

Tuggerah Lakes Secondary College

The Entrance Campus



HSC

TEXTILES AND DESIGN

STUDENT HANDBOOK

2019

Name:.....

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TEC YEAR 12 SCOPE & SEQUENCE 2018-2019

Term 4 (2018)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-------------------------|-----------|-------------------------|--|------------------|--------------------|--------------------------------|-------------------------------|---|---|
| BURLESQUE | BURLESQUE | MTP Introduction | MTP Introduction | MTP | MTP | MTP | MTP | MTP | MTP – CONSOLIDATION DAY |
| | | Printing | Printing | Dyeing - natural | Dyeing - Synthetic | Applique pt1- Empire Butterfly | Applique pt2 Empire Butterfly | Task 1: MTP- Designing & Planning Presentation Hand embroidery | Machine Embroidery & past HSC questions |
| | | | <ul style="list-style-type: none"> Investigate through experimentation, the principles of dyeing, printing, applique and embroidery. Select and apply appropriate methods of fabric colouration and decoration for a specific end-use. | | | | | | |
| Year 11 work continues. | | | DESIGN – Fabric colouration and decoration. | | | | | | |
| | | | PROPERTIES & PERFORMANCE OF TEXTILES – Innovations and finishes required for certain methods of applying colour to fabrics. | | | | | | |

Term 1(2019)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|---|------------|------------|---|------------|------------|---|------------|--|---|------------------------------|
| MTP | MTP | MTP | MTP | MTP | MTP | MTP | MTP | MTP | MTP | MTP CONSOLIDATION DAY |
| Historical Design Development- Swimwear including consumer demands (ATCF & AI), Technological Innovations and Finishes. | | | Cultural Factors that influence design and designers – Japanese Culture | | | Current Issues affecting the industry Marketplace all aspects As per dot points in syllabus. | | Task 2: Current Issues in the ATCF AI | Contemporary Designers – Akira Isogawa Trends in Society that influence designers Including past HSC questions. | |
| <ul style="list-style-type: none"> Briefly outline the historical development of a selected focus area & discuss its influence on society &/or the influence of society on the design development. | | | <ul style="list-style-type: none"> Investigate ONE culture and analyse the factors influencing its textile design. | | | <ul style="list-style-type: none"> Investigate and debate a range of issues that impact upon the Australian Textile, Clothing, Footwear and Allied Industries. Compare TWO different product marketing strategies for ONE aspect of a focus area (apparel, furnishings, costumes, textile arts, non-apparel) and explain why they are appropriate for a specific textile product. | | | <ul style="list-style-type: none"> Undertake an investigation of at least ONE contemporary designer, analysing the influence that: <ul style="list-style-type: none"> - the designer has on trends, and/or - trends have on the designer. | |
| DESIGN / PROPERTIES AND PERFORMANCE OF TEXTILES / ATCF & AI | | | | | | | | | | |

Term 2 (2019)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|--|---|--|---|---|--|
| MTP | MTP | MTP | MTP | MTP | MTP | MTP | MTP | MTP | MTP CONSOLIDATION DAY |
| <p>End-use Applications <i>Includes revision of Fibre, Yarn, Fabric structure, finishes & end use items from all Focus Areas.</i></p> | <p>Innovations and Emerging Textile Technologies</p> <p>FIBRE: Microfibre</p> | <p>Innovations and Emerging Textile Technologies</p> <p>YARN: Bicomponent Yarns</p> | <p>Innovations and Emerging Textile Technologies</p> <p>FABRIC: Washable webs</p> | <p>Innovations and Emerging Textile Technologies</p> <p>Machinery to Improve construction and save time. CAD/CAM</p> | <p>Innovations and Emerging Textile Technologies</p> <p>Decorative techniques to enhance design</p> <p>Digital Printing</p> | <p>Innovations and Emerging Textile Technologies</p> <p>Finishing techniques to enhance fabric performance/ special purpose</p> <p>Soil resistance & Fire-Retardant finishes</p> | <p>Appropriate textile technology and environmental sustainability Includes: selection of appropriate technology for the industry</p> | <p>Task 3: Project Development Management Report</p> | <p>Appropriate textile technology and environmental sustainability Includes appropriate and sustainable textile resources</p> |
| <ul style="list-style-type: none"> Analyse & evaluate the functional criteria for items from one focus area to determine the contributing fabric, yarn & fabric finishes. | <ul style="list-style-type: none"> Identify & discuss areas of textile production that utilise new textile technologies. Investigate & use, as appropriate, a range of innovative advances in textile materials & techniques. | | | <ul style="list-style-type: none"> Evaluate the impact of technological advances in machinery on the changing nature of the industry. | | <ul style="list-style-type: none"> Investigate TWO innovations in finishing techniques to determine their impact on fabric performance. | <ul style="list-style-type: none"> Discuss how the selection of resources & processes will impact upon the environment. Identify the problems of pollution & recycling of materials associated with the industry. Evaluate the impact of government legislation on the industry. | | |
| <p>For each innovation and emerging technology: investigate advantages/disadvantages of innovations/related textile technologies on the consumer, the manufacturer, the employee, the environment.</p> <ul style="list-style-type: none"> Investigate an innovation in fabric development, yarn development & fibre development and the impact of each on society and the environment. | | | | | | | <p>ATCFAI</p> | | |

