



# Common questions about National 3, National 4, National 5 and Higher Fashion and Textile Technology

## What changes have been made to Higher Fashion and Textile Technology documents?

A new set of documents has been published to support the revised National Qualifications. These can be found on the Higher [Fashion and Textile Technology subject page](#) of SQA's website:

| Document   | Contents   |
|--|--|
| Course specification   | <ul style="list-style-type: none"><li>◆ skills, knowledge and understanding</li><li>◆ structure of the course assessment</li><li>◆ assessment conditions</li><li>◆ appendix: course support notes</li><li>◆ suggested learning and teaching activities</li><li>◆ suggested resources</li></ul> |
| Coursework assessment task                                   | <ul style="list-style-type: none"><li>◆ details of the task</li><li>◆ marking instructions</li></ul>   |
| Candidate workbook for the assignment and practical activity | <ul style="list-style-type: none"><li>◆ details of the task</li><li>◆ guidance for candidates</li></ul>  |
| Specimen question paper                                      | <ul style="list-style-type: none"><li>◆ sample questions</li><li>◆ marking instructions</li></ul>  |

The following resources are also available on the Higher [Fashion and Textile Technology subject page](#) of SQA's website:

- ◆ common questions
- ◆ subject updates
- ◆ course reports
- ◆ a link to freestanding unit information
- ◆ webinar presentation
- ◆ audio presentation
- ◆ links to Understanding Standards information, including the Guidance document on Textile Construction Techniques
- ◆ links to CPD support

In addition, the following resources are available on SQA's secure website:

- ◆ unit assessment support packs
- ◆ coursework assessment briefs

Please note, you must always use the latest versions of all documents. These can be found on SQA's [website](#). You must access documents on SQA's secure website via your SQA co-ordinator.

## **Are the National 5 and Higher units still available?**

Yes. The units that were previously part of a course are still available. Details of these freestanding units can be found via a link on the Fashion and Textile Technology subject page of SQA's website. Please note that these units no longer contribute to the achievement of a National Course.

## **Question paper**

### **What would be good examples of answers for each type of question in the question papers?**

There is no wording formula for a good answer. Candidates are awarded marks based on their ability to provide evidence of their knowledge and understanding, however they express this in their response. It might be useful to encourage candidates to develop a strategy for structuring a response for each answer type, based on the information given in the 'General marking principles' section of the specimen question paper marking instructions.

## **Assignment**

### **If a design brief does not identify a specific target market, is it appropriate for candidates to identify this at the outset?**

All design briefs will include a target market. However, in some briefs this may be open to interpretation, for example 'for sale in a gift shop'. In these cases, candidates could choose an appropriate target group at the outset, or may decide on a target group as a result of their research. However, when candidates choose a target market, it should be appropriate to the brief and should not restrict the range of possible solutions.

### **How varied should investigations be? Can candidates do investigations in the same order, for example interview, internet search, then questionnaire?**

It would be expected that candidates would choose to research different aspects of the themes, and in order to gather enough information from their investigations to allow them to develop and justify an appropriate solution, each of the candidate's investigations should have a different focus. As candidates should be encouraged to choose their own methods of research and sources of information, it is expected that each candidate's range of investigations and the order in which they carry them out would be unique to their

assignment. Consequently, results arising from candidates' investigations make it unlikely that candidates will arrive at the same solution.

### **How many sources should be used to ensure a valid investigation?**

A range of different investigations can be carried out using a wide range of possible sources. The numbers of sources need to support the investigation so candidates can gather enough relevant data to be able to fully summarise the main points of information. Detailed information on the number of sources for each technique can be found in the *National 5 Fashion and Textile Technology Course Specification: Appendix 6*, and the *Higher Fashion and Textile Technology Course Specification — Appendix 5*.

