National 5 Fashion and Textile Technology

Course code:	C828 75
Course assessment code:	X828 75
SCQF:	level 5 (24 SCQF credit points)
Valid from:	session 2017–18

The course specification provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

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Contents

Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for a candidate to complete the course is 160 hours.

The course assessment has three components.

Component	Marks	Scaled mark	Duration
Component 1: question paper	30	30	1 hour
Component 2: assignment	50	35	See course assessment section
Component 3: practical activity	50	35	

Component 2 and component 3 are inter-related and will be assessed using one activity. Candidates will carry out one task — designing, planning, making and evaluating a fashion/textile item — which will provide evidence for both components.

Recommended entry	Progression
Entry to this course is at the discretion of the centre. Candidates should have achieved the fourth curriculum level or the National 4 Fashion and Textile Technology course or equivalent qualifications and/or experience prior to starting this course. In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this course.	♦ Higher Fashion and Textile Technology course ♦ National Progression Awards ♦ other SQA qualifications in health and wellbeing, technologies or related areas ♦ further education or employment/training in textiles, fashion and related fields

Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

The course uses fashion and textile contexts for developing related technological skills, knowledge, understanding and attributes through fashion and textile-related activities.

The practical learning activities in the course encourage candidates to develop problem-solving techniques, make informed choices and take responsibility for the development of an idea through to the completed item. The course will use underpinning knowledge and focuses on designing, planning, making and evaluating detailed fashion/textile items.

The course allows candidates to continue to acquire the attributes and capabilities of the four capacities, as well as enthusiasm and a willingness to learn; perseverance, resilience and independence; responsibility and reliability; and confidence and enterprise.

Purpose and aims

The purpose of the course is to develop the practical skills, construction techniques and knowledge and understanding which support fashion/textile-related activities. The knowledge, understanding and skills that candidates acquire by successfully completing the course will be valuable for learning, for life and for the world of work.

This course is practical and experiential. Candidates will demonstrate relevant knowledge and understanding, and apply this to planning, making and evaluating fashion/textile items.

Candidates will develop:

♦ detailed knowledge of textile properties and characteristics
♦ detailed textile construction techniques
♦ detailed understanding of factors that influence fashion/textile choices
♦ detailed understanding of fashion/textile trends
♦ the ability to plan and make detailed fashion/textile items
♦ the ability to select, set up, adjust and use relevant tools and equipment safely and correctly
♦ detailed investigation, evaluation and presentation skills

The course helps candidates develop an understanding of textile properties, characteristics and technologies, item development, fashion/textile trends and factors that affect fashion/textile choice. Particular emphasis is placed on the development of practical skills and textile construction techniques to make detailed fashion/textile items, to an appropriate standard of quality.

This course helps candidates to develop important skills, attitudes and attributes that are transferable to other contexts including problem-solving skills and communication skills.

The course may also contribute towards the development of numeracy skills through the measurement of textiles and the timing of production.

Who is this course for?

The course is suitable for all learners with an interest in fashion and textiles who would like to develop practical fashion/textile skills. It is particularly suitable for learners who enjoy experiential learning through practical activities.

This course offers learners opportunities to develop and extend a wide range of fashion and textile related skills, including practical skills and textile construction techniques.

Course activities provide learners with opportunities to develop thinking and decision-making skills and skills in planning, organising and evaluating practical tasks. Learners can also develop skills for learning, skills for life and skills for work.

Course content

This course has been constructed to facilitate a hierarchical arrangement with the National 4 Fashion and Textile Technology course.

The central theme of the course is to develop practical knowledge, understanding and skills which support fashion/textile-related activities. The course is practical, exploratory and experiential in nature.

This course provides candidates with the opportunity to develop detailed knowledge, understanding and skills related to textile technologies, including the characteristics and properties of a range of textiles and their uses, and to apply this knowledge in practical situations.

Candidates will explore current fashion trends and investigate a range of factors affecting the fashion/textile choices of consumers. They will have the opportunity to develop and apply this knowledge and understanding by carrying out the fashion/textile item development process to develop solutions for detailed fashion/textile items that meet the needs of given briefs.

Candidates will have opportunities to present and justify their solutions for detailed fashion/textile items, with a focus on factors that affect their choice of textiles, construction techniques to be used, and features of the fashion/textile item, in relation to the given brief.

Candidates will have the opportunity to make detailed fashion/textile items, to an appropriate standard of quality, using a paper pattern and a range of textile construction techniques, and to demonstrate the selection, setting up, adjustment and use of equipment and tools safely and correctly.

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

♦ detailed understanding of textile characteristics, properties and technologies
♦ applying a detailed range of textile construction techniques
♦ explaining factors that affect fashion/textile choices
♦ explaining fashion/textile trends
♦ planning and making detailed fashion/textile items to an appropriate standard of quality
♦ demonstrating appropriate selection, set up, adjusting and use of tools and equipment, safely and correctly
♦ detailed evaluation of fashion/textile items
♦ detailed investigation and presentation skills

Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment:

♦ choose textiles based on their characteristics and properties, and evaluate their suitability for different purposes:
— fibres: natural fibres, regenerated fibres, synthetic fibres
♦ types of fabric construction:
— woven, knitted, felted, bonded
♦ explain fashion/textile trends
♦ explain the fashion/textile choices of consumers:
— peer pressure, celebrity/role models, online shopping, environmental issues
♦ use investigative techniques to carry out detailed investigations into given briefs
♦ interpret and develop solutions for detailed fashion/textile items to meet given briefs
♦ briefs may focus on one or more of the following:
— the end use of the item
— techniques to be used in the item
— textiles or components to be included in the item
— a fashion/textile trend
— the fashion/textile choices of a target consumer group
♦ present and justify solutions for detailed fashion/textile items with reference to given briefs
♦ identify, use and demonstrate understanding of the information used in detailed paper patterns
♦ choose and use a range of construction techniques and evaluate their suitability for purpose
♦ use surface decoration techniques when appropriate
♦ produce detailed work plans with a timed and logical work sequence
♦ produce accurate requisitions for appropriate textiles, components, equipment and tools
♦ make detailed fashion/textile items to an appropriate standard of quality, including using a paper pattern
♦ demonstrating understanding of selection, setting up, adjusting and use of equipment and tools

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level (www.scqf.org.uk).

Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

2   Numeracy

2.2   Money, time and measurement

3   Health and wellbeing

3.1   Personal learning

5   Thinking skills

5.3   Applying
5.4   Analysing and evaluating

These skills must be built into the course where there are appropriate opportunities and the level should be appropriate to the level of the course.

Further information on building in skills for learning, skills for life and skills for work is given in the course support notes.

Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

♦ challenge — requiring greater depth or extension of knowledge and/or skills
♦ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to:

♦ respond to challenge by undertaking an assignment and a practical activity that applies skills, knowledge and understanding from across the course by developing a solution and planning, making and evaluating a fashion/textile item in response to a brief
♦ demonstrate integration and application of skills, knowledge and understanding from across the course in a question paper

Course assessment structure: question paper

Question paper   30 marks

The purpose of this question paper is to assess candidates' ability to integrate and apply knowledge, understanding and skills sampled from across the course.

The question paper will ask candidates to state, give, name, identify, describe, explain, and evaluate.

The question paper will give candidates an opportunity to demonstrate the following knowledge, understanding and skills:

♦ explaining and evaluating properties and characteristics of textiles, and the application of this knowledge
♦ explaining and evaluating the application of a range of construction techniques, including the use of paper patterns
♦ explaining factors affecting consumer fashion/textile choices, including fashion trends
♦ communicating solutions to fashion/textile briefs

Setting, conducting and marking the question paper

This question paper is set and marked by SQA and conducted in centres under conditions specified for external examinations by SQA. Candidates complete this in 1 hour.