Term 3 (2019)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-------------------------------|---|--|---|---|---|--|---|--|--|
| MTP | MTP | MTP - Finalise portfolio and gluing down. - Fill out NESA paperwork - Packaging labels - Project labels | | Task 4: Trial Examinations | | Exams back. | Revise ATCF AI and focus on HSC past paper questions. | Revise Design and focus on HSC past paper questions. | Revise Properties and Performance of Textiles and focus on HSC past paper questions. |
| | <i>Initial due date for MTP to be submitted for checking.</i> | | | MTP DUE 9AM MONDAY 19TH AUGUST 2019 | | Feedback and take time to go through answers. Go over questions causing concern. | | | |
| MAJOR TEXTILES PROJECT | | | | EXAMINATIONS AND FEEDBACK | | | HSC REVISION AND PRACTISE / STRATEGY. | | |

TEXTILES AND DESIGN ASSESSMENT SCHEDULE

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Totals |
|--|---|--|---|------------------------------------|-------------|
| Timing of task | Term 4, 2018 Week 9 | Term 1, 2019 Week 9 | Term 2, 2019 Week 9 | Term 3, 2019 Week 5/6 | |
| Type of task | MTP Designing and Planning Presentation | Current Issues in the ATCFAI Investigation | MTP Project Development and Management Report | Trial HSC Examination | |
| Related Outcomes | H2.1, H2.3, H4.2 | H5.1, H5.2 | H1.1, H1.2, H2.2, H3.1, H4.2 | H1.3, H3.1, H3.2, H4.1, H5.2, H6.1 | |
| Syllabus Content Area & Weighting | Major Textiles Project | ATCFAI | Major Textiles Project | All Units | |
| Task weighting | | | | | |
| Component | | | | | |
| <ul style="list-style-type: none"> • Knowledge and understanding of course content | | 20 | | 30 | 50% |
| <ul style="list-style-type: none"> • Skills and knowledge in the design, manufacture and management of a major textiles project | 20 | | 30 | | 50% |
| Component weighting % | 20% | 20% | 30% | 30% | 100% |

The Year 12 formal school-based assessment program is to reflect the following requirements:

- ♣ a maximum of four assessment tasks
- ♣ the minimum weighting for an individual task is 10%
- ♣ the maximum weighting for an individual task is 40%
- ♣ only one task may be a formal written examination with a maximum weighting of 30%. Information about the formal written examination in Textiles and Design This task may assess a broad range of course content and outcomes. Schools may choose to replicate the timing and structure of the HSC examination. If a school includes the development of the externally assessed Major Textiles Project in conjunction with the written paper, the combined weighting of the tasks must not exceed 30%.

