



Course report 2025

N5 Fashion and Textile Technology

This report provides information on candidates' performance. Teachers, lecturers and assessors may find it useful when preparing candidates for future assessment. The report is intended to be constructive and informative, and to promote better understanding. You should read the report with the published assessment documents and marking instructions.

We compiled the statistics in this report before we completed the 2025 appeals process.

Grade boundary and statistical information

Statistical information: update on courses

Number of resulted entries in 2024: 616

Number of resulted entries in 2025: 678

Statistical information: performance of candidates

Distribution of course awards including minimum mark to achieve each grade

Course award	Number of candidates	Percentage	Cumulative percentage	Minimum mark required
A	183	27.0	27.0	71
B	179	26.4	53.4	62
C	165	24.3	77.7	53
D	91	13.4	91.2	44
No award	60	8.8	100%	Not applicable

We have not applied rounding to these statistics.

You can read the general commentary on grade boundaries in the appendix.

In this report:

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

You can find statistical reports on the [statistics and information](#) page of our website.

Section 1: comments on the assessment

Question paper

The question paper performed as expected. Feedback from centres suggests it was a fair and balanced paper.

Candidate performance was in line with previous years. Most candidates made an attempt at most questions.

Assignment

The two briefs performed as expected. The Met Gala brief proved to be the more popular of the two, while the learning toy brief was done by some. Marks for both briefs were equally accessed by candidates.

An additional five marks were added this year, which meant candidates were able to achieve more marks for the design solution and for completing the test in section 2. Most candidates accessed at least some of these additional marks.

Section 2: comments on candidate performance

Question paper

Question 1(a): Most candidates could identify a natural plant-based fibre. Most candidates could give at least one explanation of the suitability of this fibre for use in maternity trousers.

Question 1(b): Many candidates could evaluate the suitability of a knitted fabric for use in the maternity trousers; however, many candidates did not attain all three marks. Candidates were not penalised for not using the terms excellent, good, fair or poor used in the fabric properties chart.

Question 1(c): Many candidates could describe advantages and disadvantages of online shopping; however, they did not achieve marks as they did not explain the relevance of this.

Question 2(a): Most candidates achieved marks for describing the style, fabric and embellishment. Some candidates achieved marks for explaining the relevance of these to the skirt.

Question 2(b): A few candidates could explain geographical and environmental factors which would influence consumer choice but most candidates failed to achieve marks in this area as they did not explain relevance.

Question 3(a): A few candidates could identify all four pattern markings, but most could only achieve one mark.

Question 3(b): Most candidates could correctly evaluate properties and characteristics of acrylic; however, most candidates did not attain all three marks.

Question 3(c)(i): Most candidates could correctly identify a seam which enclosed raw edges.

Question 3(c)(ii): Most candidates could explain the benefit of a lining in a prom dress. Some candidates could explain the benefits of interfacing in a prom dress.

Assignment

The briefs were generally used correctly and there was a better coverage of both key themes this year, although the decorative element of the Met Gala brief wasn't well used.

Most candidates attempted all sections in the assignment.

Themes

Most candidates were able to identify the two key themes.

Investigations

Most candidates were able to carry out three investigations, although not all were clearly separated, and a few candidates omitted points of information. A few candidates who included points of information related to colours were disadvantaged due to their assignments being printed in black and white.

Design solution

Presentation of the design solution was generally well done, and the greater marks allowed for greater differentiation. A few candidates provided only written descriptions, which did not allow the solution to be clearly visualised.

Many candidates identified features and were able to justify them based on findings from research. A few candidates used information not found in their investigations or relied on personal opinion. Marks are only awarded for features and justification based on the findings of the investigations completed by the candidate in section 1.

Testing

Most candidates carried out a suitable test and provided a scale and results, which meant they could be awarded three marks. Most candidates drew valid points of information from this test, although a few candidates omitted points of information, or

only rewrote the results. Sometimes the scale used by candidates limited the usefulness of the information obtained.

Evaluation

More candidates were able to identify points to evaluate; however, candidates tended to make statements rather than evaluations.

Section 3: preparing candidates for future assessment

Question paper

Centres should provide clear guidance on the level of detail expected in ‘describe’ and ‘explain’ questions, as some candidates struggled to respond fully. Although candidates clearly possess relevant knowledge, many are unable to apply it effectively in unfamiliar contexts.

Centres should refer to the Summary of fabric properties document which is available on the [National 5 Fashion and Textile Technology subject page](#).

Centres should encourage candidates to use the terms excellent, good, fair and poor when describing properties. Centres should also ensure candidates have a breadth of knowledge across all fibre types.

Centres should ensure that candidates have knowledge of all factors which affect consumer choice and should refer to the skills, knowledge and understanding section in the course specification (available on the [National 5 Fashion and Textile Technology subject page](#)).

Centres should ensure that all patterns used, including centre-devised patterns, have appropriate pattern markings to allow candidates to familiarise themselves with these.

Assignment

Stage 1

Themes

Candidates must correctly identify the two key themes. At National 5 level no explanation is required.

Investigations

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

Investigations which rely on colour as a key feature should provide evidence in colour as black and white images do not allow for clear visualisation when marking. Candidates who provide mood boards should be encouraged to provide the original mood board as this allows images to be clearly seen. Candidates should ensure that any photographs inserted into the assignment are of a suitable size to allow markers to read and identify points made.

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

Candidates should be encouraged to make definitive statements. For example, if a candidate finds that the most common colour for an item was blue then they should state their solution will be made from blue fabric. Further investigations could lead to the shade of blue and additional colours being decided.

Centres should make sure candidates don't decide what they are developing too early on and can investigate a wide range of items. Candidates who do not provide a wide range of examples limit their ability to draw valid conclusions. Some candidates

investigated only four or five items which made it difficult to identify common features or colours.

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

Centres should avoid teaching the use of formulaic answers for the points of information. This results in candidates failing to make it clear how they are moving the finding forward — repeatedly saying ‘I will consider’ or ‘I might’ doesn’t develop the solution, therefore marks cannot be awarded.

Centres should ensure candidates check all their work is printed before submission. A few assignments had missing pages this year, which can delay marking.

The briefs are published in September each year on the Fashion and Textiles Technology subject page and are the same for both National 5 and Higher. These could be adapted for National 4 combined approach unit assessment if centres have a tri-level class.

Centres must download the correct, up-to-date version of the candidate workbook each year as failure to do so severely disadvantages candidates.

Design solution

Justifications must be based on the findings contained in the investigations completed by the candidate in section 1. The properties and characteristics must be linked to a particular fabric which has been identified from the investigations.

Testing

Candidates should be taught not to rewrite results but to come to some conclusion about them.

Candidates must provide a suitable key when presenting test results to allow for valid judgements to be made. Asking additional questions often provides candidates with additional information which enables them to make evaluative statements.

Evaluation

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

For example, 'Based on results of my testing, three of my testers felt my toy didn't contain enough interactive features (fact), therefore my solution wasn't suitable for learning (judgement), therefore I have not met the brief and will need to adapt my design and retest it with preschool children and their parents (impact)'.

Appendix: general commentary on grade boundaries

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

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

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

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

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

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

Every year, we evaluate the performance of our assessments in a fair way, while ensuring standards are maintained so that our qualifications remain credible. To do this, we measure evidence of candidates' knowledge and skills against the national standard.

For full details of the approach, please refer to the [Awarding and Grading for National Courses Policy](#).