on their completed fashion/textile item.
- ◆ Relevant target group/interviewee selected where appropriate to investigation carried out.

Section 4: Areas which candidates found demanding

Component: Practical activity

Section 1

- ◆ Some candidates found the selecting of appropriate questions on which to base their investigations challenging.
- ◆ At times candidates did not use questions that would allow them to obtain large quantities of information.
- ◆ Some candidates failed to state the identified expert within their investigations.

Section 2

- ◆ Some candidates did not include sufficient breakdown of time or detail in the work sequence to be awarded the full mark allocation.

Section 3

- ◆ Many candidates based their comments on prior knowledge/personal opinion, and not on the results of testing/investigations. All comments in this section must be based on evidence that can be found in the practical assessment investigations.

- ◆ Candidates often failed to make evaluative comments.
- ◆ Many candidates did not link their evaluative comments to the brief or the original results obtained from their investigations.

Section 5: Advice to centres for preparation of future candidates

Component: Practical Activity

Good practice in centres

- ◆ The majority of candidates were presented at the correct levels.
- ◆ Some centres provided candidates with a range of briefs to allow for greater personalisation and choice.
- ◆ Centres had made good judgements on the Practical Course Assessment, and consistently applied the correct standards to ensure candidates were fairly marked.
- ◆ SQA UASP checklists used effectively for recording purposes.
- ◆ The majority of centres had good quality assurance procedures in place for both internal and external verification. This assisted with consistent application of standardised marking of candidates' work.
- ◆ The majority of centres used photographic/video evidence to good effect. Candidates' work and the process of constructing their item was compiled to assist with marking/verification.
- ◆ Candidates were producing items that were well made and fit for their intended purpose. High standards of workmanship were witnessed and candidates were enthused by the practical aspect of the Course.

Guidance

- ◆ Ensure that all candidates are stating the identified expert in all investigations.
- ◆ Time plan — broken down into manageable sections. Dates, time allocations for tasks and a detailed plan will assist candidates in section 2e.
- ◆ Ensure photographic evidence of resources prior to construction of the final solution.
- ◆ Sections 1 and 3:
 - Marks should only be awarded where candidates refer to the brief within their answers.

- Marks awarded should reflect the level of detail. Some centres were lenient in their marking. Further guidance to follow.
 - Evaluations in section 3 should have reference to the findings within the final investigation report.
- ◆ Section 2 marking issues identified from verification visits:
- 2(c) candidates are awarded marks only for the construction techniques selected and the standard they have carried out.
 - 2(d) candidates are awarded marks for the overall finish of the item, ie is the item fit for purpose? is the item aesthetically pleasing?

Statistical information: update on Courses

Number of resulted entries in 2013	0
Number of resulted entries in 2014	363

Statistical information: Performance of candidates

Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark 80				
A	73.3%	73.3%	266	56
B	15.7%	89.0%	57	48
C	8.3%	97.2%	30	40
D	1.1%	98.3%	4	36
No award	1.7%	-	6	-