



Higher Fashion and Textile Technology

Course code:	C828 76
Course assessment code:	X828 76
SCQF:	level 6 (24 SCQF credit points)
Valid from:	session 2018–19

This document provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

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Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for candidates to complete the course is 160 hours.

The course assessment has three components.

Component	Marks	Duration
Component 1: question paper	45	1 hour and 30 minutes
Component 2: assignment	60	see 'Course assessment' section
Component 3: practical activity	40	

Recommended entry	Progression
<p>Entry to this course is at the discretion of the centre.</p> <p>Candidates should have achieved the National 5 Fashion and Textile Technology course or equivalent qualifications and/or experience prior to starting this course.</p>	<ul style="list-style-type: none">◆ other SQA qualifications in fashion and/or textiles or related areas at the same level (SCQF level 6)◆ further study, employment and/or training <p>An understanding of fashion and textile technology also provides a useful background for a number of other areas such as manufacturing, retail, design and marketing.</p>

Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide time for learning, focus on skills and applying learning, and provide scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

This course combines practical and experiential elements of fashion and textiles with knowledge and understanding of the fashion/textile industry. Skills development throughout the course encourages candidates to apply their knowledge of textile technologies, including the use of tools and equipment and the properties and characteristics of textiles; use problem-solving approaches; make informed decisions; and take responsibility for the development of fashion/textile ideas through to completed items.

The course encourages candidates to acquire and develop a range of attributes, including problem-solving skills, communication skills, flexibility and adaptability, enthusiasm and a willingness to learn. Candidates also develop perseverance, independence and resilience as they take increasing responsibility for directing their learning, thus enhancing their self-confidence and enterprise skills.

Purpose and aims

The course uses relevant contexts to allow candidates to develop knowledge, understanding and skills related to fashion, textiles and industry. Candidates apply knowledge of the properties and characteristics of textiles and textile construction techniques, design, and technological processes to produce complex fashion/textile items.

Candidates explore a range of issues that influence decisions taken by industry and choices made by consumers, and also how the fashion industry affects society and the environment.

The course is practical and experiential, enabling candidates to:

- ◆ analyse and apply understanding of textile properties and characteristics
- ◆ demonstrate and apply understanding of textile construction techniques to make complex fashion/textile items
- ◆ investigate issues which influence the fashion/textile industry and consumers
- ◆ apply understanding of the impact of fashion trends on the fashion/textile industry
- ◆ develop research, planning, presentation and evaluation skills to produce complex fashion/textile items in response to given briefs

The Higher Fashion and Textile Technology course builds on and provides progression from the course at National 4 and National 5 levels, but differs in the depth and breadth of underpinning knowledge and understanding required to develop and make fashion/textile items.

Who is this course for?

The course is suitable for candidates with an interest in fashion and textiles who want to develop practical fashion/textile skills. It is particularly suitable for candidates who enjoy experiential learning through practical activities, or for those interested in entering further education, training or employment in fashion and/or textiles or related sectors.

Course content

The central theme of this course is to develop the skills, knowledge and understanding to support fashion/textile-related activities. Candidates apply both a problem-solving approach and practical skills to develop knowledge and skills relevant to the fashion/textile industry. They have the opportunity to develop, make and evaluate complex fashion/textile items in practical contexts.

Candidates:

- ◆ develop and apply understanding of textile technologies and construction techniques
- ◆ research a range of issues influencing the fashion/textile industry and the choices of consumers
- ◆ develop knowledge and understanding of how the industry develops and creates fashion/textile items
- ◆ apply knowledge and understanding and use a range of textile construction techniques to develop solutions for complex fashion/textile items to meet the needs of given briefs

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ investigation and problem-solving skills in developing design ideas and item development proposals
- ◆ developing ideas, planning, making and evaluating fashion/textile items
- ◆ applying knowledge and understanding in the selection and use of appropriate textiles that are fit for purpose
- ◆ analysing how properties and/or characteristics of textiles and construction techniques are applied to produce items for specified purposes
- ◆ explaining issues which influence decisions made by industry and choices made by consumers
- ◆ communicating and justifying design ideas and item development proposals
- ◆ evaluating the suitability of fashion/textile items for specified purposes
- ◆ selecting and applying a range of appropriate textile construction techniques to make fashion/textile items

Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment:

- ◆ choosing textiles based on their characteristics and properties, and analysing their use for different purposes:
 - fibres: natural fibres, regenerated fibres, synthetic fibres
 - blending and mixing of textiles to modify or adapt their properties
- ◆ types of fabric construction:
 - woven, knitted, felted, bonded
- ◆ technological developments linked to technical textiles:
 - smart fabrics, performance fabrics
- ◆ physical and chemical fabric finishes applied to textiles:
 - brushing/raising, calendering, stone-washing
 - crease resistance, flame resistance, shrink resistance, water repellence/waterproofing, colour fastness
- ◆ applying knowledge of mandatory labelling requirements of fashion/textile items:
 - fibre content, flammability
- ◆ demonstrating knowledge, understanding and application of:
 - the origin of fashion trends
 - influences on fashion design
 - the work of fashion designers in the fashion/textile industry
 - trends in the development of fashion/textile items
- ◆ explaining the ways a range of issues affect the fashion/textile industry and the choices of consumers:
 - environmental and ethical issues; cultural issues; celebrity/role models; the media, including social media
- ◆ applying knowledge and understanding of fashion/textile development including:
 - stages in the development process
 - principles of design: function, aesthetics, safety, hygiene, quality, durability
- ◆ applying knowledge and understanding of textile construction techniques used in:
 - bespoke items
 - mass production
- ◆ using and justifying investigative techniques to carry out detailed investigations into given briefs
- ◆ interpreting and developing solutions for complex fashion/textile items to meet given briefs — briefs may focus on one or more of the following:
 - the end use of the item
 - techniques to be used in the item
 - textiles or components to be included in the item
 - a fashion/textile trend
 - the fashion/textile choices of a target consumer group

- ◆ presenting and justifying solutions for complex fashion/textile items with reference to given briefs
- ◆ identifying and demonstrating understanding of the application of information used in complex paper patterns
- ◆ choosing and using a range of construction techniques and analysing their suitability for purpose
- ◆ demonstrating knowledge and understanding of surface decoration techniques, and using where appropriate
- ◆ producing comprehensive work plans with a timed and logical work sequence
- ◆ producing detailed and justified requisitions for appropriate textiles and components
- ◆ making complex fashion/textile items to an appropriate standard of quality

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level, and can be found on the SCQF website.

Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

2 Numeracy

2.2 Money, time and measurement

3 Health and wellbeing

3.1 Personal learning

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.4 Analysing and evaluating

You must build these skills into the course at an appropriate level, where there are suitable opportunities.

Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

- ◆ breadth — drawing on knowledge and skills from across the course
- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to demonstrate:

- ◆ understanding of subject-specific information — assessed by the question paper
- ◆ skills of evaluation and analysis in response to unseen scenarios based on textile, fashion design or manufacturing contexts — assessed by the question paper
- ◆ understanding of the technological process and applying this knowledge to plan and evaluate a complex fashion/textile item which meets the requirements of a given brief — assessed by the assignment
- ◆ skills in selecting and carrying out construction techniques to an appropriate standard of quality — assessed by the practical activity

Course assessment structure: question paper

Question paper

45 marks

The question paper gives candidates an opportunity to demonstrate the following knowledge, understanding and skills, sampled from across the course:

- ◆ analysing properties and characteristics of textiles, and the application of this knowledge
- ◆ analysing the application of a range of construction techniques, including the use of paper patterns
- ◆ explaining factors affecting fashion design and consumer fashion/textile choices, including fashion trends
- ◆ communicating solutions to fashion/textile briefs

The question paper has 45 marks out of a total of 145 marks for the course assessment.

The question paper asks candidates to identify, select, describe, explain, discuss, evaluate and analyse.

Setting, conducting and marking the question paper

The question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates have 1 hour and 30 minutes to complete the question paper.

