

Course report 2026

National 5 Fashion and Textile Technology, SCQF level 5

We've written this report for teachers and lecturers. We recommend you read this with the published course assessment documents and marking instructions.

The report:

- provides a summary of how each course component performed
- highlights areas of the question paper and coursework where candidates performed well and areas where they did not perform well
- has advice you might find useful when preparing candidates for assessment

For information about the practical activity, you should read the verification summary 2025-26 on the [subject page](#) of our website.

We collect and prepare the statistics in course reports before we complete the appeals process.

Statistical and grade boundary information

Course entries

Number of resulted entries in 2025: 678

Number of resulted entries in 2026: 759

Distribution of course awards (including minimum mark to achieve each grade)

Course award	Number of candidates	Percentage	Cumulative percentage	Minimum mark required
A	205	27.0	27.0	71
B	207	27.3	54.3	62
C	176	23.2	77.5	53
D	101	13.3	90.8	44
No award	70	9.2	100	Not applicable

We've not applied rounding to these statistics.

In this report:

- 'Most' means greater than or equal to 70%.
- 'Many' means 50% to 69%.
- 'Some' means 25% to 49%.
- 'Few' or 'a few' means less than 25%.

You can find [statistical reports](#) on our website.

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's 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 make final decisions on grade boundaries based on this information. Senior Qualifications Scotland staff normally chair these meetings.

Principal assessors use 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.

- We can adjust the grade boundaries downwards if there's evidence that the question paper or other assessment has been more difficult than usual.
- We can adjust the grade boundaries upwards if there's evidence that the question paper or other assessment has been less difficult than usual.
- If levels of difficulty are comparable to previous years, we maintain similar grade boundaries.

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.

How the course assessment performed

Question paper

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

Candidate performance was slightly improved in comparison to previous years. Candidates attempted most questions.

Assignment

The two briefs performed as expected. The 1920s brief was the most popular choice. Candidates were able to access marks equally in both briefs.

Practical activity

Verifiers saw some excellent items, which showed a high level of personalisation and choice in patterns, fabric and decoration. All centres used appropriate items, ensuring that items included eight construction techniques and a minimum of two higher tariff techniques. Some centres used items which had additional high tariff techniques and this allowed candidates to gain more marks in this area.

How candidates performed

Question paper

Question 1(a): Most candidates identified a natural fibre. Most candidates provided at least one explanation of the suitability of this fibre for the romper.

Question 1(b): Many candidates did not provide three evaluative comments on the suitability of woven fabrics. Some candidates gained one or two of the available marks.

Question 1(c): Many candidates discussed the benefit of the appliqué but failed to discuss the benefits of felt.

Question 2(a): Many candidates explained how features of a punk trend could be used in the collection. If candidates experienced difficulty, this was due to them focusing on factors which affect choice rather than the trend.

Question 2(b): Many candidates evaluated the suitability of wool, acrylic and blended fibre. In some cases, candidates demonstrated their knowledge but did not provide evaluative comments.

Question 2(c)(i): Most candidates described ways an online influencer might promote the collection.

Question 2(c)(ii): Most candidates identified two methods of surface decoration.

Question 3(a): A few candidates explained all three cutting instructions whilst many candidates explained at least one.

Question 3(b): Many candidates explained the benefits of pressing and lining, however, only a few candidates explained inter-facing.

Question 3(c)(i): Most candidates gained at least one mark for describing points to consider when choosing scissors.

Question 3(c)(ii): Most candidates described two safety points related to the use of scissors.

Assignment

Candidates generally used the briefs correctly. There was good coverage of both key themes.

Most candidates attempted all sections in the assignment.

Themes

Most candidates identified the two key themes.

Investigations

Most candidates carried out three investigations, although not all were clearly separated, and most candidates identified points of information which moved the solution forward. A few candidates who included points of information related to colours were disadvantaged as their assignments were printed in black and white.

Design solution

Some candidates' design solutions lacked detail but presentation of the design solution was generally well done.

Many candidates identified features and justified them based on their 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 which does not move the testing forwards.

Evaluation

Some candidates identified points to evaluate; however, they tended to make statements rather than evaluations.

Preparing candidates for assessment

Question paper

You should give candidates clear guidance on the level of detail expected in 'describe' and 'explain' and 'evaluate' questions as some candidates struggled to respond fully. Although candidates clearly possess relevant knowledge, many were unable to apply it effectively with enough detail. Evaluations often lacked a clear explanation of impact making them a statement rather than an evaluation.

You should ensure that candidates have a copy of the Qualifications Scotland Summary of fibre properties grid (available on our [Fashion and Textile Technology subject page](#)). Candidates clearly understood this grid as a few candidates annotated their question paper with an abbreviated table for reference.

You should:

- encourage candidates to use the terms excellent, good, fair and poor when describing properties although they will not be penalised at this level if the incorrect term is used
- make sure candidates have a breadth of knowledge across all fibre types
- ensure that all patterns used by candidates, including centre-devised patterns, have appropriate pattern markings and cutting instructions to allow candidates to familiarise themselves with these

Assignment

We publish the briefs in September each year on our [Fashion and Textiles Technology subject page](#) and the briefs are the same for National 5 and Higher. You could adapt these for National 4 combined approach unit assessment if you have a tri-level class.

You must download the correct, up-to-date version of the candidate workbook each year so you do not disadvantage candidates.

Themes

Make sure candidates understand that they must correctly identify the two key themes. At National 5 level no explanation is required.

Investigations

Remind candidates that both key elements of the brief must be investigated. This allows them 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.

Encourage candidates who use mood boards to provide the original mood board so that images can be seen clearly. Candidates should ensure that any photographs inserted into the assignment are of a suitable size to allow markers to read and identify points made.

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

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

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.

It is good practice 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.

You should avoid teaching the use of formulaic answers for the points of information. This can prevent candidates from making it clear how they are moving the finding forward.

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

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

You should teach candidates 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

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 outfit was not influenced by the 1920s (fact), therefore my solution wasn't suitable for the brief (judgement), therefore I have not met the brief and will need to adapt my design adding more 1920s influences and retest it with my target market (impact)'.