

N5

National 5
Coursework
Assessment Task



**National 5 Fashion and Textile
Technology
Assignment
Finalised Marking Instructions**

Marking instructions

In line with SQA's normal practice, the following marking instructions are addressed to the marker. They will also be helpful for those preparing candidates for course assessment.

Both stages (Assignment: stage 1 – design and plan, and stage 2 – testing and evaluation), **will be submitted to SQA for marking.**

General marking principles

This information is provided to help you understand the general principles you must apply when marking candidate responses in the assignment. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- a Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- b Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

Detailed marking instructions for the assignment

Stage 1 – design and plan (35 marks)

| Assessment item | Assessment item instruction | Max mark | Marking instruction | Additional notes on judging the evidence |
|-----------------|---|----------|--|---|
| 1a | Identify two key themes to investigate from the chosen brief. | 2 | <p>Themes Award a maximum of 1 mark for each relevant theme.</p> <p>2 marks: two relevant themes clearly related to the brief.</p> <p>1 mark: one relevant theme clearly related to the brief.</p> <p>0 marks: no relevant theme clearly related to the brief.</p> | <p>For a brief such as ‘Produce a fashion/textile item for children to encourage learning’:</p> <ul style="list-style-type: none"> ◆ one possible theme might be: ‘What type of items encourage children to learn?’ ◆ another possible theme might be: ‘What safety issues do I need to consider when making items for children?’ |

| Assessment item | Assessment item instruction | Max mark | Marking instruction | Additional notes on judging the evidence |
|-----------------|--|----------|--|--|
| 1b | Carry out three investigations into the key themes, using at least two different investigative techniques. | 15 | <p>Three investigations</p> <p>Award a maximum of 5 marks for each investigation carried out.</p> <p>To access all 15 marks, the investigations should include evidence of research into each of the following:</p> <ul style="list-style-type: none"> ◆ textile technology ◆ consumer needs/choices ◆ fashion/textile trends. <p>A maximum of 5 marks can be awarded for evidence of research into each specified focus.</p> <p>At least two different investigative techniques should be used. Award a maximum of 10 marks if the same technique is used for all investigations.</p> <p>For each investigative research technique used:</p> <p>1 mark: an appropriate research technique from an appropriate source demonstrated.</p> <p>0 marks: inappropriate research technique demonstrated/inappropriate source.</p> | <p>Evidence of carrying out an investigation should include information about the sources used and could include information in the form of:</p> <ul style="list-style-type: none"> ◆ a graph ◆ a chart ◆ a table ◆ a short report ◆ notes from an interview <p>or any other relevant evidence.</p> <p>Investigative techniques could include:</p> <ul style="list-style-type: none"> ◆ an interview ◆ a sensory test ◆ a questionnaire ◆ a visit to a retailer/other outlet ◆ an internet search <p>or any other relevant investigative techniques.</p> |

| Assessment item | Assessment item instruction | Max mark | Marking instruction | Additional notes on judging the evidence |
|-----------------|-----------------------------|----------|---|--|
| | | | <p>For each investigation, information gathered from the results of research:</p> <p>4 marks: four main points of information made which can be used to develop the item.</p> <p>3 marks: three main points of information made which can be used to develop the item.</p> <p>2 marks: two main points of information made which can be used to develop the item.</p> <p>1 mark: one main point of information made which can be used to develop the item.</p> <p>0 marks: points made are not relevant to the development of the item/no points made.</p> | |

| Assessment item | Assessment item instruction | Max mark | Marking instruction | Additional notes on judging the evidence |
|-----------------|---|----------|--|---|
| 1c | Present the solution, identify and explain seven features of the solution which refer to the findings from investigations. | 18 | <p>Presentation of an appropriate solution:</p> <p>4 marks: presentation displays all the details relevant to the solution, allowing the solution to be clearly visualised.</p> <p>3 marks: presentation displays most of the details relevant to the solution, allowing the solution to be visualised.</p> <p>2 marks: presentation displays adequate details of the solution for it to be visualised.</p> <p>1 mark: presentation has omissions or lack of detail so the solution cannot be easily visualised.</p> <p>0 marks: presentation does not include any details relevant to the solution so it cannot be visualised.</p> <p>Identify and justify seven features of the solution: Candidates can be awarded a maximum of 2 marks for each different feature which is identified and justified in relation to findings from the investigations.</p> <p>2 marks: the feature, which relates to the findings of the investigation, is identified and justified.</p> | <p>The solution could be presented as:</p> <ul style="list-style-type: none"> ◆ a description ◆ labelled illustration ◆ a computer-generated image ◆ samples of fabrics and components with written commentary <p>or a combination of these.</p> <p>The details relevant to the features identified in the presentation of the solution might include information about:</p> <ul style="list-style-type: none"> ◆ colour of fabric(s), components, embellishments ◆ style features ◆ details of a commercial paper pattern if used ◆ design features, including construction techniques ◆ fabric(s), including composition, method of construction, properties/characteristics ◆ end use ◆ safety ◆ age of the target group ◆ theme ◆ quality |