Specimen question papers for National 5 courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

Course assessment structure: assignment and practical activity

Assignment   50 marks

Practical activity   50 marks

Component 2 and component 3 are inter-related and will be assessed using one activity. Candidates will carry out one task — designing, planning, making and evaluating a fashion/textile item — which will provide evidence for both components.

The purpose of the assignment and practical activity is to provide candidates with the opportunity to draw on and apply the skills, knowledge and understanding acquired in the course in order to produce a detailed fashion/textile item in response to a brief.

The assignment and practical activity gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

♦ a range of technological skills related to the production of a fashion/textile item to meet specified textile and consumer requirements
♦ research skills
♦ use of tools and equipment to demonstrate a range of textile construction techniques to make a detailed fashion/textile item to an appropriate standard of quality
♦ evaluation skills

The assignment and practical activity has three stages:

Stage 1: design and plan (assignment)
Stage 2: making the detailed fashion/textile item (practical activity)
Stage 3: evaluation (assignment)

Coursework overview

In the assignment and practical activity, candidates will demonstrate breadth and application by applying the skills, knowledge and understanding acquired in the course to produce a detailed fashion/textile item in response to a given brief.

Candidates have a choice of briefs. Briefs at National 5 have two themes for the candidate to investigate.

Candidates must use **one** of the briefs provided separately in the coursework assessment task as the basis for their Fashion and Textile Technology assignment and practical activity.

Examples of possible briefs are provided below.

♦ Produce a fashion/textile accessory to be sold in a Scottish tourist attraction.
♦ Develop a decorative fashion/textile item for a child which includes the use of recycled materials.

♦ Produce a fashion/textile item that a teenager might wear to a special event.

The range of briefs offered in any one year will allow for a solution that could be a fashion/textile item other than a garment

The assignment and practical activity has three stages (100 marks):

Stage 1: Design and plan (40 marks)
The marks in this stage are awarded for:

♦ carrying out research into key themes from the chosen brief
♦ producing an appropriate solution for the detailed fashion/textile item based on information generated from the research
♦ planning for the making of the detailed fashion/textile item

Stage 2: Making the detailed fashion/textile Item (50 marks)
The marks in this stage are awarded for:

♦ making the detailed fashion/textile item to an appropriate standard of quality
♦ commenting on the plan in a record of work

Stage 3: Evaluation (10 marks)
The marks in this stage are awarded for:

♦ carrying out an investigation to evaluate the fashion/textile item
♦ evaluating the finished item and the effectiveness of the development process

Setting, conducting and marking the assignment and practical activity

A range of briefs for the assignment and practical activity will be provided by SQA and will be sufficiently open and flexible to allow personalisation and choice in both the focus for the technological process and the fashion/textile item to be made.

The assignment and practical activity is set by SQA and conducted under some supervision and control.

Candidates should provide evidence for both the assignment and the practical activity in relation to their chosen brief.

Assignment: Stage 1: Design and plan, and Stage 3: Evaluation, will be submitted to SQA for marking.

Practical activity: Stage 2: Making the fashion/textile item will be internally marked by centre staff, in line with the marking instructions provided in the Coursework assessment task. Candidate evidence for the practical activity should be retained by centres for quality assurance purposes.

All marking is quality assured by SQA.

Assessment conditions

Time

This assessment is carried out over a period of time. Candidates should start at an appropriate point in the course. This will normally be when they have completed most of the work in the course.

This assessment has three stages:

Stage 1: Design and plan
Stage 2: Making the detailed fashion/textile item
Stage 3: Evaluation

The three stages of the assessment should be completed in sequence and candidates should complete each stage before undertaking the next.

Candidates should be given sufficient time to carry out their investigations and research. It is recommended that presentation of research and the reporting of information for evaluation be completed within a notional time period of up to three hours.

Stage 3(b) and Stage 3(c) Evaluation

These stages should be completed within a notional time of 45 minutes.

Supervision, control and authentication

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

Stage 1(a) Themes, Stage 1(b) Research, and Stage 3(a) Carrying out an investigation into the item

During these stages of the assessment, which may be undertaken outside the learning and teaching setting, assessors should put in place mechanisms to authenticate candidates' work and ensure that plagiarism has not taken place, for example:

♦ regular spot checks/interim progress meetings with candidates
♦ questioning candidates
♦ checking candidates' record of activity/progress against evidence provided
♦ carrying out assessor observation of evidence provided from outside the learning and teaching setting

Candidates should be encouraged to choose their own methods of research and sources of information and so avoid unintentional plagiarism. It is expected that candidates' results will lead to a range of different solutions.

Candidates should not decide on their solution before the research has been carried out, as the solution should be based on the results of research.

The following will be undertaken independently by candidates under the supervision of the assessor:

♦ presentation of the key themes of the brief
♦ presentation of the results of research and item testing

Stage 2: Making the fashion/textile item
This will be conducted independently under the direct supervision of the assessor.

Stage 3(b) and Stage 3(c) Evaluation
These will be conducted independently under the direct supervision of the assessor. Candidates should have access to their completed work during this time.

Resources
Stage 1(a) Themes, Stage 1(b) Research, and Stage 3(a) Carrying out an investigation into the item
When completing these stages, there are no restrictions on the resources to which candidates may have access.

Stage 2(a) Set up, adjust and use appropriate tools and equipment correctly and according to safety guidelines
Equipment guides and user manuals should be made available to candidates.

Stage 2(b) Identify and use an appropriate paper pattern for the detailed fashion/textile item
Candidates should be allowed to access a range of appropriate paper patterns.

Stage 2(c) Make and finish a detailed fashion/textile item using at least eight appropriate textile construction techniques
When making the fashion/textile item, candidates should be allowed access to printed or digital information on methods of carrying out construction techniques.

Reasonable assistance

Candidates must undertake the assessment independently. However, reasonable assistance may be provided to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is deemed to be 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of qualification.

Reasonable assistance may be given on a generic basis to a class or group of candidates, for example, advice on how to develop a plan. It may also be given to candidates on an individual basis. When reasonable assistance is given on a one-to-one basis in the context of something the candidate has already produced or demonstrated, there is a danger that it becomes support for assessment and assessors need to be aware that this may be going beyond reasonable assistance.

Stage 1(a) Themes, Stage 1(b) Research, and Stage 3(a) Carrying out an investigation into the item

These will be conducted under some supervision and control. Candidates may carry out investigation into the themes of the brief, research and testing outwith the learning and teaching setting.

During these stages of the assessment, reasonable assistance may include:

♦ clarifying instructions/requirements of the task

♦ advising candidates on the choice of brief

♦ guiding candidates to possible sources of information

♦ arranging visits to enable gathering of evidence

♦ answering questions from candidates about the availability of resources and/or equipment

♦ interim progress checks

Reasonable assistance does not include:

♦ directing candidates to specific resources or providing candidates with specific resources to be used

♦ providing model answers

♦ providing detailed feedback on drafts, including marking

It is appropriate for the assessor to comment on the selection of a fashion/textile item before the candidate begins making the item.

Candidates should complete a plan for manufacture (Stage 1(d) Produce a detailed plan for the making of the fashion/textile item) independently. A copy of the plan should be made for use by the candidate in Stage 2(d) (Comment on the effectiveness of the plan).