### **Can candidates use their teacher as an 'expert' for their investigations?**

Candidates should always use an interviewee whose expertise is appropriate to the focus for the research. This could be their teacher if the teacher has the relevant expertise. A fashion and textile technology teacher would have expert knowledge on for example, the properties and characteristics of textiles and construction techniques. However, they might not be adequately qualified to answer questions about say, the preferences of teenagers, or the types of item that might sell well in a retail store. Information gathered from such questions would be deemed to be invalid and points drawn from this would not be awarded marks. Further guidance on research techniques is given in Appendix 6 of the *National 5 Fashion and Textile Technology Course Specification*, and Appendix 5 of the *Higher Fashion and Textile Technology Course Specification*.

### **Can candidates present the results of their investigations as a mood board?**

Yes. However, candidates must identify the sources of all items/images on the mood board. They might number the items and list these on the back of the mood board, arrange the items in groups each with an appropriate heading, or use any other method that clearly identifies the sources of the images.

### **What time increments are needed for the time plan?**

This will depend on the task being carried out, and times allocated should be realistic for the task. For example, a substantial piece of embroidery or beadwork might require 2 x 50-minute sessions, but the scale of the embellishment should justify this time allocation. If a technique is scheduled to take more than one session, candidates should indicate the part of the work that is planned for each session.

Candidates should be discouraged from dividing a session into blocks of time of the same length, then making all tasks 'fit' into these.

### **Can candidates use the instruction sheet from a commercial paper pattern to write their plan?**

Candidates are required to describe the key processes in a logical order, and they may refer to the instruction sheet when writing their plan. However, if a candidate simply copies out the instruction sheet, they have not identified any of the key processes, so would not be awarded marks for this. You should refer to the marking instructions in the *National 5 and Higher Fashion and Textile Coursework assessment tasks* for details of how marks are awarded.

## **How much input can an assessor have into a candidate's plan?**

Assessor input and advice on the candidate's plan is acceptable in order to allow the candidate to progress to the next stages of the assessment. Once the candidate has made their plan, it should be marked by the assessor and copied. Once the candidate's mark has been recorded, subsequent support could include advising candidates on appropriate complexity of the item they plan to make, in relation to their chosen brief.

## **Do photographs of a candidate's fashion/textile item need to be included in the assignment?**

Yes. Candidates must provide photographic evidence of the manufacture of their fashion/textile item. Stage 3: evaluation is based on the item made. If there are no photographs or inadequate photographs, there may be insufficient evidence on which to base the subsequent evaluation, and the candidate may forfeit marks at this stage.

## **Practical activity**

### **How should marks be awarded for carrying out textile construction techniques?**

Each construction technique carries a mark tariff which reflects the degree of difficulty involved in carrying out the technique. Details of this can be found in the *National 5 and Higher Fashion and Textile Technology Coursework assessment tasks*.

Marks for each construction technique should be awarded holistically, taking into consideration all of the features required for the technique. Information about the features of each textile construction technique is available in the *Guidance Document on Textile Construction Techniques* which is available via the Understanding Standards tab on the Fashion and Textile Technology pages of SQA's website.

You should use professional judgement based on the information in the marking instructions and the *Guidance Document on Textile Construction Techniques*. You should consider how accurately the construction technique is completed and award marks for each technique appropriately. You should add comments in support of the marks awarded in the National 5/Higher Fashion and Textile Technology practical activity: assessment records which are available in the N5/Higher Coursework assessment tasks.

### **Do candidates have to use commercial paper patterns?**

Candidates don't have to use what is traditionally regarded as a commercial paper pattern. Although it is perfectly acceptable to use one, candidates are free to use appropriate patterns downloaded from the internet, patterns from magazines and other publications, patterns they have drafted themselves, or patterns from any other appropriate source, including patterns drafted by the teacher. Candidates should have a paper pattern for them to use while making the item, but it does not have to be for their exclusive use.

**Are candidates allowed to carry out practical tasks at home or elsewhere if their centre does not have a particular piece of equipment, for example a computerised machine for embroidery?**

This would not be acceptable. National 5 and Higher Fashion and Textile Technology Course Specifications state that Stage 2: making the fashion/textile item will be conducted under the direct supervision of the assessor.

National Qualification questions and answers can be found on the [frequently asked questions section](#) of SQA's website.

Questions and answers on the changes to National Courses can be found at [www.sqa.org.uk/nqchanges](http://www.sqa.org.uk/nqchanges)