Performance Band Descriptors: *The typical performance in this band:*

| | |
|----------------------|--|
| <p>Band 6</p> | <ul style="list-style-type: none"> • demonstrates an extensive knowledge and understanding of the properties, performance, design, and production of textiles and the development of new textile technologies • displays expertise in a variety of design and technological skills in the development and production of the Major Textiles Project • communicates ideas and information clearly and comprehensively in written, visual and graphic forms • generates, modifies and evaluates complex, aesthetically pleasing and functionally appropriate textile designs • selects and extensively justifies fabric, yarn, fibre and manufacturing techniques for specific end uses • critically evaluates the historical, cultural and contemporary influences on the Australian textile, clothing, footwear and allied industries |
| <p>Band 5</p> | <ul style="list-style-type: none"> • demonstrates a thorough knowledge and understanding of the properties, performance, design, and production of textiles and the development of new textile technologies • displays proficiency in a variety of design and technological skills in the development and production of the Major Textiles Project • communicates ideas and information clearly in written, visual and graphic forms • generates, modifies and evaluates creative and functionally appropriate textile designs • selects and justifies fabric, yarn, fibre and manufacturing techniques for specific end- uses • evaluates the historical, cultural and contemporary influences on the Australian textile, clothing, footwear and allied industries |
| <p>Band 4</p> | <ul style="list-style-type: none"> • demonstrates a sound knowledge and understanding of the properties, performance, design, and production of textiles and the development of new textile technologies • displays competence in a variety of design and technological skills in the development and production of the Major Textiles Project • communicates ideas and information adequately in written, visual and graphic forms • generates and modifies creative design ideas • selects fabric, yarn, fibre and manufacturing techniques for specific end-uses with limited justification • analyses the historical, cultural and contemporary influences on the Australian textile, clothing, footwear and allied industries |
| <p>Band 3</p> | <ul style="list-style-type: none"> • shows a basic understanding of the properties, performance, design, and production of textiles and the development of new textile technologies • displays sound design and technological skills in the development and production of the Major Textiles Project. • communicates information and ideas in simple diagrammatical and written forms. • generates and modifies design ideas in a basic way • selects fabric, fibre and manufacturing techniques for specific end-uses • explains the historical, cultural and contemporary influences on the Australian textile, clothing, footwear and allied industries |
| <p>Band 2</p> | <ul style="list-style-type: none"> • recalls elementary textile concepts and processes • displays limited design and technological skills in the development and production of the Major Textiles Project • communicates ideas and information using simple textile terminology and diagrams • generates design ideas in an elementary way • uses a limited selection of fabrics, fibres and manufacturing techniques • describes the historical, cultural and contemporary influences on the Australian textile, clothing, footwear and allied industries |
| <p>Band 1</p> | |

Aim

Textiles and Design Stage 6 is designed to enable students to understand and appreciate the nature and significance of textiles and to develop confidence and competence in the selection, design, manufacture and application of textile items.

Objectives

Students will develop:

1. knowledge and understanding of the functional and aesthetic requirements of textiles for a range of applications
2. practical skills in design and manipulation of textiles through the use of appropriate technologies
3. the ability to apply knowledge and understanding of the properties and performance of textiles to the development and manufacture of textile items
4. skills in experimentation, critical analysis and the discriminatory selection of textiles for specific end-uses
5. knowledge and understanding of Australian Textile, Clothing, Footwear and Allied Industries
6. an appreciation of the significance of textiles in society.

Key Competencies

Textiles and Design provides a context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the *Textiles and Design Stage 6 Syllabus* to enhance student learning. The key competencies of **collecting, analysing and organising information** and **communicating ideas and information**, reflect processes of design research and idea development and are explicit in the objectives and outcomes of the syllabus.

The other key competencies are developed through the methodologies of the syllabus and through classroom pedagogy. Students work as individuals and as members of groups to conduct experiments and investigations, and through this, the key competencies, **planning and organising activities** and **working with others and in teams**, are developed. When students develop, modify and construct items from patterns, they are developing the key competency **using mathematical ideas and techniques**.

During investigations, students will need to use appropriate technologies and so develop the key competency of **using technology**. Finally, experimentation with a range of materials, processes and techniques, contributes towards the students' development of the key competency **solving problems**

Course Structure

| |
|---|
| <p>Preliminary Course</p> <p>120 indicative hours</p> |
|---|

| |
|---|
| <p>HSC Course</p> <p>120 indicative hours</p> |
|---|

| | |
|---|------------|
| Design | 40% |
| <ul style="list-style-type: none"> • Elements and principles of design • Types of design • Communication techniques • Manufacturing methods • Preliminary Textile Project 1 focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and the project, and management of time and resources | |
| Properties and Performance of Textiles | 50% |
| <ul style="list-style-type: none"> • Fabric, yarn and fibre structure • Types, classification and identification of fabrics, yarns and fibres • Fabric, yarn and fibre properties • Preliminary Textile Project 2 focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information | |
| Australian Textile, Clothing, Footwear and Allied Industries | 10% |
| <ul style="list-style-type: none"> • Industry overview – past, present, future • Quality and value of textiles | |

| | |
|---|------------|
| Design | 20% |
| <ul style="list-style-type: none"> • Fabric colouration and decoration • Historical design development • Cultural factors that influence design and designers • Contemporary designers | |
| Properties and Performance of Textiles | 20% |
| <ul style="list-style-type: none"> • End-use applications • Innovations and emerging textile technologies | |
| Australian Textile, Clothing, Footwear and Allied Industries | 10% |
| <ul style="list-style-type: none"> • Appropriate textile technology and environmental sustainability • Current issues • Marketplace | |
| Major Textiles Project | 50% |
| <p>Students select one focus area through which they develop a project, which includes supporting documentation and textile item/s:</p> <ul style="list-style-type: none"> • apparel • furnishings • costume • textile arts • non-apparel <p>Students will demonstrate the development of manipulative, graphical, communication, research, decision-making, management and manufacturing skills</p> | |

Course Requirements

HSC Course

Major Textiles Project

Students will undertake a Major Textiles Project worth 50 percent of the HSC mark. The project focus is selected from ONE of the following areas:

- apparel
- furnishings
- costume
- textile arts
- non-apparel.