| Assessment item | Assessment item instruction | Max mark | Marking instruction | Additional notes on judging the evidence |
|-----------------|-----------------------------|----------|---|---|
| | | | <p>1 mark: the feature, which relates to the findings of the investigation, is identified but not justified.</p> <p>0 marks: features identified in the solution are not linked to the investigation.</p> <p>Based on evidence from the investigations, award marks for:</p> <ul style="list-style-type: none"> ◆ a minimum of two design features of the item ◆ a minimum of two properties and/or characteristics of the textiles to be used in the item ◆ a minimum of two construction and/or finishing techniques to be used in the item. | <ul style="list-style-type: none"> ◆ Budget ◆ size/dimensions ◆ care requirements. <p>or any other relevant feature.</p> |

Stage 2 – testing and evaluation (10 marks)

| Assessment Item | Assessment item instruction | Max mark | Marking instruction | Additional notes on judging the evidence |
|-----------------|---|----------|--|--|
| 2a | Carrying out a test into the suitability of the item. | 3 | <p>Use of appropriate testing technique:</p> <p>1 mark: appropriate testing technique implemented with appropriate source(s) identified.</p> <p>0 marks: inappropriate testing technique or inappropriate source(s) identified.</p> <p>Presentation of results:</p> <p>2 marks: all results of testing are presented clearly.</p> <p>1 mark: some results of testing are presented clearly or adequately.</p> <p>0 marks: no appropriate results or no results.</p> | <p>Evidence of carrying out a test should include information about sources, and could include information in the form of:</p> <ul style="list-style-type: none"> ◆ a written report ◆ a graph ◆ a chart ◆ a table ◆ notes from an interview ◆ photographs. <p>or any other relevant evidence.</p> |

| Assessment Item | Assessment item instruction | Max mark | Marking instruction | Additional notes on judging the evidence |
|-----------------|---|----------|--|--|
| 2b | Gather relevant information on the suitability of the design. | 4 | <p>Relevant information</p> <p>4 marks: four main points of information made which can be used to evaluate the item.</p> <p>3 marks: three main points of information made which can be used to evaluate the item.</p> <p>2 marks: two main points of information made which can be used to evaluate the item.</p> <p>1 mark: one main point of information made which can be used to evaluate the item.</p> <p>0 marks: points made are not relevant to the item or no points made.</p> | <p>Investigative techniques could include:</p> <ul style="list-style-type: none"> ◆ an interview ◆ a sensory test ◆ a questionnaire ◆ an interview. <p>or any other relevant investigative techniques.</p> |

| Assessment Item | Assessment item instruction | Max mark | Marking instruction | Additional notes on judging the evidence |
|-----------------|---|----------|---|---|
| 2c | Evaluate the solution with reference to the brief and/or the solution, based on findings from the test. | 3 | <p>Evaluation comments</p> <p>3 marks: three relevant evaluative comments that refer to the brief and/or the solution, based on the test.</p> <p>2 marks: two relevant evaluative comments that refer to the brief and/or the solution, based on the test.</p> <p>1 mark: one relevant evaluative comment that refers to the brief and/or solution, based on the test.</p> <p>0 marks: no relevant evaluative comment linked to the solution and/or brief.</p> | <p>Aspects of the solution the candidate might evaluate could include whether:</p> <ul style="list-style-type: none"> ◆ the solution was suitable to meet the themes in the brief ◆ there was enough detail in the results of the test to make the solution clear ◆ the candidate chose the most appropriate textiles for the solution ◆ the candidate used the most appropriate methods of construction for the solution ◆ the solution is fit for purpose <p>or any other relevant aspect.</p> |

[END OF MARKING INSTRUCTIONS]