Specimen question papers for Higher courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

Course assessment structure: assignment and practical activity

Assignment

60 marks

Practical activity

40 marks

The assignment and practical activity are inter-related and are assessed using one task. Candidates carry out one task — designing, planning, making and evaluating a fashion/textile item — which provides evidence for both components.

Candidates produce a complex fashion/textile item in response to a brief. The briefs are set annually by SQA. Candidates have a choice of brief and **must use the same brief for both components of this assessment.**

The assignment and practical activity give candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ a range of technological skills related to the production of a fashion/textile item to meet specified textile and consumer requirements
- ◆ research skills
- ◆ presenting and justifying item development proposals
- ◆ using a range of textile construction techniques to make a complex fashion/textile item to an appropriate standard of quality
- ◆ evaluation skills

The assignment and practical activity has three stages:

Stage 1: design and plan (assignment)

Stage 2: making the complex fashion/textile item (practical activity)

Stage 3: evaluation (assignment)

The assignment has 60 marks out of a total of 145 marks for the course assessment.

The practical activity has 40 marks out of a total of 145 marks for the course assessment.

Assignment and practical activity overview

Candidates demonstrate breadth and application by applying the skills, knowledge and understanding acquired and developed in the course to produce a complex fashion/textile item in response to a given brief.

Candidates have a choice of briefs. Each brief has two themes for the candidate to investigate.

Candidates must use **one** of the briefs provided separately in the National 5/Higher *Fashion and Textile Technology Assignment and Practical Activity assessment task brief* as the basis for their Fashion and Textile Technology assignment and practical activity.

Examples of possible briefs:

- ◆ Develop a fashion/textile item suitable for sale to raise money for charity.
- ◆ Develop a fashion/textile item for a child, influenced by nature.
- ◆ Develop a fashion/textile item that a teenager might wear to a special event.

The range of briefs offered in any one year allow for a solution that could be a fashion/textile item other than a garment.

The assignment and practical activity has three stages (100 marks):

Stage 1: design and plan (46 marks)

Marks are awarded for:

- ◆ explaining two key themes from the chosen brief
- ◆ carrying out research into key themes from the brief
- ◆ presenting and justifying an appropriate solution for a complex fashion/textile item based on information generated from the research
- ◆ planning for the making of the complex fashion/textile item
- ◆ producing and justifying a requisition for the required textiles and components

Stage 2: making the complex fashion/textile item (40 marks)

Marks are awarded for:

- ◆ making the complex fashion/textile item to an appropriate standard of quality
- ◆ evaluating the effectiveness of the plan in a record of work

Stage 3: evaluation (14 marks)

Marks are awarded for:

- ◆ carrying out appropriate tests on the completed fashion/textile item
- ◆ evaluating the finished fashion/textile item
- ◆ justifying improvements for the fashion/textile item

Setting, conducting and marking the assignment

A range of briefs for the assignment and practical activity are provided annually by SQA and are sufficiently open and flexible to allow personalisation and choice in both the technological process and the fashion/textile item to be made.

The assignment and practical activity is set by SQA and conducted under some supervision and control.

Assignment: stage 1: design and plan, and stage 3: evaluation, are submitted to SQA for marking.

Practical activity: stage 2: making the complex fashion/textile item, is internally marked by teachers and lecturers, in line with the marking instructions provided in the coursework assessment task. Centres must retain practical activity evidence for quality assurance purposes.

All marking is quality assured by SQA.

Assessment conditions

Time

The assessment is carried out over a period of time. Candidates should start at an appropriate point in the course, normally once all course content has been delivered.

The three stages of the assessment must be completed in sequence and candidates must complete each stage before undertaking the next.

Stage 1: design and plan

Candidates should be given sufficient time to carry out their investigations and research. It is recommended that presentation of research and the reporting of information for evaluation be completed within a notional time period of up to 4 hours.

Stage 2: making the complex fashion/textile item

Candidates should be given sufficient time to manufacture their fashion/textile item.

Stage 3: evaluation

Candidates should be given sufficient time to carry out their item testing (stage 3a). It is recommended that stage 3b evaluation and stage 3c adaptations to the item should be completed within a notional time of 1 hour.

Stage	Supervision, control and authentication	Resources	Reasonable assistance
All	<p>You must exercise your professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.</p>		<p>Candidates must undertake the assessment independently. However, reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is thought to be 'reasonable assistance', they may not be ready for assessment or they may have been entered for the wrong level of qualification.</p> <p>Reasonable assistance may be given on a generic basis to a class or group of candidates, for example, advice on how to develop a plan. It may also be given to candidates on an individual basis. When reasonable assistance is given on a one-to-one basis in the context of something the candidate has already produced or demonstrated, there is a danger that it becomes support for assessment and you need to be aware that this may be going beyond reasonable assistance.</p>

Stage	Supervision, control and authentication	Resources	Reasonable assistance
1a and 1b	<p>Stage 1a: themes and stage 1b: investigations</p> <p>During these stages of the assessment, which may be undertaken outside the learning and teaching setting, you should put in place mechanisms to authenticate candidates' work and ensure that plagiarism has not taken place, for example:</p> <ul style="list-style-type: none"> ◆ regular spot checks/interim progress meetings with candidates ◆ discussing candidates' work with them ◆ checking candidates' record of activity/progress against evidence provided ◆ carrying out observation of evidence provided from outside the learning and teaching setting <p>Candidates must work independently to choose their own methods of research and sources of information, and so avoid unintentional plagiarism. It is expected that candidates' results will lead to a range of different solutions.</p> <p>Candidates must not decide on their solution before the research has been carried out, as the solution should be based on the results of research.</p>	<p>There are no restrictions on the resources candidates may access when completing these stages.</p>	<p>Candidates conduct these stages under some supervision and control. Candidates may investigate the themes of the brief, and carry out research and testing, outwith the learning and teaching setting.</p> <p>During these stages of the assessment, reasonable assistance may include:</p> <ul style="list-style-type: none"> ◆ clarifying instructions/requirements of the task ◆ advising candidates on the choice of brief ◆ guiding candidates to possible sources of information ◆ arranging visits to enable gathering of evidence ◆ answering questions from candidates about the availability of resources and/or equipment ◆ interim progress checks <p>Reasonable assistance does not include:</p> <ul style="list-style-type: none"> ◆ directing candidates to specific resources or providing candidates with specific resources to be used ◆ providing model answers ◆ providing detailed feedback on drafts, including marking

Stage	Supervision, control and authentication	Resources	Reasonable assistance
1c	Stage 1c: the solution Candidates complete this stage independently, under supervision of their teacher or lecturer.	There are no restrictions on the resources candidates may access when completing this stage.	
1d	Stage 1d: plan Candidates complete this stage independently, under supervision of their teacher or lecturer.	A copy of the plan produced in stage 1d should be made for use by candidates in stage 2b: evaluate the effectiveness of the plan.	
1e	Stage 1e: requisition Candidates complete this stage independently, under supervision of their teacher or lecturer.		
2a	Stage 2a: make and finish a complex fashion/textile item Candidates conduct this stage independently, under supervision of their teacher or lecturer.	Candidates should have access to their completed plan from stage 1d.	Before the candidate begins making the item, it is appropriate for you to comment on the number of marks that will be available for the construction techniques the candidate plans to attempt.
2b	Stage 2b: evaluate the effectiveness of the plan Candidates conduct this stage independently, under supervision of their teacher or lecturer.	Candidates should have access to their completed plan from stage 1d.	