The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textile, Clothing, Footwear and Allied Industries.

The Major Textiles Project has TWO components:

(a) *supporting documentation:*

- design inspiration
- visual design concept development
- project manufacture specification
- investigation, experimentation and evaluation

(b) *textile item/s*

Guidelines for the Major Textiles Project

The Major Textiles Project:

- may consist of one or more related items within the selected focus area
- must be individually produced by the candidate. Group projects are not permitted
- must be certified on the appropriate form, provided by the Board of Studies, as the original work of the candidate and identifiable only through the candidate and centre numbers
- must be completed by the student and certified by the supervising teacher as the student's own work
- must include supporting documentation
- must conform to the following packaging specifications. The overall volume of the packaging container, which includes both the supporting documentation and the item/s, must not exceed 0.2m³. Examples of package sizes that equal the maximum volume are 1m x 1m x 0.2m and 1.2m x 0.5m x 0.33m. Note that the maximum length of any side must not exceed 1.2m.
- should be packaged in a lightweight material.

Content: Textiles and Design Stage 6 HSC Course

Area of Study: Design

Studies in this area will enable students to develop an understanding and appreciation of the influences of historical, cultural and contemporary aspects of design in society.

Outcomes

A student:

- H1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
- H1.2 designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
- H1.3 identifies the principles of colouration for specific end-uses
- H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences
- H2.2 demonstrates proficiency in the manufacture of a textile item/s
- H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion
- H6.1 analyses the influence of historical, cultural and contemporary developments on textiles.

| | |
|---|---|
| <p>Students learn about:</p> <p>Fabric colouration and decoration</p> <ul style="list-style-type: none"> principles of applying colour to fabrics methods of fabric decoration, including printing, dyeing, applique and embroidery | <p>Students learn to:</p> <ul style="list-style-type: none"> investigate, through experimentation, the principles of dyeing, printing, appliqué and embroidery |
| <p>Students learn about:</p> <p>printing, dyeing, applique and embroidery</p> <p>Major Textiles Project</p> <ul style="list-style-type: none"> the project is to be selected from ONE of the following focus areas: <p>Historical design development</p> <ul style="list-style-type: none"> overview of design developments in society through ONE of the focus areas: <ul style="list-style-type: none"> apparel <ul style="list-style-type: none"> costume textile arts furnishings non-apparel textile arts non-apparel <p>Design inspiration including:</p> <p>Cultural factors that influence design and designers relevance to focus area</p> <ul style="list-style-type: none"> justification of creative and/or innovative design relationship to historical, cultural or contemporary factors communication between people and communication factors effects of the culture on textile design in contemporary society external factors that have influenced textile design cultural influences, including geographic location, resources available and technological developments, religious practices, workers' skills and status of design ideas <p>Visual design development</p> <ul style="list-style-type: none"> inspiration, development and evaluation of design ideas functional and aesthetic design <p>Contemporary designers</p> <p>Manufacturing specification including:</p> <ul style="list-style-type: none"> description of inspiration for designers written description, pattern, company and pattern number factors that determine the success or failure of designers: <ul style="list-style-type: none"> if applicable) <ul style="list-style-type: none"> economic, political, ecological and technological views, pattern shapes and pattern markings and pattern markings technical production points facilities and materials trends that influence fabric swatches, quantity of material, fabric swatches, quantity of material, apparatus required, stemised cost, total cost, or designers <ul style="list-style-type: none"> costume designers textile art designers non-apparel designers | <p>Students learn to:</p> <ul style="list-style-type: none"> select and apply appropriate methods of fabric colouration and decoration for a specific end use explain the relationship between the Major Textiles Project and the selected focus area briefly outline the historical development of a selected focus area and discuss its influence on society and/or the influence of society on the design development <ul style="list-style-type: none"> investigate ONE culture and analyse the factors influencing its textile design analyse significant cultural, historical and contemporary influences communicate the justification of creative and/or innovative design <ul style="list-style-type: none"> research, analyse and visually communicate appropriate design ideas for the Major Textiles Project undertake an investigation of at least ONE contemporary designer, analysing the influences that: <ul style="list-style-type: none"> the designer has on trends, and/or trends have on the designer. develop and produce manufacturing specifications for the Major Textiles Project manage time effectively in the completion of a quality Major Textiles Project |

Area of Study: Properties and Performance of Textiles

This area of study allows students to develop knowledge and understanding of scientific and technological developments. A critical approach towards the effects of innovations and emerging technologies is a major area of study.