Evidence to be gathered

The following candidate evidence is required for this assessment:

Assignment:

♦ the completed candidate assignment

♦ photographic evidence of the manufacture of the item

Practical activity:

♦ the completed fashion/textile item

♦ a copy of the candidate's plan for the manufacture of the fashion/textile item from Stage 1(d), for the candidate's use in Stage 2(b)

♦ the completed candidate record of work

Volume

There is no word count.

Grading

A candidate's overall grade is determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

Grade description for C

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

Grade description for A

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

Further information

The following reference documents provide useful information and background.

♦ [National 5 Fashion and Textile Technology subject page](#)
♦ [Assessment arrangements web page](#)
♦ [Building the Curriculum 3–5](#)
♦ [Design Principles for National Courses](#)
♦ [Guide to Assessment](#)
♦ [SCQF Framework and SCQF level descriptors](#)
♦ [SCQF Handbook](#)
♦ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
♦ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
♦ [Educational Research Reports](#)
♦ [SQA Guidelines on e-assessment for Schools](#)
♦ [SQA e-assessment web page](#)

Appendix 1: course support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. They should be read in conjunction with this course specification and the specimen question paper and coursework.

Developing skills, knowledge and understanding

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the course. Teachers and lecturers should refer to this course specification for the skills, knowledge and understanding for the course assessment. Course planners have considerable flexibility to select coherent contexts which will stimulate and challenge their candidates, offering both breadth and depth.

To enrich the delivery of the course, it is recommended that candidates engage in learning activities where they consider and are encouraged to understand the interrelationships between cultural, social, ethical and moral issues surrounding fashion and textiles. This will enable candidates to make informed decisions which not only promote positive lifestyle choices, but also stimulate consideration of global citizenship.

The 'suggested approaches to learning and teaching' table also provides suggested experiences and activities that teachers and lecturers can build into their delivery.

Approaches to learning and teaching

Effective learning and teaching will draw on a variety of approaches to enrich the experience of candidates. In particular, practical approaches to learning and teaching which provide opportunities for personalisation and choice will help to motivate and challenge candidates.

An engaging and supportive learning environment should be provided to encourage active candidate involvement. The practical, skills-based focus of fashion and textiles readily lends itself to a wide variety of learning and teaching approaches across the course. These may include, but are not limited to:

♦ teacher or lecturer led demonstration or online tutorial review of a range of practical skills including textile construction techniques
♦ undertaking practical activities to develop an increasing range of textile construction techniques
♦ working collaboratively and providing the opportunity for peer teaching or support, eg while setting up and using equipment, and for peer evaluation
♦ developing knowledge and understanding by watching digital media
♦ undertaking activities or research online, eg to research textile properties and characteristics, and to source patterns
♦ deconstructing and reconstructing fashion/textile items to identify techniques and sequencing of construction

- examining methods of reconstruction and upcycling fashion/textile items to explore the different ways in which items can be constructed or adapted
- making a range of fashion/textile items
- inviting specialists to demonstrate skills, eg ideas generation, decorative work such as embroidery, knitting or crocheting, and finishing skills
- visiting manufacturers and retailers to explore the wide range of textiles available and observe how they are used
- developing problem-solving skills during item manufacture
- working in pairs or groups to share ideas and promote collaborative skills
- using simulated contexts to reinforce health and safety practices
- discussing and debating factors affecting the fashion and textile choice of others and how this influences design
- using investigative techniques such as interviews and questionnaires to identify the fashion/textile choices and needs of others
- using the internet or visiting exhibitions to research contemporary and historical fashion/textile trends
- using current fashion magazines to identify contemporary fashion trends and their influence on high street fashion
- visiting designers, manufacturers and retailers to observe how fashion/textile items are influenced by trends, designed, made and marketed
- managing time and resources during the planning and making process
- conducting investigations such as sensory tests or surveys to evaluate fashion/textile items
- presenting ideas or fashion/textile items in school/college exhibitions and shows

During each learning activity candidates should be made aware of what they have learned and should be encouraged to consider other applications for these skills, knowledge and understanding.

In order to encourage personalisation and choice, teachers and lecturers should allow the choice of different case studies, scenarios, and encourage different methods of conducting research and ways of presenting results.

Safe practices should permeate all practical fashion/textile activities and, in order to be meaningful, should be integrated within all practical skills teaching.

Some aspects of learning in the Fashion and Textile Technology course may be better taught formally, particularly when introducing health and safety techniques and practices, or new processes. However, independence in learning can only be achieved if staged handover of responsibility for learning takes place.

Effective learning and teaching will draw on a variety of approaches to enrich the experience of candidates. In particular, practical approaches to learning and teaching which provide opportunities for personalisation and choice will help to motivate and challenge candidates.

Throughout this course, local contexts could be used as a basis for learning and teaching. Other stimulus materials such as visual aids, digital media, and visits to exhibitions or local or national fashion/textile events may also help to motivate candidates and encourage

imaginative and creative thought. Examples of suggested resources that could be used for the delivery of this course can be found in Appendix 2.

Examples of fashion/textile items that would be appropriate for National 5, and how these compare to fashion/textile items appropriate for National 3, National 4 and Higher, can be found in Appendix 3.

Examples of textile construction techniques that would be appropriate for National 5, and how these compare to textile construction techniques appropriate for National 3, National 4 and Higher, can be found in Appendix 4.

Examples of research techniques that would be appropriate for National 5, including guidance on gathering data and presenting results, can be found in Appendix 6.

Where resources permit, centres could use technology to support the learning and teaching of this course. Opportunities may include:

♦ online interactive tasks to develop awareness of health and safety
♦ e-portfolios to record, collect and store evidence of candidates' work
♦ web-based resources to research, for example, fashion trends and technological development in textiles
♦ online questionnaires to find information about the fashion/textile choices of others
♦ computer-aided design (CAD) software to design fashion/textile items
♦ computer-aided making equipment, eg programmed knitting machines or computerised embroidery machines

Learning about Scotland and Scottish culture will enrich the candidates' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should consider this.

The table overleaf suggests examples of different learning activities related to the course aims and required skills, knowledge and understanding. The activities can be selected to suit particular learning styles.

Course aims — candidates will develop:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
Detailed knowledge of textile properties and characteristics	Choose textiles based on their characteristics and properties, and evaluate their suitability for different purposes Types of fabric construction	Candidates should be encouraged to explore and investigate the effects of textile properties and characteristics to help them make informed choices. Using fabric samples, candidates could discuss and debate the properties and characteristics of textiles and how they can be applied to fashion/textile items. Candidates could maintain a log of this information by means of worksheets, short reports or mood boards. This could also be carried out as a research project, textile testing or sensory exercise, or by offering worksheets or other direct teaching exercises. Visits to fabric retailers could provide candidates with information about the range of fabrics available. Similarly, candidates may also develop understanding of the properties and characteristics of textiles constructed by knitting, weaving and bonding. Practical hands-on activities such as spinning, carding, knitting or weaving, could also be used. It may be appropriate to provide an information booklet or textile dictionary.
Detailed understanding of factors that influence fashion/textile choices Detailed understanding of fashion/textile trends	Explain fashion/textile trends	Candidates could: ♦ use the internet to research contemporary and historical fashion/textile trends ♦ use current fashion magazines to identify contemporary fashion trends and their influence on high street fashion ♦ study fashion houses and fashion weeks, interpretation of fashion/textile trends by high street retailers, designer labels, history of fashion and fashion designers ♦ work in pairs or groups to explore influences on fashion and textile choices including: budget, advertising, celebrity endorsement, climate, culture, environmental sustainability (eg energy saving, eco-friendly products, cruelty-free products), after-care, body image, body size,

| Detailed investigation, evaluation and presentation skills | | geographical location and accessibility to fashion/textile shops, physical ability, peer pressure, personal taste, technological innovations.