Stage	Supervision, control and authentication	Resources	Reasonable assistance
3a	<p>Stage 3a: testing During these stages of the assessment, which may be undertaken outside the learning and teaching setting, you should put in place mechanisms to authenticate candidates' work and ensure that plagiarism has not taken place, for example:</p> <ul style="list-style-type: none"> ◆ regular spot checks/interim progress meetings with candidates ◆ discussing a candidate's work with them ◆ checking candidates' record of activity/progress against evidence provided ◆ carrying out observation of evidence provided from outside the learning and teaching setting <p>Candidates must work independently to choose their own methods of testing and sources of information, and so avoid unintentional plagiarism.</p>	<p>There are no restrictions on the resources candidates may access when completing this stage.</p>	<p>Candidates conduct these stages under some supervision and control. Candidates may carry out testing outwith the learning and teaching setting.</p> <p>During these stages of the assessment, reasonable assistance may include:</p> <ul style="list-style-type: none"> ◆ clarifying instructions/requirements of the task ◆ guiding candidates to possible sources of information ◆ arranging visits to enable gathering of evidence ◆ answering questions from candidates about the availability of resources and/or equipment ◆ interim progress checks <p>Reasonable assistance does not include:</p> <ul style="list-style-type: none"> ◆ directing candidates to specific resources or providing candidates with specific resources to be used ◆ providing model answers ◆ providing detailed feedback on drafts, including marking
3b	<p>Stage 3b: evaluation of the finished item Candidates conduct this stage independently, under supervision of the teacher or lecturer.</p>	<p>Candidates should have access to their completed work during this time.</p>	

Stage	Supervision, control and authentication	Resources	Reasonable assistance
3c	<p>Stage 3c: amendments Candidates conduct this stage independently, under supervision of the teacher or lecturer.</p>	<p>Candidates should have access to their completed work during this time.</p>	

Evidence to be gathered

Candidates must provide evidence for both the assignment and the practical activity in relation to their chosen brief.

Assignment:

- ◆ the completed candidate assignment
- ◆ photographs of the manufacturing process

Practical activity:

- ◆ the completed fashion/textile item
- ◆ a copy of the candidate's plan for the manufacture of the fashion/textile item from stage 1d, for the candidate's use in stage 2b
- ◆ the completed candidate record of work

Volume

There is no word count.

Grading

Candidates' overall grades are determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

Grade description for C

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

Grade description for A

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

Further information

The following reference documents provide useful information and background.

- ◆ [Higher Fashion and Textile Technology subject page](#)
- ◆ [Assessment arrangements web page](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [Guide to Assessment](#)
- ◆ [Guidance on conditions of assessment for coursework](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [Educational Research Reports](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA e-assessment web page](#)

The SCQF framework, level descriptors and handbook are available on the SCQF website.

Appendix 1: course support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. You should read these in conjunction with this course specification and the specimen question paper and coursework.

Developing skills, knowledge and understanding

This section provides further advice and guidance about skills, knowledge and understanding that you could include in the course. You have considerable flexibility to select contexts that will stimulate and challenge candidates, offering both breadth and depth.

To enrich the delivery of the course, candidates should engage in learning activities that encourage them to consider and understand the interrelationship between cultural, social, ethical and moral issues surrounding fashion and textiles. This enables candidates to make informed decisions which not only promote positive lifestyle choices, but also stimulate consideration of global citizenship.

The 'suggested approaches to learning and teaching' table provides suggested experiences and activities that you can build into your delivery.

Approaches to learning and teaching

Effective learning and teaching draws on a wide variety of approaches to enrich the experience of candidates. In particular, practical approaches to learning and teaching which provide opportunities for personalisation and choice help to motivate and challenge candidates.

The practical, skills-based focus of fashion and textiles readily lends itself to a variety of learning and teaching approaches. For example:

- ◆ watching teacher or lecturer-led demonstration
- ◆ researching a range of practical skills, including textile construction techniques, using online tutorials or literature review
- ◆ undertaking practical activities to develop an increasing range of textile construction techniques
- ◆ working collaboratively and providing the opportunity for peer teaching or peer support, for example while setting up and using equipment, and peer evaluation
- ◆ undertaking activities or research online, for example to research textile properties and characteristics, and to source patterns, textiles and components
- ◆ analysing current fashion/textile items
- ◆ deconstructing and reconstructing fashion/textile items to identify techniques and sequencing of construction
- ◆ examining methods of reconstruction and upcycling fashion/textile items to explore the different ways in which items can be constructed or adapted

- ◆ making a range of fashion/textile items
- ◆ watching specialists demonstrate decorative or craft skills
- ◆ visiting manufacturers and retailers to explore the wide range of textiles available and observe how they are used
- ◆ developing problem-solving skills during item manufacture
- ◆ working in pairs or groups to share ideas and promote collaborative skills
- ◆ using simulated contexts to reinforce health and safety practices
- ◆ discussing and debating factors affecting the fashion and textile choices of others and how this influences design
- ◆ using investigative techniques such as interviews and questionnaires to identify the fashion/textile choices and needs of others
- ◆ using the internet or visiting museums and exhibitions to research contemporary and historical fashion/textile trends
- ◆ using current fashion magazines or fashion blogs to identify contemporary fashion trends and their influence on high street fashion
- ◆ visiting designers, manufacturers and retailers to observe how fashion/textile items are influenced by trends, designed, made and marketed
- ◆ managing time and resources during the planning and making process
- ◆ conducting tests such as sensory tests, user/wearer trials or surveys to evaluate fashion/textile items
- ◆ presenting ideas or fashion/textile items in school or college exhibitions and shows

When delivering the course content, you should take account of candidates' prior knowledge. During each learning activity you should make candidates aware of what they have learned and encourage them to consider other applications for these skills, knowledge and understanding.

Tasks should be open to allow for personalisation and choice. In order to encourage personalisation and choice, you should allow candidates a choice of different case studies and scenarios, and encourage different methods of conducting research and ways of presenting results.

Safe practices should permeate all practical fashion/textile activities and, in order to be meaningful, should be integrated within all practical skills teaching.

Some aspects of learning in this course may be better taught formally, particularly when introducing health and safety techniques and practices, or new processes. However, independence in learning can only be achieved if a staged handover of responsibility for learning takes place.

Local contexts could be used as a basis for learning and teaching. Visits and guest speakers provide commerce and employment experiences. Other stimulus materials such as visual aids, digital media, and visits to exhibitions or local or national fashion/textile events may also help to motivate candidates and encourage imaginative and creative thought.

Further support	Appendix
Suggested resources that could be used for the delivery of this course.	Appendix 2
List of fashion/textile items that would be appropriate for Higher, and how these compare to fashion/textile items that are appropriate for National 3, National 4 and National 5.	Appendix 3
Exemplification of marking stage 2a 'make and finish a complex fashion/textile item using at least eight appropriate textile construction techniques'.	Appendix 4
List of research techniques that would be appropriate for National 5, including guidance on gathering data and presenting results.	Appendix 5

Where resources permit, centres could use technology to support the learning and teaching of this course. For example:

- ◆ online interactive tasks to develop awareness of health and safety
- ◆ e-portfolios to collect and store evidence
- ◆ web-based resources to research fashion trends and technological developments in textiles
- ◆ online questionnaires to research the fashion/textile choices of others
- ◆ computer-aided design (CAD) software to design fashion/textile items
- ◆ computer-aided manufacturing (CAM) equipment such as programmed knitting machines or embroidery machines

Learning about Scotland and Scottish culture enriches the candidates' learning experience and helps them to develop the skills for learning, life and work they need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should consider this.

The table on the next page provides examples of different learning activities related to the course aims and required skills, knowledge and understanding. The activities can be selected to suit particular learning styles.

