



Alternative Certification Model 2020–21: National QA Exercise Key Messages

Subject	Fashion and Textile Technology
Level	Higher

This report provides information on themes emerging from the national quality assurance exercise, which is part of the Alternative Certification Model for National 5, Higher and Advanced Higher courses.

A sample of candidates' assessed work from selected centres was reviewed to determine whether assessment was in line with the national standard. The evidence submitted may have been partial or incomplete and is unlikely to have represented all of the evidence that will be gathered to allow the centre to determine a provisional result.

The centres selected for review in this subject and at this level have been provided with specific feedback on the evidence that they submitted. The comments below highlight key points about the assessment approaches and instruments used and the sampled centres' assessment judgements, for all centres delivering the subject at this level to reflect upon and make any appropriate adjustments.

Section 1: Comments on approach to assessment

This session, centres selected for ACM quality assurance activities were advised that they should submit evidence for five candidates demonstrating a range of attainment.

Most centres submitted partial evidence across the three component areas within the Higher Fashion and Textile Technology course. Few centres provided evidence of all three course components.

The evidence submitted by centres was as follows.

Question paper

Most centres submitted the written question paper as evidence. The majority of centres used the SQA 2021 question paper with the supporting marking instructions. Some centres devised their own question paper using SQA past papers. The validity of these centre-devised papers was limited, as many of the questions were taken from the specimen paper or the 2019 question paper, both of which are in the public domain. Centres should refer to the Understanding Standards section of the SQA website, which includes key guidance documents to help you create a valid question paper.

Assignment

Some centres provided candidate evidence of the assignment. These centres used this session's SQA-devised briefs. All centres had used the modified assignment template for session 2020–21. Most of the assignments submitted as evidence were not yet fully complete.

Practical activity

Most centres submitted evidence for this component. One centre manufactured the bag as exemplified in the SQA Understanding Standards resources, while others manufactured a range of items, from jackets to children's outfits. All items manufactured had the correct level of complexity and the construction techniques necessary at Higher level. All centres submitting practical activity evidence used the SQA-devised recording document and provided a good level of commentary for each candidate.

All evidence submitted was in line with the SQA subject-specific guidance relating to the key pieces of evidence required for determining provisional results.

All centres had made use of valid assessment instruments. Most centres had used internal and, where appropriate, local authority moderation to good effect.

Section 2: Comments on assessment judgements

Most assessment judgements were consistent with national standards.

Question paper

Most centres had marked the question paper to national standards. Some centres were too lenient in awarding marks to candidates. These centres had not correctly applied the marking instructions or had misinterpreted them. Some marks were awarded for responses that do not fully meet the detail necessary for the command word expectations.

Assignment

The evidence submitted illustrated that the majority of centres were meeting national standards in their application of awarding marks. There was a consistent approach nationally to marking, and no serious concerns were identified.

It was noted that a small number of centres were awarding marks leniently for the illustration of the solution. Details were omitted by the candidates that were necessary to gain full marks in this section.

Practical activity

The evidence submitted illustrated that the majority of centres were meeting national standards in their application of awarding marks for the practical activity. The majority of centres applied a consistent and fair approach to their candidate's practical item.

There were a few centres that were incorrectly identifying construction techniques and therefore awarding a higher tariff mark for the techniques carried out by the candidate. This had an impact on the overall mark that the candidate achieved.

Exemplification, commentaries and detailed guidance are available on the Understanding Standards website. These can be used by candidates, as well as teaching staff, to help them understand the required standard.

The majority of centres submitted extensive recording documents to provide details about candidate performance. These documents included excellent commentary on the justification of awarding marks.

It was clear from the evidence that most centres had carried out extensive moderation activity at both school and local authority level. This moderation provided detailed feedback on the awarding of marks and any discrepancies, with amendments being made where necessary.