Local designers, exhibitions, manufacturers and retailers can be visited to observe how fashion/textile items are influenced by trends, designed, made and marketed. Candidates could select a fashion/textile trend to investigate, and design a paper-based or electronic presentation from their findings. |
|---|---|---|
| | | Candidates could carry out an investigation to identify a suitable contemporary or historical fashion/textile trend that can be used in the solution by using text books, pattern books, fashion catalogues and magazines, and the internet. |
| | Explain the fashion/textile choices of consumers | Research, interacting with others, using textbooks and the internet should provide information regarding criteria that influences the fashion and textile choices of others. This could include the needs of groups of consumers including: infants, toddlers, children, elderly. Candidates could investigate criteria pertinent to the end use of the item including: sportswear, school wear, work wear, outdoor wear, party wear. Candidates may also benefit from conducting a survey or interviews with other people both in and out of school or college to gather opinions on what influences their choice of fashion/textile items.

Visits to fashion shows and retailers may also provide valuable information about the choices made by others. |
| | Use investigative techniques to carry out detailed investigations into given briefs | Candidates could carry out investigations into briefs which focus on fashion/textile trends. Examples of briefs include:

♦ Plan and make a fashion/textile item for an adult concerned about the environment.
♦ Plan and make a fashion/textile item suitable for a teenager who enjoys playing sports.
♦ Plan and make a fashion/textile item suitable for a young person influenced by street fashion.
♦ Plan and make a fashion/textile item for a primary school child to include recycled components. |

		The key features in any solution will depend on the brief and should reflect the item being produced, eg:
		♦ brief: make a fashion/textile item(s) suitable for a birthday party
		♦ key themes: safety, ease of care, size, party theme and age
		♦ choice of item: taking into account brief and key themes, eg a garment, fashion accessory, gift, or decoration
		Candidates could:
		♦ learn how to identify the key themes required in a solution by examining different textile items in groups and discussing what the purpose of the item is and its fitness for purpose
		♦ discuss a variety of briefs in groups and work collaboratively to identify the key themes which could form the focus for investigations
		♦ explore different ways of presenting the findings from their investigations, eg as a graph; a chart; a table; a mind-map; a short report; notes from an interview or any other relevant format
		Before developing a solution for their chosen fashion/textile item, candidates could analyse ready-made fashion/textile items of a similar nature to identify the components and textiles that have been used.
	Interpret and develop solutions for detailed fashion/textile items to meet given briefs	Candidates could discuss which features of the fashion/textile items in the solutions are most useful. These features could include colour, shape, style features, fabric, use, purpose, safety, age, theme, quality, budget, size, durability or ease of care.
		Candidates should:
	Present and justify solutions for detailed fashion/textile items with reference to given briefs	♦ explore different ways of presenting their solutions. These could include: an annotated diagram, a description, a computer-generated image, a sketch, a written report, a mood board, a combination of these or any other relevant format
		♦ look at a variety of solutions for fashion/textile items and discuss the respective merits of each

		format, eg an annotated diagram, a sketch, a written report, a mood board
		Direct teaching of review skills followed by personal analysis and reflection could help candidates to provide justification for their fashion/textile solution.
		Candidates could:
		♦ explore a range of fashion critiques to see how solutions are justified on commercially produced items
		♦ practise their own critiques on fashion/textile items prior to justifying solutions they have planned
		Candidates could also benefit from:
		♦ personal investigation and research of fashion critiques
		♦ seeing examples of fashion/textile items which have been evaluated against a given specification and brief
		♦ reading critiques of fashion items in magazines or on the internet
		♦ seeing examples of inappropriate solutions to given briefs
		♦ identifying and giving reasoned explanations as to why solutions were appropriate/inappropriate, eg expensive silk fabric used to make a tote bag for a student on a low income. They could do this by using a range of open-ended questions designed to help them come to informed decisions regarding the suitability of their fashion/textile choice for meeting the previously identified influence, eg:
		— In what ways does the completed fashion/textile item take into account the issue that has affected fashion/textile choice?
		— In what ways is the completed fashion/textile item appropriate for its end user?
		— In what ways is the fashion/textile choice fit for purpose?
		— What features of the fashion/textile item would make it commercially viable in the market place?

Detailed textile construction techniques	Identify, use and demonstrate understanding of the information used in detailed paper patterns	Candidates could:
		♦ look online or visit a retailer to choose an appropriate pattern for an item
		♦ be provided with a range of paper patterns to examine in order to identify the processes and stages required to make the item
		♦ be encouraged to analyse the complexity of the task by understanding the processes/stages involved in construction of the item
		This could also be done by examining ready-made items to look at the number of component parts and number of steps used in the assembly. A variety of fashion/textile items should be provided to illustrate a selection of construction processes and techniques. Candidates could also disassemble items to allow them to reveal any construction techniques and components used in the item that have been hidden by subsequent processes.
		Use of a paper pattern could be taught by teacher or lecturer demonstration and discussion with candidates. A pattern could be placed and pinned onto fabric with candidates trying to identify the pattern markings/symbols and their purpose. Correct handling and cutting techniques should be taught at this stage. These skills can be used when making their own item.
	Choose and use a range of construction techniques and evaluate their suitability for purpose	Teachers and lecturers should provide opportunities for candidates to examine a range fashion/textile items at all stages of construction and deconstruction in order to understand the appropriate standard of quality required when making their own fashion/textile item.
		Teacher or lecturer demonstration of construction techniques would be appropriate. Candidates may also find online tutorials useful.
		Candidates could be:
		♦ provided with practical opportunities to develop and practise a range of textile construction skills on samples prior to application on their chosen item
		♦ encouraged to keep a record of the stages of construction and the time spent on each, in order to

assist with ongoing learning. Photographs of construction techniques demonstrated at different stages of the item being made could be inserted into a log which could be kept for future reference

The following should be considered as features of construction techniques:

♦ accurate stitching, even stitching
♦ even-depth hems, correct-depth hems
♦ even width of seam allowances, correct width of seam allowances
♦ evenly spaced buttons/fastenings/closings, accurately applied buttons/fastenings/closings
♦ pressing to set seams/darts/hems, ironing to remove all unwanted creases
♦ accurate fit/shape/drape, accurate positioning of zip/fastening, accurately applied zip/fastening
♦ accurate cutting of fabric pieces, fabric pieces cut on grain correctly
♦ accurately applied trimmings, interlining used/attached correctly

Surface decoration can also be considered as a construction technique. Suitable surface decoration techniques could include appliqué, embroidery, ribbons/braids, photographic transfers, beading and sequins, or any other relevant surface decoration techniques.

For knitting, crochet and other craft skills, candidates could be taught by demonstration by teacher or lecturer or visiting expert, or by watching video clips.

Candidates could complete a worksheet to identify the most appropriate construction techniques for their chosen item.

See Appendix 3 for more information about types of fashion/textile items suitable for SCQF levels 3–6.

See Appendix 4 for more information about construction techniques appropriate for SCQF levels 3–6.

| The ability to plan and make detailed fashion/textile items | Produce detailed work plans with a timed and logical work sequence | Candidates could be encouraged to record the length of time taken to complete each process/construction technique. This information could be maintained in a log of work carried out over a period of time. This could be discussed with the teacher or lecturer at regular intervals to help develop an increasing awareness of task and time management, and which could be used when creating subsequent work plans.