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
<p>Analyse and apply understanding of textile properties and characteristics</p>	<p>Choose textiles based on their characteristics and properties, and analyse their use for different purposes</p> <p>Physical and chemical fabric finishes applied to textiles</p> <p>Technological developments linked to technical textiles</p> <p>Types of fabric construction</p>	<p>You should encourage candidates to explore and investigate the effects of textile properties and characteristics to help them analyse a range of textiles and choose the most appropriate textile for a given purpose. They could:</p> <ul style="list-style-type: none"> ◆ use fabric samples to carry out fabric testing and use the results as a basis to discuss and debate the properties and characteristics of textiles and how they can be applied to fashion/textile items by identifying appropriate end uses ◆ investigate a range of fabric finishes, including mechanical finishes such as brushing, calendaring and heat setting, and chemical finishes such as mercerising, and crease, shrink and flame resistance. Candidates might also investigate anti-bacterial and biological finishes. ◆ investigate a range of technological developments related to textiles such as breathable membranes, microfibre fabrics, stretch fabrics and performance/technical fabrics ◆ investigate developments such as micro encapsulation, thermochromic textiles, interactive textiles that incorporate electronic devices and sun protective textiles ◆ research the historical developments in textile technologies for items with a specific end use, for example military uniforms, clothing for outdoor pursuits <p>Maintaining a portfolio of this information to develop a working reference document could be helpful for candidates. These could be worksheets, short reports or mood boards. These could include textile swatches and analysis of the key features of the textile(s) for a proposed item for manufacture.</p> <p>Analysis of a range of fabrics could also be carried out as a research project or sensory exercise, or by providing worksheets or other direct teaching exercises.</p>

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
		<p>For example, candidates could:</p> <ul style="list-style-type: none"> ◆ choose fashion/textile items from a given range to analyse. The items could include sportswear, children’s wear, uniforms, and futuristic textiles for specialist clothing, work wear, eco-friendly home furnishings, clothing for specific needs or any other appropriate item. The items candidates choose should allow them to analyse a range of different textiles in relation to the specified purposes for the items, and draw conclusions about the suitability of the textiles used for the specified purposes of the items. Candidates could select a fashion/textile item and, based on its functions and properties, promote it to their peers. ◆ examine a range of fabrics to develop understanding of the properties and characteristics of textiles constructed by knitting, weaving and bonding <p>Undertaking practical activities helps candidates develop knowledge and understanding of a range of textiles and their end uses, for example:</p> <ul style="list-style-type: none"> ◆ practical hands-on activities such as spinning, carding, knitting or weaving ◆ visits to fabric retailers to demonstrate the range of fabrics available <p>It may be appropriate to provide a reference book or textile dictionary for reference purposes.</p>
	Applying knowledge of mandatory labelling requirements of fashion/textile items	<p>You should encourage candidates to explore mandatory labelling requirements to help them choose the most appropriate textile. They could:</p> <ul style="list-style-type: none"> ◆ investigate the mandatory labelling requirements of fashion/textile items, such as those required for fibre content, nightwear safety labelling, furniture safety labels ◆ identify the mandatory labelling required for a range of fashion/textile items. The range of items should allow candidates to draw conclusions about range of labelling required

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
		<ul style="list-style-type: none"> ◆ find fashion/textile items that have been influenced by specific features <p>Candidates could present their findings as a narrative or a diagram, for example a spidergram or a flow chart, or present their findings to their peers, or another suitable audience.</p>
	<p>The work of fashion designers in the fashion/textile industry</p> <p>The application of trends in the development of fashion/textile items</p>	<p>Candidates could research the work of current fashion designers and identify the influence of trends in item development. They could:</p> <ul style="list-style-type: none"> ◆ use fashion designers' websites, current fashion magazines or fashion blogs to research the work of fashion designers, and identify the design features used in their current collections ◆ listen to visiting speakers, such as designers, to discuss their career and how ideas are developed into final designs and items ◆ use fashion retailers' websites and current fashion magazines to identify contemporary fashion trends and their influence on high street fashion ◆ visit local designers, exhibitions, manufacturers and retailers to observe how fashion/textile items are influenced by trends, and designed, made and marketed ◆ attend demonstrations by local specialists, designers, or art students on processes such as ideas generation ◆ select a suitable contemporary or historical fashion/textile trend, and provide a design for a fashion/textile item based on the trend. This could be presented as a storyboard showing the stages of development of the item from the original trend
	<p>The ways a range of issues affect the fashion/textile industry and the choices of consumers</p>	<p>Candidates could use news stories, magazine articles or television documentaries to stimulate discussion about current issues affecting the fashion/textile industry or the choices of consumers. These issues could include:</p> <ul style="list-style-type: none"> ◆ ethical issues such as fair trade, sourcing of materials such as cotton, or working conditions

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
		<ul style="list-style-type: none"> ◆ environmental issues such as organic materials, recycling, mass manufacture or sustainability ◆ economic issues such as income ◆ social issues such as the media, including social media, online shopping or role models ◆ cultural issues such as culture-specific fashion preferences or trends <p>Candidates could research the ways that the fashion/textile industry is influenced by the choices made by consumers. They could:</p> <ul style="list-style-type: none"> ◆ investigate a range of fashion/textile items associated with the issues explored. This might include organic or fair trade cotton clothing ranges, alternatives such as faux fur, or embellished items. Candidates could then practise evaluation of the impact of these items in respect of the industry and the choices of consumers. ◆ visit fashion shows and retailers, or view these online, to gather information about the choices made by others ◆ visit fashion/textile manufacturers, retailers or textile recycling facilities to research the impact of issues on the development or manufacture of fashion/textile items
Understand the impact of fashion trends on the fashion/textile industry	<p>Stages in the fashion/textile development process</p> <p>Textile construction techniques used in bespoke and mass produced items</p>	<ul style="list-style-type: none"> ◆ listen to visiting speakers, such as designers or manufacturers, to share and discuss how ideas are developed into final designs and completed items <p>You should encourage candidates to explore and investigate the effects of the textile construction techniques used in a range of manufacturing processes, to help them make informed choices when deciding on appropriate techniques to use. They could:</p> <ul style="list-style-type: none"> ◆ communicate with designers, fashion companies, retailers or textile manufacturers to see the development process in a real-life context on a commercial scale. This could include the order of the stages for the production of fashion/textile items, the machinery used, including using

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
		<p>computer-aided design (CAD) and computer-aided manufacture (CAM) and the textiles and components used</p> <ul style="list-style-type: none"> ◆ visit a small bespoke company and a larger manufacturing company which make similar types of fashion/textile item to allow candidates to compare methods used ◆ identify and discuss differences between the manufacture of custom-made items and items produced on a large scale ◆ deconstruct a mass manufactured item, identifying possible changes to construction that could be made to adapt the item for the bespoke market ◆ review a range of fashion/textile items to discuss the principles of design such as function, aesthetics, safety, hygiene, quality and durability linked to appropriate end use and target groups
Develop research, planning, presentation and evaluation skills	Research, planning, presentation and evaluation skills	<p>You could introduce candidates to a range of investigate techniques such as surveys, interviews, literature searches, comparison testing or any other appropriate technique.</p> <p>See Appendix 5 for more information about research techniques and presenting results.</p> <p>Candidates could:</p> <ul style="list-style-type: none"> ◆ carry out research, interact with others, use textbooks and the internet to provide information regarding criteria that influence the fashion and textile choices of others. This could include the needs of groups of consumers including infants, toddlers, children, the elderly ◆ investigate criteria pertinent to the end use of the item including sportswear, school wear, work wear, outdoor wear, party wear ◆ conduct a survey or interviews with other consumers both in and out of school or college to gather opinions on what influences their choice of fashion/textile items ◆ use research techniques to investigate some aspects of issues affecting the fashion/textile industry

