



Course Report 2015

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 and assessors 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 1: Practical Activity

There are three sections in the Practical activity assessment task.

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

1 (a) Identify 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 chosen brief and would allow for good quality feedback and a range of possible solutions to be manufactured.

1 (b) Produce evidence of carrying out an investigation into the research questions, using two investigative techniques

Appropriate investigations were used to allow candidates to progress effectively. Candidates used a range of appropriate techniques to gain information for their solution.

1 (c) Produce an appropriate solution for the detailed fashion/textile item, identifying and explaining four features which relate to findings from the investigation

Most solutions demonstrated clear links that were generated from the findings of the investigation. 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

2 (a) Produce a plan for the making of the detailed fashion/textile item

Most plans produced were to a good standard and allowed the construction of the item to be made logically. The majority of plans clearly stated the dates and times of the manufacturing process with the correct sequence of stages.

2 (b) Set up, adjust and use appropriate tools and equipment correctly and according to safety guidelines

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

2 (c) Make a detailed fashion/textile item using at least eight appropriate textile construction techniques

The majority of centres selected appropriate techniques/skills to effectively produce the fashion/textile item. These techniques allowed for a range of items to be produced to the

correct standard. Generally, techniques selected by the candidates demonstrated a good understanding of fabric characteristics, which assisted them in producing an item of a high quality finish.

2 (d) Complete 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.

2 (e) Refer to the plan in a record of work

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

Section 3: Evaluating the detailed fashion/textile item

3 (a) Produce 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. Candidates should clearly identify experts to ensure the investigation is valid.

3 (b) Evaluate the finished item with reference to the brief and/or the solution, based on findings from your 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 were written as a statement rather than an evaluative comment and had no link to the original research obtained in Section 1.

3 (c) Evaluate 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 ability when manufacturing the item and the quality of the finished solution.

Section 2: Comments on candidate performance

Component 1: Practical activity

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

1 (a) 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 allowed for the development of an appropriate final fashion/textile item.

1 (b) 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 to enable candidates to select 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 clearly state the relevant information of the 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.

1 (c) 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

2 (a) 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; others were difficult to interpret and not broken down into manageable tasks. Dates and a broken-down time allocation of tasks should be used within candidates' plans.

2 (b) 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 a good understanding of the characteristics of various textiles. The majority of candidates selected textiles that were suitable for the final fashion/textile item. They selected and adjusted appropriate tools/equipment, for the particular textile, ensuring the final item had a quality finish.

2 (c) 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 done. 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.

2 (d) 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 the majority of the fashion/textile items produced were to a high quality finish.

2 (e) 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

3 (a) 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 which 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 within an investigation. The expert should be clearly stated to ensure the investigation is valid.

3 (b) 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.

3 (c) 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 within their plan of work.

Section 3: Areas in which candidates performed well

Component 1: Practical Activity

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

Candidates demonstrated a clear understanding of the research process. The majority of candidates presented valid and purposeful investigations 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 presented using a variety of appropriate resources, namely interviews, questionnaires, internet/literary research.

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.

The majority of candidates provided a description of the solution that could be visualised.

Section 2: Making the detailed fashion/textile item

Candidates demonstrated an excellent understanding when setting up, adjusting and using tools and equipment which were correct 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 appropriate techniques that were suitable in 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: Evaluating the detailed fashion/textile item

Appropriate investigations were used by the majority of candidates to test their completed fashion/textile item and gain evaluative feedback.

The vast majority of target group/interviewee selected were appropriate to the investigation carried out.

Section 4: Areas which candidates found demanding

Component 1: Practical Activity

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

Some candidates found the selecting of appropriate questions on which to base their investigations challenging.

At times candidates did not use questions which would allow them to obtain large quantities of information.

Some candidates failed to state the identified expert within their investigations.

Section 2: Making the detailed fashion/textile item

Some candidates did not include a sufficient breakdown of times for tasks or detail in the work sequence to be awarded the full mark allocation.

Section 3: Evaluating the detailed fashion/textile item

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 1: Practical Activity

Good practice within centres

The majority of candidates were presented at the correct levels.

Centres had made good judgements on the Practical Course Assessment and consistently applied the correct standards to ensure candidates were fairly marked.

The National 5 Practical Activity assessments records were used effectively for the recording of marks and candidates performance, for each section of the Practical Activity.

The majority of centres had good quality assurance procedures in place for both internal and external verification.

There was a consistent marking approach 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.

Marking of Section 2 is in line with SQA guidelines.

In 2 (c), candidates are being appropriately awarded marks for the construction techniques selected and the standard to which they have been carried out.

The majority of centres are correctly awarding marks in 2 (d) for the overall finish of the item.

Guidance

Ensure that all candidates are stating the identified expert in all investigations. For example, if a candidate is interviewing a fabric shop manager they should state the interviewee's name, job title and place of work (A Young, Fabric shop manager, Mandors Glasgow)

Time plans – these should be broken down into manageable sections. Dates, time allocation of task(s), and a detailed plan with a logical sequence will assist candidates in section 2 (e).

Ensure there is photographic evidence of resources and components prior to construction of the final solution.

In Sections 1 and 3, marks should only be awarded where candidates refer to the brief in their answers. Marks awarded should reflect the level of detail. Some centres were lenient in their marking.

The evaluations in Section 3 should link to the findings within the final investigation.

Statistical information: update on Courses

Number of resulted entries in 2014	363
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Number of resulted entries in 2015	475
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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 - 80				
A	72.0%	72.0%	342	58
B	17.7%	89.7%	84	50
C	8.6%	98.3%	41	42
D	0.6%	98.9%	3	38
No award	1.1%	-	5	-

The assessment was considered to be on standard, so no adjustments were made from notional difficulty. The 2014 adjustment was no longer required. However, there were some indications that the structure of the marking instructions may have caused markers to award marks generously in some areas, so action was agreed to deal with this in future.