Timings could be itemised on a period-by-period basis and the length of each period would normally be stated. Candidates could be encouraged to make efficient use of their time while working for example, carrying out tasks whilst waiting for equipment to become available.

A logical work sequence for making items, eg a simple top, could include:

1. Select all resources including textiles, pattern, components, equipment and tools.
2. Prepare pattern and fabric. Pin on and cut out.
3. Transfer pattern markings using an appropriate method and remove pattern.
4. Make up and apply pocket to front of top.
5. Cross pin and machine sew side and shoulder seams together. Zig-zag to finish raw edges. Press.
6. Finish neck edge with bias binding.
7. Hem armhole and bottom edges. Press. |
| | Produce accurate requisitions for appropriate textiles, components, equipment and tools | Candidates could:

♦ be given the opportunity to analyse ready-made fashion/textile items of a similar nature to identify what components, textiles and equipment have been used
♦ benefit from a visit to a manufacturer to learn about how textile items are mass manufactured and the various roles people have in sourcing textiles or components for the fashion/textile industry
♦ be encouraged to quantify and use materials efficiently to avoid wastage

When creating requisitions for appropriate textiles, tools and equipment, candidates could be |

		encouraged to quantify the textiles and/or components, and to provide other information about the items where appropriate.
	Make detailed fashion/textile items to an appropriate standard of quality, including using a paper pattern	Candidates could: ♦ be given opportunities to adapt existing items by reconstruction or upcycling items ♦ refer to previous knowledge to help with this task or seek practical advice from their peers ♦ practise their selected textile construction skills, including surface decoration techniques, through sampling prior to using them on their chosen fashion/textile item
	Use surface decoration techniques when appropriate	Revision of previously learned skills could also be carried out, eg: i) demonstrate threading and safe use of the sewing machine in small groups ii) candidates could then work in pairs to practise and consolidate skills Candidates should be encouraged to do as much as possible for themselves. Some candidates may require additional help to overcome technical problems. If any candidate is having difficulty, peer teaching/learning could help to reinforce knowledge/skills for both candidates. Candidates could: ♦ examine a range fashion/textile items at all stages of construction and deconstruction in order to understand the appropriate standard of quality required when making their own fashion/textile item ♦ consider features of the item, eg accurate stitching; even stitching; even-depth hems; correct-depth hems; even width of seam allowances; correct width of seam allowances; evenly spaced buttons/fastenings/closings; accurately applied buttons/fastenings/closings; pressing to set seams/darts/hems; ironing to remove all unwanted creases; accurate fit/shape/drape; accurate positioning of zip/fastening; accurately applied zip/fastening; accurate cutting of fabric pieces; fabric pieces cut on grain correctly; accurately applied trimmings; interlining used/attached correctly

		♦ watch a digital media clip demonstrating item manufacture or visit a local manufacturer to see how items are created from patterns to finished articles
The ability to select, set up, adjust and use relevant tools and equipment safely and correctly	Demonstrating understanding of selecting, setting up, adjusting and use of tools and equipment	Candidates need to learn the functions of the various tools and equipment available to them. Candidates could: ♦ use collaborative peer support or peer teaching to learn the functions of the various tools and equipment available to them and how to select, set up, adjust and use equipment correctly ♦ watch digital media clips of equipment set up and use, or work as expert groups to teach others by using manuals or instruction sheets ♦ use e-learning resources which simulate health and safety risks in the workshop or workplace ♦ Use cooperative learning techniques to generate safety rules or identify potential health and safety risks before equipment comes into general use. This could include correct setting up and adjusting of sewing/knitting machines, irons and ironing boards Examples of correct use for the sewing machine would be using the seam allowance guides and reverse controls, as well as threading it, filling bobbins, adjusting the stitch and using the machine in a safe manner. Irons should be adjusted according to temperature required, safely filled with water if required, and left on its heel when hot. Examples of correct and safe use of tools would include storing needles in a designated piece of fabric when not in use, and closing scissors after use. Health and safety could be communicated to candidates by teacher or lecturer demonstration, peer group demonstration and class discussion. Candidates could identify possible accidents that may occur if safety guidelines are not adhered to. Points to consider may include: loose clothing and hair, safe use, carrying and storage of tools and equipment, numbers of people around the equipment and tripping hazards.

Preparing for course assessment

Each course has additional time which may be used at the discretion of the teacher or lecturer to enable candidates to prepare for course assessment. This time may be used near the start of the course and at various points throughout the course for consolidation and support, and towards the end of the course, for revision and preparation and/or gathering evidence for course assessment.

Information given in this course specification about assessment is mandatory.

For the course assessment, candidates will undertake:

♦ an assignment and a practical activity to integrate, extend and apply the skills, knowledge and understanding from across the course. These are combined into one task which will assess candidates' ability to develop an idea, plan, make and evaluate a fashion/textile item in response to a given brief. The brief will be sufficiently open and flexible to allow for personalisation and choice.
♦ a question paper which will assess the candidate's ability to integrate and apply skills, knowledge and understanding from across the course

To prepare for the assignment and practical activity components of the course assessment, candidates could be provided with opportunities to:

♦ analyse briefs
♦ use investigative techniques to generate ideas for fashion/textile items
♦ produce solutions based on the findings from the investigations
♦ plan how to make fashion/textile items
♦ use a range of textile construction skills to make fashion/textile items to an appropriate standard of quality
♦ evaluate fashion/textile items with reference to the brief, plan and solution

To prepare for the question paper component of the course assessment, candidates could be provided with opportunities to:

♦ develop 'flash' cards to be used for revision of knowledge
♦ develop mnemonics (or similar) to support retention of knowledge
♦ revise the properties and characteristics of textiles by carrying out 'fill in the blanks' or 'pairing' exercises
♦ for a given fashion/textile trend or consumer need, make a list of bullet points to be considered when choosing textiles, construction techniques or design features
♦ practice unseen short-answer questions
♦ practice unseen timed questions

Developing skills for learning, skills for life and skills for work

Course planners should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and teachers and lecturers can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on approaches being used to deliver the course in each centre. This is for individual teachers and lecturers to manage.

Candidates are expected to develop broad generic skills as an integral part of their learning experience. This course specification lists the skills for learning, skills for life and skills for work that candidates should develop through this course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the course where there are appropriate opportunities. The level of these skills will be appropriate to the level of the course.

Skills for learning, skills for life and skills for work	Suggested approaches for learning and teaching
Money, time and measurement involves using and understanding money, time and measurement to solve practical problems in a variety of contexts using relevant units and suitable instruments, and to appropriate degrees of accuracy.	Candidates could produce detailed work plans with a timed and logical work sequence. Candidates could produce accurate requisitions for appropriate textiles, components, equipment and tools.
Personal learning involves actively engaging in learning and how it can be planned, sourced, implemented, and sustained. It also includes following-up on curiosity, thinking constructively, reflecting, and learning from experience.	Candidates could use a range of appropriate investigative techniques to gather information about identified fashion and textile contexts. They could then reflect on the suitability of the developmental process undertaken.
Applying involves using existing information to solve a problem in a different context, and to plan, organise and complete a task.	Candidates could draw on, and apply, the skills, knowledge and understanding acquired in the course in order to plan and make a detailed fashion/textile item in response to a given brief.
Analysing and evaluating involves identifying and weighing-up the features of a situation or issue and using judgement in coming to a conclusion. It includes reviewing and considering any potential solutions.	Candidates could reflect on a range of fashion/textile items and evaluate their suitability, suggesting possible improvements to the item and/or the process undertaken where these are required.