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
	Interpret and develop solutions for complex fashion/textile items to meet given briefs	<ul style="list-style-type: none"> ◆ visit fashion shows and retailers to gather information about the choices made by others ◆ explore different ways of presenting the findings from their investigations such as a graph, a table, a mind map, a short report, notes from an interview, a mood board or any other relevant format ◆ work in groups to prepare a project-based piece of work illustrating a variety of factors and their impact on fashion/textile choices and/or decisions taken by industry. Use presentation methods such as PowerPoint presentations, talks, video or story boards to illustrate and share their findings ◆ consider the strengths and weaknesses of the techniques used in obtaining information and suggest proposals for further investigative work <p>Candidates could carry out investigations into briefs which focus on fashion/textile trends. Examples of briefs include:</p> <ul style="list-style-type: none"> ◆ Plan and make a fashion/textile item for an adult concerned about the environment. ◆ Plan and make a fashion/textile item suitable for a teenager who enjoys playing sports. ◆ Plan and make a fashion/textile item suitable for a young person influenced by street fashion. ◆ Plan and make a fashion/textile item for a primary school child that includes recycled components. <p>The key features in any solution will depend on the brief and should reflect the item being produced, for example:</p> <ul style="list-style-type: none"> ◆ brief: make a fashion/textile item(s) suitable for a birthday party ◆ key themes: safety, ease of care, size, party theme and age ◆ choice of item: taking into account brief and key themes, for example a garment, fashion accessory, gift, or decoration

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
		<p>Candidates could research possible ways to develop appropriate solutions to meet the needs of given briefs. They could:</p> <ul style="list-style-type: none"> ◆ identify the key themes required in a solution by examining different textile items in groups and discussing what the purpose of the item is and its fitness for purpose ◆ discuss a variety of briefs in groups and work collaboratively to identify the key themes which could form the focus for investigations ◆ explore different ways of presenting the findings from their investigations, for example as a graph, a table, a mind-map, a short report, notes from an interview or any other relevant format ◆ analyse ready-made fashion/textile items of a similar nature to identify the components and textiles that have been used ◆ discuss which features of the fashion/textile items in the solutions are most useful. These features could include colour, shape, style features, fabric, use, purpose, safety, age, theme, quality, budget, size, durability or ease of care. ◆ explore different ways of presenting solutions, for example an annotated diagram, a description, a computer-generated image, a sketch, a written report, a mood board, or a combination of these ◆ examine a variety of solutions for fashion/textile items and discuss the respective merits of each format, for example an annotated diagram, a sketch, a written report, a mood board ◆ take part in personal analysis and reflection to support their justification for their fashion/textile solution ◆ explore a range of fashion critiques to see how the solutions for commercially produced items are appraised ◆ practise critiques on fashion/textile items before planning solutions ◆ read critiques of fashion items in magazines or on the internet ◆ review examples of inappropriate solutions to given briefs

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
		<ul style="list-style-type: none"> ◆ identify and give reasoned explanations as to why solutions were appropriate or inappropriate, for example expensive silk fabric used to make a tote bag for a student on a low income. They could do this by using a range of open-ended questions designed to help them come to informed decisions regarding the suitability of their fashion/textile choice for meeting the previously identified influence, for example: <ul style="list-style-type: none"> — In what ways does the completed fashion/textile item take into account the issue that has affected fashion/textile choice? — In what ways is the completed fashion/textile item appropriate for its end user? — In what ways is the fashion/textile choice fit for purpose? — What features of the fashion/textile item would make it commercially viable in the market place?
Produce complex fashion/textile items in response to given briefs	Application of information used in complex paper patterns	<p>You should encourage candidates to investigate a range of paper patterns to determine their suitability for the production of a fashion/textile item. They could:</p> <ul style="list-style-type: none"> ◆ look online, in textile magazines, or visit a retailer to choose an appropriate pattern for a complex item ◆ examine a range of paper patterns to identify the processes and stages required to make the item ◆ analyse the complexity of the task by understanding the processes/stages involved in construction of a complex item <p>You could demonstrate, and discuss, how to use a complex paper pattern with candidates. You could place and pin a pattern onto fabric and ask candidates to identify all of the pattern markings and symbols and their purpose. This could also include making a range of amendments and adaptations to the pattern. Correct handling and cutting techniques should be taught at this stage. Candidates can use these skills when making their own item.</p>

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
		<p>You should also give candidates opportunities to use paper patterns to make complex fashion/textile items.</p>
	<p>Choose and use a range of construction techniques and analyse their suitability for purpose</p>	<p>You should encourage candidates to investigate potential construction techniques for use in a range of fashion/textile items. They could:</p> <ul style="list-style-type: none"> ◆ investigate sources of suitable ideas for the item, and appropriate patterns for the item. Candidates could then identify the processes and stages that will be required to make the item ◆ analyse a range of fashion/textile items to illustrate a selection of construction processes and techniques ◆ examine a range of ready-made fashion/textile items at all stages of construction and deconstruction in order to understand the number of component parts and number and order of steps used in the assembly, and the appropriate standard of quality required when making their own fashion/textile item ◆ watch teacher or lecturer demonstrations of construction techniques ◆ use online tutorials to see methods of carrying out construction techniques ◆ practise a range of textile construction skills on samples before applying to their chosen item <p>Candidates could maintain a portfolio to develop a working reference document. A checklist or pro-forma could be used detailing:</p> <ul style="list-style-type: none"> ◆ the construction technique ◆ the suitability of the technique for the specified purpose ◆ the time spent on each in order to assist with ongoing learning ◆ the degree of accuracy to which the technique is carried out ◆ photographs of the construction techniques demonstrated at different stages of the item manufacture

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
		<p>You should encourage candidates to experiment with a range of textiles and construction techniques to make samples or trial a range of techniques or component parts of the item. For example, they could explore different seams and seam finishes for a garment by producing a range of seams and evaluating their suitability for the particular item. In their final selection for the item you could encourage candidates to reflect on how the choice of textiles and construction techniques affects the suitability of the item for specified purposes.</p>
	<p>Produce comprehensive work plans with a timed and logical work sequence</p>	<p>Candidates could maintain a portfolio of work over a period of time to record the order in which they carried out construction techniques and times taken. They could:</p> <ul style="list-style-type: none"> ◆ record the length of time taken to complete each process or construction technique ◆ discuss time taken with the teacher or lecturer at regular intervals to help develop an increasing awareness of task and time management, and use this when creating subsequent work plans ◆ record the techniques carried out within each period of work ◆ be encouraged to make efficient use of time while working, for example by carrying out tasks while waiting for equipment to become available ◆ produce timed work sequences for the manufacture of their own items, and specify the textiles required and construction techniques to be used <p>A logical work sequence for making items, for example a simple top, could include:</p> <ol style="list-style-type: none"> 1 Select all resources including textiles, pattern, components, equipment and tools. 2 Prepare pattern and fabric. Pin on and cut out. 3 Transfer pattern markings using an appropriate method and remove pattern. 4 Make up pocket: place pocket fabric and lining right sides together, machine round leaving a gap. Trim seam allowance, clip curves and turn through to right side. Press. 5 Apply pocket to front of top. Cross pin into position. Machine stitch around three sides 1 mm from edge.

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
		<p>6 Side and shoulder seams: cross pin and machine sew side and shoulder seams together. Zig-zag to finish raw edges. Press.</p> <p>7 Finish neck edge: apply bias binding to the right side. Trim seam allowance and clip curves. Press binding to inside of neckline. Cross pin and machine in place.</p> <p>8 Armhole and bottom edges: turn up a lay and hem. Press to set hem. Cross pin and machine stitch in place.</p> <p>9 Trim thread ends and press to finish.</p>
	Produce detailed and justified requisitions for appropriate textiles and components	<p>You should encourage candidates to quantify the required textiles and/or components, and to provide detailed information about these items. They could:</p> <ul style="list-style-type: none"> ◆ consider the role of each textile and/or component in the item, and give reasons for the use of each ◆ analyse ready-made fashion/textile items of a similar nature to identify what textiles and components have been used ◆ visit a manufacturer to learn about how textile items are mass manufactured and the various roles people have in sourcing textiles or components for the fashion/textile industry ◆ quantify and use materials efficiently to avoid wastage
	Make complex fashion/textile items to an appropriate standard of quality	<p>See Appendix 3 for more information about fashion/textile items suitable for SCQF levels 3–6.</p> <p>See Appendix 4 for more information about construction techniques appropriate for SCQF levels 3–6.</p> <p>Examples of features of construction techniques:</p> <ul style="list-style-type: none"> ◆ correct choice of style of stitch, correct stitch length, correct tension ◆ accurate stitching, even stitching

