



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

Are the National 5 and Higher units still available?

Yes. The units that were previously part of a course are still available. You can find details of these freestanding units 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.

Assignment

If a design brief does not identify a specific target market, is it appropriate for candidates to identify this before they start?

All design briefs 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 can choose an appropriate target group before they start, or 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?

We expect candidates to research different aspects of the themes, and to gather enough information from their investigations to allow them to develop and justify an appropriate solution. Each candidate's investigations should have a different focus. You should encourage candidates to choose their own methods of research and sources of information, and we expect that each candidate's range of investigations and the order in which they carry them out will be unique to their assignment. It is unlikely that candidates will arrive at the same solution.

How many sources should candidates use to ensure a valid investigation?

Candidates can carry out a range of different investigations using a wide range of possible sources. The number of sources must support the investigation, so candidates can gather enough relevant data to be able to fully summarise the main points of information. You can find detailed information on the number of sources for each technique 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 areas such as the preferences of teenagers, or the items that might sell well in a retail store. Information gathered from such questions would be invalid and points drawn from them would not be awarded marks. You can find further guidance on research techniques 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 present the results of their investigations as a mood board?

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

How much input can an assessor have into a candidate's assignment?

Assessor input and advice on the candidate's assignment is acceptable to allow the candidate to progress to the next stages of the assessment.

Practical activity

How should we award marks for carrying out textile construction techniques?

Each construction technique has a mark tariff that reflects the degree of difficulty involved in carrying out the technique. You can find details of this in the National 5 and Higher Fashion and Textile Technology coursework assessment tasks.

Marks for each construction technique should be awarded holistically, considering all the features required for the technique. You can find information about the features of each textile construction technique in the 'Guidance Document on Textile Construction Techniques' which is available in the Understanding Standards tab on the Fashion and Textile Technology subject page 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 or Higher Fashion and Textile Technology practical activity: assessment records, which are available in the National 5 and Higher coursework assessment tasks.

Do candidates have to use commercial paper patterns?

Candidates can use what is traditionally regarded as a commercial paper pattern. They can also use:

- ◆ appropriate patterns downloaded from the internet
- ◆ patterns from magazines and other publications
- ◆ patterns they have drafted themselves
- ◆ patterns drafted by the teacher
- ◆ patterns from any other appropriate source

Candidates should have a paper pattern 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 candidates must conduct the practical assessment under the direct supervision of the assessor.

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