During the delivery and assessment of the course, candidates will be involved in identifying, remembering and recalling facts, procedures and sequences. There may also be opportunities for candidates to develop their communication skills. Communication skills are particularly important for candidates as these skills allow them to access, engage in and understand their learning and to communicate their ideas and opinions.

Appendix 2: suggested resources

Name of organisation/source [date accessed: June 2017]	Possible resources available
Education Scotland www.education.gov.scot	Education Scotland has published web-based materials to support National 3 to Higher Fashion and Textile Technology courses. The materials have been designed to help teachers and others with the delivery of programmes of learning within the qualifications framework. Select 'National Qualifications' from the top of the home page.
BBC website www.bbc.co.uk	A source of information about textiles, the impact of the fashion industry and sewing techniques.
BBC Learning Zone www.bbc.co.uk/programmes/p01b8f09	Search for: Design and Technology > Skills > Designing ♦ a range of simple 'design and make' projects
BBC Bitesize www.bbc.co.uk/education/subjects/zc26n39	Search for: Design and Technology > Textiles: ♦ fibres and fabrics ♦ design considerations ♦ textiles production
BBC Programme Archive: What we wore www.bbc.co.uk/archive/whatwewore/	A history of fashion from 1720–1982.
YouTube www.youtube.com	Tutorials and videos showing textile processes such as: ♦ construction techniques ♦ surface decoration techniques ♦ finishing techniques
Fashion publications, including: ♦ Vogue ♦ Harper's Bazaar ♦ Vanity Fair ♦ The Stylist	Available in traditional magazine format and as online versions. Provide current fashion news, fashion trends, catwalk videos, photographs from fashion weeks.

www.lovesewingmag.co.uk www.sewmag.co.uk www.thesewingdirectory.co.uk	A large range of free sewing patterns available to download. Online sewing guides and tutorials.
www.simplicitynewlook.com	A wide range of paper patterns by: ♦ Simplicity ♦ New Look ♦ Burda Provides a rich resource for sewing accessories, including trims, ribbon, appliqués, craft supplies, knitting needles, quilting tools, etc.
www.knittingpatterncentral.com www.crochetpatterncentral.com	Online directory for free knitting and crochet patterns and tutorials.
British Fashion Council	Promotes leading British fashion designers in a global market. The events support and strengthen the UK's reputation for developing design excellence. Provides information about London Fashion Week and the British Fashion Awards.
Fashion and Textile Museum, London www.ftmlondon.org	The Fashion and Textile Museum is a centre for contemporary fashion, textiles and jewellery in London. The centre has a programme of exhibitions exploring elements of fashion, textile and jewellery as well as the Academy which runs courses for students and businesses. Also provides links to fashion heritage establishments.
The Fashion Museum, Bath www.fashionmuseum.co.uk	The Fashion Museum is a centre for historical and contemporary fashion and textiles. The centre has a wide range of displays of costume, a programme of exhibitions and a range of study facilities.
Victoria and Albert Museum https://www.vam.ac.uk/	Provides a range of materials and learning resources, including information and resources related to the museum's historical dress collection, exhibitions and events.

Creative Skillset Scotland www.creativeskillset.org/nations/scotland	Skillset Fashion and Textiles represents the fashion and textile sector. Skillset provides a wide range of resources that could be adapted for use in schools and colleges. There are links to events and opportunities and an overview of the occupational standards expected in the fashion and textiles industry.

Appendix 3: guidance on type of fashion/textile item suitable for National 3, National 4, National 5 and Higher

The grid below suggests the number of component parts and type of fashion/textile item that is likely to be suitable for each SCQF level. The list is for guidance only and is not prescriptive or definitive.

The number of component parts is listed as a guide to the type of item a candidate might make at each level. It is the number and degree of difficulty of the construction techniques that determine the marks awarded in the course assessment. Candidates may choose to make any other suitable item with a similar skill level.

Further guidance on standards for National 5 and Higher can be found in the National 5 and Higher coursework assessment task documents.

National 3	National 4	National 5	Higher
A **basic** fashion/textile item is likely to have **two component parts**. Examples include: ♦ Tabard for child: front and back with decoration, eg initial or name. ♦ Skirt: front and back, elastic hemmed waist and machined hem. ♦ Cushion: front and back with commercial surface decoration. ♦ Bag: one piece of material, with handles ribbon/tape/webbing/ drawstring casing.	A **straightforward** fashion/textile item is likely to have **three component parts**. Examples include: ♦ Top: front and back; and either pocket or ties. ♦ Skirt: front and back, unlined, elastic waist, machined hem with pocket(s). ♦ Cushion: front and back with hand-made surface decoration and Velcro/studs/tie fastening. ♦ Bag: front and back with lining, a pocket and handles.	A **detailed** fashion/textile item is likely to have **four component parts**. Examples include: ♦ Top: back and front with neck finish and armhole finish or sleeves. ♦ Skirt: front/back (sections), lined, waistband/facing and press studs/hook and eye/zip. ♦ Cushion: front and back (sections) with hand-made surface decoration and zip/buttons fastening. ♦ Bag: base shaping, lining and fastenings; plastic/wooden handles attached with casings. ♦ Bag with separate pieces, eg made from recycled woollen textiles, felted;	A **complex** fashion/textile item is likely to have a **minimum of four component parts**. Examples include: ♦ Top: back and front, opening, collar/neck finish, inserted sleeves. ♦ Jacket: front opening, buttons and buttonholes/zip, inserted sleeves, lined. ♦ Knitted jacket including decorative stitch, shaping, inserted sleeves, fastening. ♦ Skirt: front and back/panels, zip, lined, multiple piece waistband. ♦ Trousers: darts, zip, multiple

♦ Stuffed toy with front and back (eg cat with button eyes and embroidered whiskers).	♦ Stuffed toy with one main body part but 3D ears and stomach, eg Scottie dog.	handles and fastening. ♦ Stuffed toy with separate 3D head and body parts (eg hippo), embroidered features.	piece waistband, pockets. ♦ Dress: front and back/panels, zip, collar/neck finish, inserted sleeves.
♦ Scarf knitted in one colour with hand-made fringing or pom-poms.	♦ Scarf knitted in two or more colours, hand-made fringing, pom-poms attached or additional surface detail, eg flower.	♦ Shawl or wrap with detailed surface decoration, eg complex appliqué, hand/machine embroidery, beading, quilting, fringed.	♦ Bag: back and front/panels, shaped base, multiple pockets/interior sections, textile handles, zip.
♦ Felt flower brooch with leaves and petals (eg with button middle and brooch pin).	♦ Quilt with machined patchwork pieces, square design, backed.	♦ Quilt with machined patchwork (and appliqué); backed, edge bound with machine quilting.	♦ Bag: created decorative fabric, eg knitted/ crocheted/felted, shaping, textile integrated/attached handles, fastening.
♦ Waist apron: with ties and pocket.	♦ Wall-hanging to keep things in: casing (for pole), multiple fabrics (bands/ patchwork), applied pockets, appliqué, fastenings, embellishments etc.	♦ Knitted kimono-style jacket with toggle fastening and pockets.	♦ Stuffed toy with separate 3D head and body parts (eg teddy bear/doll), embroidered features, clothes with edge finishes and fastenings.
♦ Mobile phone/laptop holder: front and back with Velcro closing.		♦ Shorts/trousers with a waistband/zip.	
♦ Christmas tree decoration: two-part shape, ribbon tab to hang it up.	♦ Item to encourage children to count, eg table mat with pockets/flaps.	♦ Dress, eg shift with front/back armhole edge/sleeves, neck finish/collar, fastening.	♦ Toy play den to fit an existing frame (eg fort, wendy house): multiple shaped panels, openings with zip/ties/buttons and loops etc, surface decoration (eg complex appliqué, hand/machine embroidery).
	♦ Shorts/pyjama bottoms elasticated/drawstring waist.		