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
		<ul style="list-style-type: none"> ◆ even-depth hems, correct-depth hems ◆ even width of seam allowances, correct width of seam allowances ◆ evenly spaced and accurately applied buttons, fastenings and closings ◆ pressing to set seams, darts, and hems, ironing to remove all unwanted creases ◆ accurate fit, shape and drape ◆ accurate positioning of zip, or other fastenings, accurately applied zip or fastening ◆ accurate cutting of fabric pieces, fabric pieces cut on grain correctly ◆ accurately applied trimmings, interlining used/attached correctly ◆ accurate application of embellishments <p>When carrying out construction techniques, including the standard required to manufacture their fashion/textile item, candidates should:</p> <ul style="list-style-type: none"> ◆ consider surface decoration as a construction technique. Suitable surface decoration techniques could include appliqué, embroidery, ribbons and braids, photographic transfers, beading and sequins ◆ watch demonstration of knitting, crochet and other craft skills by teacher or lecturer or by a visiting expert, or by watching media clips ◆ examine a range of fashion/textile items, including items made by their peers, at all stages of construction and deconstruction in order to understand the appropriate standard of quality for their own fashion/textile item ◆ watch digital media clips demonstrating item manufacture, or visit a local manufacturer to see how items are created

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
		<p>Candidates could:</p> <ul style="list-style-type: none"> ◆ adapt existing items by reconstruction or upcycling ◆ refer to previous knowledge of carrying out manufacturing tasks or seek practical advice from their peers ◆ practise their selected textile construction skills, including surface decoration techniques, prior to using them on their chosen fashion/textile item ◆ maintain a portfolio of items they have made, identifying and justifying the construction techniques used

Preparing for course assessment

Each course has additional time which may be used at the discretion of the teacher or lecturer to enable candidates to prepare for course assessment. This time may be used near the start of the course and at various points throughout the course for consolidation and support, and towards the end of the course, for revision and preparation and/or gathering evidence for course assessment.

For the course assessment, candidates undertake:

- ◆ an assignment and a practical activity to integrate, extend and apply the skills, knowledge and understanding from across the course. These are combined into one task which assesses their ability to develop an idea, plan, make and evaluate a fashion/textile item in response to a given brief. The brief is sufficiently open and flexible to allow for personalisation and choice.
- ◆ a question paper which assesses their ability to integrate and apply skills, knowledge and understanding from across the course

To prepare for the assignment and practical activity, you could provide candidates with opportunities to:

- ◆ analyse briefs
- ◆ use investigative techniques to generate ideas for fashion/textile items
- ◆ produce and justify solutions based on the findings from the investigations
- ◆ plan and create a requisition for the manufacture of fashion/textile items
- ◆ use a range of textile construction skills to make fashion/textile items to an appropriate standard of quality
- ◆ explore time required to carry out construction processes
- ◆ evaluate fashion/textile items with reference to the brief, and the results of testing

To prepare for the question paper, you could provide candidates with opportunities to:

- ◆ develop flash cards to be used for revision of knowledge
- ◆ develop mnemonics (or similar) to support retention of knowledge
- ◆ revise the properties and characteristics of textiles by carrying out 'fill in the blanks' or 'pairing' exercises
- ◆ make a list of the suitability of features of a sample fashion/textile item for a given brief, and identify the principles of design used
- ◆ list the possible sources of inspiration for a fashion/textile item from a range of sample images
- ◆ make a list of bullet points to be considered when choosing textiles, construction techniques or design features for a given fashion/textile item based on a trend or consumer need and identify the manufacturing process that might be required in a bespoke and a mass produced version
- ◆ practise unseen short-answer questions
- ◆ practise unseen timed questions

Developing skills for learning, skills for life and skills for work

You should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and you can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on approaches being used to deliver the course in each centre. This is for individual teachers and lecturers to manage.

Some examples of potential opportunities to practise or improve these skills are provided in the following table.

Skills for learning, skills for life and skills for work	Suggested approaches for learning and teaching Candidates could:
Money, time and measurement involves using and understanding money, time and measurement to solve practical problems in a variety of contexts using relevant units and suitable instruments, and to appropriate degrees of accuracy.	<ul style="list-style-type: none"> ◆ produce detailed work plans with a timed and logical work sequence ◆ produce accurate requisitions for appropriate textiles and components
Personal learning involves actively engaging in learning and how it can be planned, sourced, implemented, and sustained. It also includes following-up on curiosity, thinking constructively, reflecting, and learning from experience.	<ul style="list-style-type: none"> ◆ use a range of appropriate investigative techniques to gather information about identified fashion and textile contexts. ◆ reflect on the suitability of the developmental process undertaken
Applying involves using existing information to solve a problem in a different context, and to plan, organise and complete a task.	<ul style="list-style-type: none"> ◆ draw on, and apply, the skills, knowledge and understanding acquired in the course in order to plan and make a detailed fashion/textile item in response to a given brief
Analysing and evaluating involves identifying and weighing-up the features of a situation or issue and using judgement in coming to a conclusion. It includes reviewing and considering any potential solutions.	<ul style="list-style-type: none"> ◆ reflect on a range of fashion/textile items and analyse their suitability, suggesting possible improvements to the item and/or the process

There may also be opportunities for candidates to develop their communication skills. Communication skills are particularly important for candidates as these skills allow them to access, engage in and understand their learning and to communicate their ideas and opinions.

Appendix 2: suggested resources

The table below gives suggestions of possible resources to support learning, teaching and assessment in this course. The majority of these are web-based.

Name of organisation/source [date accessed: March 2018]	Possible resources available
Education Scotland https://education.gov.scot/	Education Scotland has published web-based materials to support National 3 to Higher Fashion and Textile Technology courses. The materials have been designed to help teachers and lecturers deliver programmes of learning within the qualifications framework. Select 'National Qualifications' at the top of the home page.
BBC website www.bbc.co.uk	A source of information about textiles, the impact of the fashion industry and sewing techniques.
BBC Programme Archive: What we wore www.bbc.co.uk/archive/whatwewore/	A history of fashion from 1720–1982.
YouTube www.youtube.com	Tutorials and videos showing textile processes such as: <ul style="list-style-type: none"> ◆ construction techniques ◆ surface decoration techniques ◆ finishing techniques
Textbooks, including: <i>The Dressmaking Technique Bible</i> Lorna Knight Publisher: David & Charles ISBN: 978-0-7153-2954-2 <i>SEW Step-by-Step</i> Alison Smith Publisher: Dorling Kindersley Ltd ISBN: 978-1-4063-6112-2	Provide step-by-step instructions for carrying out a wide range of textile construction techniques.
Fashion publications, including: <ul style="list-style-type: none"> ◆ <i>Vogue</i> ◆ <i>Harper's Bazaar</i> ◆ <i>Vanity Fair</i> ◆ <i>The Stylist</i> 	Available in traditional magazine format and online versions. Provide current fashion news, fashion trends, runway videos, and photographs from fashion weeks.

<p>www.lovesewingmag.co.uk www.sewmag.co.uk www.thesewingdirectory.co.uk</p>	<p>A large range of free sewing patterns available to download.</p> <p>Online sewing guides and tutorials.</p>
<p>www.simplicitynewlook.com</p>	<p>A wide range of paper patterns by:</p> <ul style="list-style-type: none"> ◆ Simplicity ◆ New Look ◆ Burda <p>Provides a rich resource for sewing accessories, including trims, ribbon, appliqués, craft supplies, knitting needles, and quilting tools.</p>
<p>www.knittingpatterncentral.com www.crochetpatterncentral.com</p>	<p>Online directory for free knitting and crochet patterns and tutorials.</p>
<p>British Fashion Council</p>	<p>Promotes leading British fashion designers in a global market. The events support and strengthen the UK's reputation for developing design excellence.</p> <p>Provides information about London Fashion Week and the British Fashion Awards.</p>
<p>Fashion and Textile Museum, London www.ftmlondon.org</p>	<p>The Fashion and Textile Museum is a centre for contemporary fashion, textiles and jewellery in London. The centre has a programme of exhibitions exploring elements of fashion, textile and jewellery.</p> <p>The website also provides links to fashion heritage establishments.</p>
<p>The Fashion Museum, Bath www.fashionmuseum.co.uk</p>	<p>The Fashion Museum is a centre for historical and contemporary fashion and textiles. The centre has a wide range of displays of costume, a programme of exhibitions and a range of study facilities.</p>
<p>Victoria and Albert Museum https://www.vam.ac.uk/</p>	<p>Provides a range of materials and learning resources, including information and resources related to the museum's historical dress collection, exhibitions and events.</p>

<p>Creative Skillset Scotland www.creativeskillset.org/nations/scotland</p>	<p>Skillset Fashion and Textiles represents the fashion and textile sector.</p> <p>Skillset provides a wide range of resources that could be adapted for use in schools and colleges. There are links to events and opportunities and an overview of the occupational standards expected in the fashion and textiles industry.</p>
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Appendix 3: guidance on type of fashion/textile item suitable for National 3, National 4, National 5 and Higher

The table below suggests the number of component parts and type of fashion/textile item that is likely to be suitable for each SCQF level. The table is for guidance only and is not definitive. Candidates may choose to make any other suitable item with a similar number of component parts.

National 3	National 4	National 5	Higher
<p>A basic fashion/textile item is likely to have two component parts. Examples include:</p> <ul style="list-style-type: none"> ◆ Tabard for child: front and back with decoration, for example initial or name. ◆ Skirt: front and back, elastic hemmed waist and machined hem. ◆ Cushion: front and back with commercial surface decoration. ◆ Bag: one piece of material, with handles, ribbon/tape/webbing/drawstring casing. 	<p>A straightforward fashion/textile item is likely to have three component parts. Examples include:</p> <ul style="list-style-type: none"> ◆ Top: front and back; and either pocket or ties. ◆ Skirt: front and back, unlined, elastic waist, machined hem with pocket(s). ◆ Cushion: front and back with handmade surface decoration and Velcro/studs/tie fastening. ◆ Bag: front and back with lining, a pocket and handles. ◆ Stuffed toy with one main body part but 3D ears and stomach, for example Scottie dog. ◆ Scarf knitted in two or more colours, handmade fringing, pom-poms attached or 	<p>A detailed fashion/textile item is likely to have four component parts. Examples include:</p> <ul style="list-style-type: none"> ◆ Top: back and front with neck finish and armhole finish or sleeves. ◆ Skirt: front/back (sections), lined, waistband/facing and press studs/hook and eye/zip. ◆ Cushion: front and back (sections) with handmade surface decoration and zip/buttons fastening. ◆ Bag: base shaping, lining and fastenings; plastic/wooden handles attached with casings. ◆ Bag with separate pieces, for example made from recycled woollen textiles, felted, handles and fastening. 	<p>A complex fashion/textile item is likely to have a minimum of four component parts. Examples include:</p> <ul style="list-style-type: none"> ◆ Top: back and front, opening, collar/neck finish, inserted sleeves. ◆ Jacket: front opening, buttons and buttonholes/zip, inserted sleeves, lined. ◆ Knitted jacket including decorative stitch, shaping, inserted sleeves, fastening. ◆ Skirt: front and back/panels, zip, lined, multiple piece waistband. ◆ Trousers: darts, zip, multiple piece waistband, pockets. ◆ Dress: front and back/panels, zip, collar/neck finish, inserted sleeves.

<ul style="list-style-type: none"> ◆ Stuffed toy with front and back (for example cat with button eyes and embroidered whiskers). ◆ Scarf knitted in one colour with handmade fringing or pom-poms. ◆ Felt flower brooch with leaves and petals (for example with button middle and brooch pin). ◆ Waist apron: with ties and pocket. ◆ Mobile phone/laptop holder: front and back with Velcro closing. ◆ Christmas tree decoration: two-part shape, ribbon tab to hang it up. 	<p>additional surface detail, for example flowers.</p> <ul style="list-style-type: none"> ◆ Quilt with machined patchwork pieces, square design, backed. ◆ Wall-hanging to keep things in: for example casing (for pole), multiple fabrics (bands/patchwork), applied pockets, appliqué, fastenings, embellishments. ◆ Item to encourage children to count, for example table mat with pockets/flaps. ◆ Shorts/pyjama bottoms elasticated/drawstring waist. 	<ul style="list-style-type: none"> ◆ Stuffed toy with separate 3D head and body parts (for example hippo), embroidered features. ◆ Shawl or wrap with detailed surface decoration, for example complex appliqué, hand/machine embroidery, beading, quilting, fringed. ◆ Quilt with machined patchwork (and appliqué); backed, edge bound with machine quilting. ◆ Knitted kimono style jacket with toggle fastening and pockets. ◆ Shorts/trousers with a waistband/zip. ◆ Dress, such as shift with front/back armhole edge/sleeves, neck finish/collar, fastening. 	<ul style="list-style-type: none"> ◆ Bag: back and front/panels, shaped base, multiple pockets/interior sections, textile handles, zip. ◆ Bag: created decorative fabric, for example knitted/crocheted/felted, shaping, textile integrated/attached handles, fastening. ◆ Stuffed toy with separate 3D head and body parts (for example teddy bear/doll), embroidered features, clothes with edge finishes and fastenings. ◆ Toy play den to fit an existing frame (for example fort, Wendy house): multiple shaped panels, openings with zip, ties or buttons and loops, surface decoration, for example complex appliqué, hand/machine embroidery.
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Appendix 4: stage 2a exemplification of marking

Make and finish a complex fashion/textile item using at least eight appropriate textile construction techniques

Award a maximum of **36 marks**:

- ◆ **30 marks** for the quality of construction techniques demonstrated
- ◆ **6 marks** for the overall standard of the finished textile item

Example

The candidate's solution presented in stage 1c is for a toddler's dress with:

- ◆ a double-layered yoke
- ◆ a full skirt gathered onto the yoke
- ◆ round neck finished with contrasting binding
- ◆ set-in sleeves with elasticated lower edge
- ◆ a patch pocket on the skirt
- ◆ appliqué on the skirt (balloons)
- ◆ a back zip

Construction technique planned		Maximum mark available for technique
1	Bias binding on a curve	6
2	Set-in sleeves	5
3	Double layered yoke	4
4	Elastic in a casing	4
5	Semi-concealed zip	4
6	Gathers	3
7	Machined appliqué – basic shape	2
8	Patch pocket	2
		30 marks
9	<i>Machined hem with lay</i>	2
10	<i>Couched lines of yarn – for balloon strings</i>	2
11	<i>Plain seams with zig-zag finish</i>	2

Sufficient 5/6 tariff techniques have been included

These 8 techniques allow the candidate to access the 30 marks available. These lower tariff techniques should be disregarded.

Completing the assessment record sheet

Identify the eight construction techniques to be assessed **before starting marking**. You should list these on the assessment record sheet in the 'Construction technique planned' column (example provided).

List the construction technique with the highest tariff first, followed by the next highest tariff technique and so on until all of the eight chosen techniques have been entered. Candidates

may choose to incorporate more than eight techniques in their item, but **do not mark** any techniques carried out beyond the eight required for assessment.

- ◆ Enter the tariff for each construction technique in the 'Mark available' column, starting with the mark for the highest tariff technique. Once the maximum of 30 marks has been reached, do not enter any further marks in the 'Mark available' column as subsequent techniques will not count towards the mark allocation.
- ◆ Enter a comment to show clearly the basis on which you made each judgement.

Each of the eight construction techniques identified for assessment in the recording sheet should then be marked in relation to the **quality** achieved. This could take place as the candidate completes each construction technique, particularly in the case of techniques that are subsequently hidden as manufacture of the item progresses. Enter the marks awarded for the quality achieved for each of the eight construction techniques into the 'Mark awarded' column of the recording sheet.