Appendix 4: guidance on construction techniques — differentiation between National 3, National 4, National 5 and Higher

This grid is for guidance only and provides an indication of the type of construction technique that might be attempted by candidates at each SCQF level.

Candidates should use **some** of the construction techniques indicated at their SCQF level. Candidates may choose to do the remaining techniques from levels other than the one for which they are being presented. However, to ensure that candidates attempt a range of construction techniques of appropriate challenge, a **number** of the techniques demonstrated in the item should be drawn from the candidate's SCQF level.

Further guidance on the number of construction techniques which should be attempted from each SCQF level can be found in the National 5 and Higher coursework assessment task documents.

Technique	National 3 techniques	National 4 techniques	National 5 techniques	Higher techniques
	Some of the techniques demonstrated by the candidate should be drawn from the candidate's SCQF level.			
Buttons and buttonholes	♦ two-hole button	♦ button ♦ button with a stitched shank ♦ reinforced unstitched buttonhole	♦ machined buttonhole	♦ shaped machined buttonhole ♦ rouleau loops ♦ fabric-covered buttons

Collars		♦ single piece	♦ multiple piece collar, eg Peter Pan	♦ collar with stand ♦ collar with rever
Cutting out	simple straight lines	♦ simple shapes with straight lines ♦ curved shapes	♦ multiple shapes on folds/grain lines as appropriate ♦ multiple complex shapes, eg appliqué/patchwork ♦ cut bias strips	♦ appropriate direction of pile/raised fabrics ♦ matching of stripes/checks/patterns
Disposal of fullness	folds	♦ unpressed pleats ♦ tucks ♦ single-ended darts	♦ gathers ♦ pin tucks	♦ darts — shaped/double-pointed ♦ pressed pleats/multiple pleats
Edge finishes	pinking	♦ scissors/shears ♦ zig-zag ♦ overlocking	♦ straight seam binding ♦ bias binding/bias cut strips on a straight edge ♦ rolled edges	♦ bias binding/bias cut strips on a curved edge

Embellishments	♦ fabric painting	♦ iron-on appliqué with machined edge finish, eg satin stitch	♦ machined appliqué/ patchwork straightforward/large shapes, eg squares/log cabin	♦ complex machine/hand appliqué
	♦ iron-on appliqué			♦ complex/detailed patchwork patterns/curves
	♦ machine stitched — basic shapes	♦ basic embroidery stitches, eg features on a toy	♦ simple hand-stitched appliqué	♦ detailed quilting — curved lines/patterns
			♦ applied ribbons/braids	
	♦ single-coloured machine embroidery motif	♦ couched lines of beads/yarn	♦ simple quilting — straight lines	
		♦ one/two colour machine embroidery — pre-set pattern	♦ hand embroidery — simple design/one-two colours	♦ hand embroidery — multiple colours/stitches
	♦ single bead/sequin		♦ multiple colour machine embroidery motif(s) — pre-set pattern	
		♦ multiple beads/sequins		
			♦ multiple beads/sequins forming simple patterns	♦ multiple beads/sequins forming detailed patterns
		♦ fabric painting		♦ complex/detailed multiple embellishment techniques
		♦ single colour tie-dye	♦ detailed/multiple colour tie-dye	
		♦ simple/single stitch knitting/crochet	♦ knitting/crochet with multiple stitches/shaping	♦ complex/detailed multiple technique knitting/crochet
Felting	♦ simple wet felting – one colour	♦ felting — fabric piece/one colour	♦ felting — simple shaping/one or two colours	♦ felting — freehand shaping/multiple colours

Facings		♦ simple facing, eg round neck/ armhole/waist	♦ shaped facing, eg v-neck/notched neckline	♦ combined facing, eg neckline and armhole/neckline and front opening
Fastenings (other than buttons/zips)	♦ ties	♦ press studs ♦ velcro	♦ metal hook and eyes	♦ metal hook and hand-worked bar.
Hand sewing	♦ tacking ♦ running stitch	♦ basting ♦ back stitch ♦ ladder stitch	♦ hemming/slip hemming ♦ blanket stitch	♦ herringbone ♦ buttonhole stitch
Hems	♦ plain single machined-hem	♦ machined hem with lay or finished edge	♦ hand-stitched hem ♦ machine blind-stitched hem	♦ bound hem, hand stitched
Insertions and openings			♦ slit with hemmed edges ♦ faced slits	♦ vents ♦ backed pleat ♦ godets
Linings		♦ simple, loose lining, eg simple skirt	♦ fitted lining, eg straight edged bag/fitted skirt	♦ complex/shaped linings, eg including darts/tucks/ openings/fastenings
Seams	♦ plain seam ♦ overlocked seam	♦ plain seam with machined-edge finish	♦ french seam ♦ felled seam	♦ lapped seam ♦ welt seam ♦ piped seam
Sleeves		♦ cap sleeve	♦ raglan sleeve ♦ drop-head sleeve	♦ sleeve inserted into an armhole ♦ multiple piece sleeve
Transferring pattern markings	♦ tailor's chalk	♦ tracing paper/wheel ♦ tailor tacking		
Pockets		♦ side seam pocket	♦ patch pocket — simple shape, eg square/rounded corners ♦ lined pocket	♦ shaped patch pocket ♦ extension side seam pocket
Waistbands and cuffs		♦ hem with elastic ♦ casing	♦ two-piece waistband ♦ petersham waistband	♦ multiple piece/shaped waistband ♦ cuff with button

		♦ single-piece waistband	♦ one/two piece cuff	fastening
Working with patterns	♦ placing straightforward pattern	♦ placing straightforward pattern according to pattern markings	♦ placing multiple pattern pieces according to pattern markings ♦ creating a simple pattern/adjusting/ modifying a commercial pattern	
Yokes		♦ single-layer, straight edge	♦ single-layer shaped edge	♦ detailed/composite shape ♦ double layer straight edge
Zips			♦ plain zip ♦ exposed zip	♦ concealed zip ♦ semi-concealed zip

Appendix 5: stage 2c exemplification of marking

Stage 2c — make and finish a detailed fashion/textile item using at least eight appropriate textile construction techniques

Candidates can be awarded a maximum of **36 marks**:

♦ **28 marks** for the quality of construction techniques demonstrated

♦ **8 marks** for the overall standard of the finished textile item

This may be exemplified as follows.

The candidate's solution for their chosen brief is a dress with:

♦ a fitted sleeveless bodice with v-neck

♦ a full skirt, gathered at the waist

♦ appliqué on the skirt

♦ a pocket in side seam of skirt

♦ a back zip

Construction technique planned		Maximum mark available for technique
1	Princess seams	5
2	Hand-turned appliqué — dog shape on skirt	4
3	V-neck facing finished with top stitching	4
4	Semi-concealed zip	4
5	Gathers	3
6	Tailor tacking	3
7	Hand-stitched hem	3
8	Side-seam pockets	2
		28 marks
9	*Fusible interlining on neck facing*	*1*
10	*Button — for eye of appliqué dog*	*1*
11	*Simple modification of pattern (skirt shortened)*	*1*

Sufficient 4/5 tariff techniques have been included

These 8 techniques allow the candidate to access the 28 marks available.
The lower tariff techniques should be disregarded.

Completing the recording grid

The eight highest scoring tariff construction techniques should be entered into the recording grid. Details of these should be entered in the 'Construction technique planned' column of the recording grid. The maximum mark for each technique should be entered in the 'Mark available' column.

The construction techniques which carry the highest tariff should be entered first, then the techniques that have the next highest tariff, and so on until the 28 marks available has been reached.
Construction techniques planned beyond the eight techniques required for assessment should not be entered in the grid.

Each of the eight construction techniques identified for assessment in the recording grid should then be marked in relation to the **quality** achieved. This could take place as the candidate completes each construction technique, particularly in the case of techniques that are subsequently hidden as manufacture of the item progresses. The marks awarded for the quality achieved for each of the eight construction techniques should entered into the 'Mark awarded' column of the recording grid. Any techniques other than the eight identified for assessment that are attempted by the candidate **should not be awarded marks**.

Once the candidate's fashion/textile item is complete, marks should be awarded for the overall standard of the completed item and the mark entered in the 'Mark awarded' column of the recording grid.

An example of a completed recording grid is shown below.

Exemplar: Recording grid for quality of construction techniques demonstrated

Assessment fashion/textile item:	Construction technique planned (highest tariff first)	Mark available	Mark awarded	Marker comments on standard of technique
Candidates may be awarded up to **28 marks** for the quality of construction techniques demonstrated. Candidates can be awarded between 1 and 5 marks for each construction technique they demonstrate. The quality with which this technique is carried out will be marked in line with the mark allocation in the 'National 5 construction techniques marking instructions grid'. Marks should be allocated in descending order: ie construction techniques which carry the highest tariffs first, followed by the construction techniques which carry the next highest tariff and so on, until the 28 marks available has been reached. ♦ If the candidate demonstrates fewer than eight textile construction techniques, **no more than 21 marks** can be awarded.	Technique 1: (from 5 or 4 mark tariff) **Seams**: Princess seams	*5/4 marks* 5	3	The stitching of the seams on the bodice was accurate and secure, but there was some puckering at the curves of two of the four seams.
	Technique 2: (from 5 or 4 mark tariff) **Embellishments**: Hand-turned appliqué	*5/4 marks* 4	3	A one-piece dog shape had been applied to the skirt. The shape had been securely attached, with all raw edges turned in. The stitching was a little uneven in places.
	Technique 3: **Facings:** shaped facing V-neck facing finished with top stitching	4	2	The facing was securely attached, but there was some pleating at the 'v' so it did not lie flat. The top stitching was straight and an even distance from the edge, but caused the fabric to twist around the 'v'.
	Technique 4: **Zip**: semi-concealed	4	2	The garment was correctly prepared for the zip. The zip was sewn in securely, but the stitching was a little uneven allowing the teeth of the zip to show in some places.
	Technique 5: **Disposal of fullness:** gathers	3	1	The gathers were attached to the bodice securely, but were bunched up in some places and sparse in others, spoiling the appearance of the garment.

	Construction technique planned (highest tariff first)	Mark available	Mark awarded	Marker comments on standard of technique
♦ To be awarded the full mark allocation, candidates must attempt **at least 2** construction techniques from the '4 marks' or '5 marks' columns in the 'National 5 construction techniques marking instruction'. Candidates who do not carry out **two** construction techniques from these columns can only be allocated a **maximum of 18 marks.**	Technique 6: **Transferring pattern markings:** Tailor's tacking	3	3	Markings were transferred accurately and neatly to show the correct positioning of the pockets. All threads were removed after the pockets were inserted.
	Technique 7: **Hems**: Hand-stitched hem	3	2	The hem was even and an appropriate width. The stitching was neatly done and secured the hem well, but was visible on the right side in some places.
♦ Candidates may be awarded a **maximum of 3 marks** by demonstrating construction techniques from the '1 mark' column. ♦ Candidates may be awarded a **maximum of 6 marks** by demonstrating construction techniques from the '2 mark' column.	Technique 8: **Pocket:** Side-seam pockets	2	1	The pockets were attached securely, but the inside of the pockets could be seen from the outside of the garment.
Subtotal		**28 marks**	**16**	
Overall standard of completed fashion/textile item				
Candidates may be awarded up to **8 marks** for the overall standard of finished textile item:		Marks available	Mark awarded	Marker comments on overall standard of finish
♦ accurate shape/fit ♦ trimming all threads ♦ correct use of grain ♦ fitness for purpose ♦ good drape/lack of distortion ♦ aesthetic appeal ♦ pressing for final finish ♦ appropriate textile(s) used		8	4	Candidate has achieved an acceptable standard of overall finish in this dress. However, inaccuracies in carrying out some of the techniques affected the appearance of the garment. A final press would also have helped to make the item look finished.
TOTAL			**20**	The candidate has been awarded 20 marks out of a possible 36.

Appendix 6: guidance on research techniques

This grid provides an indication of the type of research technique and the complexity of research appropriate for candidates at National 5 level. The list is for guidance only and is not definitive. Candidates may choose to use other methods of research. It is anticipated that candidates may choose to use these techniques for the purposes of investigation or testing.

Research technique	Guidance on carrying out the research to allow sufficient relevant data to be collected	Guidance on presenting results
Questionnaire	♦ include a minimum of 20 respondents ♦ choose respondents who are appropriate to the focus of the research ♦ ask 5–8 pertinent questions	♦ identify the target group of respondents ♦ display all questions and all possible answers ♦ display all responses including nil responses ♦ consider displaying results in table format as this can make the data easier to read
Interviews	♦ use an interviewee whose expertise is appropriate to the focus of the research ♦ ask 5–8 pertinent questions ♦ construct questions to allow the interviewee to provide extended answers	♦ identify the position/job title of the interviewee ♦ display all questions and the information gathered from the responses
Internet/literary search	♦ use more than one source of information ♦ use sources of information that will provide data relevant to the focus of the research ♦ information could be gathered from a mixture of literary/web-based sources ♦ select the relevant information from each source	♦ give details of the sources of information, eg: — Books: title of book, author — Magazines/newspapers/journals: name of publication, date of publication, title of feature, author (where appropriate) ♦ web sources: website URL and link to information, identify the information gathered from each source ♦ display the relevant information gathered under appropriate headings ♦ include graphics where relevant

Costing	- use current cost data - include the cost of all textiles/components - include 'like-for-like' data in comparative costing	- include sources of cost data - include details of quantities and/or unit costs where appropriate - display the information gathered under appropriate headings
Fabric analysis	- use fabric tests that will provide data relevant to the focus of the research, above what is readily available in textbooks/websites - confine testing to fabrics that are under consideration for a potential solution	- include details of the method of testing - include details of the fibre content and method of construction of the fabrics tested - display the information gathered under appropriate headings
Sensory testing/ wearer trial	- use testers whose expertise is appropriate to the focus of the research - use a minimum of five testers - include details of the test conditions - ask for 5–8 responses based on the item - ask appropriate questions to elicit potential improvements/modifications to the item	- include details of all potential solutions - display all questions and all possible answers - display all responses including nil responses - display the key used for the testing - consider displaying results in table format as this can make the data easier to read

Administrative information

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History of changes to course specification

Version	Description of change	Date
2.0	Course support notes added as appendix.	June 2017