Once the candidate's fashion/textile item is complete, award marks for the overall standard of the completed item and enter the mark in the 'Mark awarded' column of the recording sheet.

An example of a completed recording sheet is shown on the next page.

Candidate name: _____ Class/group: _____

Candidate number: _____ Centre: _____

Quality of construction techniques				
Fashion/textile item	Construction technique planned (highest tariff first)	Marks available	Mark awarded	Comment on standard of technique
<p>Award up to 30 marks for the quality of construction techniques demonstrated.</p> <p>Award between 1 and 6 marks for each construction technique candidates demonstrate. The quality of execution of this technique is marked in line with the mark allocation in the 'Higher construction techniques marking tariff'.</p> <p>Allocate marks in descending order, ie construction techniques which carry the highest tariffs first, followed by the construction techniques which carry the next highest tariff and so on, until the 30 marks available have been reached.</p> <ul style="list-style-type: none"> ◆ Award no more than 21 marks if the candidate demonstrates fewer than eight textile construction techniques. ◆ To be awarded the full mark allocation, candidates must attempt at least two construction techniques from the 5 marks or 6 marks columns in the 'Higher 	<p>Technique 1: (from 5/6 mark tariff) Edge finishes: Bias binding on a curve</p>	<p><i>5/6 marks</i></p> <p>6</p>	<p>4</p>	<p>The bias binding had been cut correctly. It had been applied to the right side of the neck edge by machine and slip stitched into place on the inside. The binding was an even width on both sides along the length of the neckline, and both ends were securely finished. The slip stitching showed a little on the right side in one or two places, and the ends of the binding would have benefited from the excess being trimmed away before finishing, as it was rather bulky.</p>
	<p>Technique 2: (from 5/6 mark tariff) Sleeves: Set-in sleeves</p>	<p><i>5/6 marks</i></p> <p>5</p>	<p>2</p>	<p>The sleeves and armhole had been correctly prepared.</p> <p>The sleeves were inserted securely, but there were several tucks around each sleeve head. One sleeve had a twisted appearance indicating that the balance marks had not been matched accurately when inserting the sleeve.</p>
	<p>Technique 3: Yokes: Double-layered yoke</p>	<p>4</p>	<p>4</p>	<p>Both layers of the yoke had been made up accurately. The shoulder and underarm seams on both layers matched up correctly, and the yoke lay flat.</p>
	<p>Technique 4: Disposal of fullness: Elastic in a casing</p>	<p>4</p>	<p>4</p>	<p>The casing was an even and appropriate depth. The stitching was accurate. The elastic was the correct length, lay flat within the casing and had been joined securely. The opening in the casing had been joined neatly.</p>

<p>construction techniques marking tariff'. Award a maximum of 18 marks to candidates who do not carry out two construction techniques from the 5 marks or 6 marks columns.</p> <p>◆ Award a maximum of 2 marks if candidates demonstrate construction techniques from the 1 mark column.</p> <p>◆ Award a maximum of 4 marks if candidates demonstrate construction techniques from the 2 marks column.</p>	<p>Technique 5: Zip: Semi-concealed zip</p>	4	3	The garment was correctly prepared for the zip. The zip was sewn in securely. The stitching was accurate, but a little far from the folds, so could allow the zip to show.
	<p>Technique 6: Disposal of fullness: Gathers</p>	3	2	The gathers were attached securely to the yoke, but had been distributed a little unevenly in places, so spoiling the overall appearance slightly.
	<p>Technique 7: Embellishment: Machine appliqué, basic shape</p>	2	2	Three simple balloon shapes had been applied to the skirt. The shapes had been securely attached, with all raw edges covered with zig-zag stitching. The stitching gave an accurate shape.
	<p>Technique 8: Pockets: Patch pocket</p>	2	1	The pocket had been made up accurately and attached securely. The stitching holding the pocket in place was a little uneven in some places and there was no reinforcing at the top corners.
Subtotal		30 marks	22	
Overall standard of completed fashion/textile item				
<p>Award up to 6 marks for the overall standard of the finished textile item.</p> <p>Indicators of the standard of finish include:</p> <ul style="list-style-type: none"> ◆ accurate shape/fit ◆ correct use of grain ◆ good drape/lack of distortion ◆ pressing for final finish ◆ trimming all threads ◆ fitness for purpose ◆ aesthetic appeal ◆ appropriate textile(s) used 	Marks available	Mark awarded	Comment on overall standard of finish	
	6	4	Candidate has achieved a satisfactory standard of overall finish in this dress. However, inaccuracies in carrying out some of the finer details in the techniques affected the appearance of the garment.	
Subtotal		6 marks		

Appendix 5: guidance on research techniques

This table provides an indication of the type of research technique and the complexity of research appropriate for candidates at Higher level. The table is for guidance only and is not definitive. Candidates may choose to use other methods of research. It is anticipated that candidates may choose to use these techniques for the purposes of investigation or testing.

Research technique	Guidance on carrying out the research to allow sufficient relevant data to be collected	Guidance on presenting results
Questionnaire	<ul style="list-style-type: none"> ◆ include a minimum of 20 respondents ◆ choose respondents who are appropriate to the focus of the research ◆ ask 6–8 pertinent questions 	<ul style="list-style-type: none"> ◆ identify the target group of respondents ◆ display all questions and all possible answers ◆ display all responses including nil responses ◆ consider displaying results in table format as this can make the data easier to read
Interview	<ul style="list-style-type: none"> ◆ use an interviewee whose expertise is appropriate to the focus of the research ◆ ask 6–8 pertinent questions ◆ construct questions to allow the interviewee to provide extended answers 	<ul style="list-style-type: none"> ◆ identify the position and/or job title of the interviewee ◆ display all questions and the information gathered from the responses
Internet/literary search	<ul style="list-style-type: none"> ◆ use more than one source of information ◆ use sources of information that will provide data relevant to the focus of the research ◆ gather information from a mixture of literary/web-based sources ◆ select the relevant information from each source 	<ul style="list-style-type: none"> ◆ give details of the sources of information, for example: <ul style="list-style-type: none"> — books: title of book, author — magazines, newspapers, journals: name of publication, date of publication, title of feature, author (where appropriate) — web sources: website URL and link to information ◆ identify the information gathered from each source ◆ display the relevant information gathered under appropriate headings ◆ include graphics where relevant
Costing	<ul style="list-style-type: none"> ◆ use current cost data ◆ include the cost of all textiles/components ◆ include ‘like for like’ data in comparative costing 	<ul style="list-style-type: none"> ◆ include sources of cost data ◆ include details of quantities and/or unit costs where appropriate ◆ display the information gathered under appropriate headings

Research technique	Guidance on carrying out the research to allow sufficient relevant data to be collected	Guidance on presenting results
Fabric analysis	<ul style="list-style-type: none"> ◆ use fabric tests that will provide data relevant to the focus of the research, above what is readily available in textbooks and websites ◆ confine testing to fabrics that are under consideration for a potential solution 	<ul style="list-style-type: none"> ◆ include details of the method of testing ◆ include details of the fibre content and method of construction of the fabrics tested ◆ display the information gathered under appropriate headings
Sensory testing/wearer trial	<ul style="list-style-type: none"> ◆ use testers whose expertise is appropriate to the focus of the research ◆ use a minimum of five testers ◆ ask for 6–8 responses based on the item ◆ ask appropriate questions to elicit potential improvements or modifications to the item 	<ul style="list-style-type: none"> ◆ include details of all potential solutions ◆ display all questions and all possible answers ◆ display all responses including nil responses ◆ display the key used for the testing ◆ consider displaying results in table format as this can make the data easier to read

Administrative information

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History of changes

Version	Description of change	Date
2.0	Course support notes added as appendix.	June 2018

Note: you are advised to check SQA's website to ensure you are using the most up-to-date version of this document.

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