Outcomes

A student:

H3.1 explains the interrelationship between fabric, yarn and fibre properties

H3.2 develops knowledge and awareness of emerging textile technologies

H4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses

H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use.

| Students learn about: | Students learn to: |
|---|--|
| <p>End-use applications</p> <ul style="list-style-type: none"> • the influences of fabric, yarn and fibre properties and fabric finishes on the selection of textile end-uses in each of the focus areas: apparel, furnishings, costume, textile arts, non-apparel <p>Innovations and emerging textile technologies</p> <ul style="list-style-type: none"> • innovations and technological advances in: <ul style="list-style-type: none"> i) the use of textiles to enhance performance <ul style="list-style-type: none"> – fibre, including microfibre – yarn, including bicomponent – fabric, including washable webs ii) machinery to improve construction or save time, including computer-linked machines, computer-aided design (CAD) and computer-aided manufacture (CAM) iii) decorative techniques to enhance design, including digital printing iv) finishing techniques to enhance fabric performance, including soil-resistant finishes and finishing techniques for a special purpose, such as fire retardant finishes • the advantages and disadvantages of innovations and related textile technologies on: <ul style="list-style-type: none"> – the consumer – the manufacturer – the employee – the environment | <ul style="list-style-type: none"> • analyse and evaluate the functional criteria for items from one focus area to determine the contributing fabric, yarn and fibre properties and fabric finishes • identify and discuss areas of textile production that utilise new textile technologies • investigate and use, as appropriate, a range of innovative advances in textile materials and techniques • evaluate the impact of technological advances in machinery on the changing nature of the industry • investigate TWO innovations in finishing techniques to determine their impact on fabric performance • investigate an innovation in fabric development, yarn development and fibre development and the impact of each on society and the environment |

Major Textiles Project

Investigation, experimentation and evaluation

- materials, equipment and manufacturing processes
 - selection of appropriate fabric, yarn and fibre
- investigate and experiment with materials, equipment and manufacturing processes for the production of a Major Textiles Project
 - make effective decisions based on the application of knowledge
 - evaluate and document the properties and performance of the fabric/s, yarn/s and fibre/s selected for the Major Textiles Project
 - produce a high quality functional and aesthetic textile item

Area of Study: Australian Textile, Clothing, Footwear and Allied Industries

Studies in this area will enable students to make decisions about factors affecting the consumer, producer, manufacturer and retailer.

Outcomes

A student:

H5.1 investigates and describes aspects of marketing in the textile industry

H5.2 analyses and discusses the impact of current issues on the Australian textiles industry

H6.1 analyses the influence of historical, cultural and contemporary developments of textiles.

| Students learn about: | Students learn to: |
|---|---|
| <p>Appropriate textile technology and environmental sustainability</p> <ul style="list-style-type: none"> • selection of appropriate technology in the industry <ul style="list-style-type: none"> – resources, alternatives and limitations • appropriate and sustainable textile resources <ul style="list-style-type: none"> – recycling – pollution – government legislation <p>Current issues</p> <ul style="list-style-type: none"> • current issues that affect the industry, including: <ul style="list-style-type: none"> – globalisation of design, manufacture, distribution and marketing – imports/exports – skill level of workers – changing consumer demands and lifestyle: sun protection factor clothing, clothing made from organic sources – manufacturing strategies, niche and mass-produced goods <p>Marketplace</p> <ul style="list-style-type: none"> • aspects of marketing of textile products, including: <ul style="list-style-type: none"> – product planning – place and distribution channels – price structure – promotion strategies • product life cycle • target markets <p>Major Textiles Project</p> <p>Manufacturing specification</p> <ul style="list-style-type: none"> • product label <ul style="list-style-type: none"> – legal requirements, including care instructions, fibre content, size, country of manufacture, brand name | <ul style="list-style-type: none"> • discuss how the selection of resources and processes will impact upon the environment • identify the problems of pollution and recycling of materials associated with the industry • evaluate the impact of government legislation on the industry • investigate and debate a range of issues that impact upon the Australian Textile, Clothing, Footwear and Allied Industries • compare TWO different product marketing strategies for ONE aspect of a focus area (apparel, furnishings, costume, textile arts, non-apparel) and explain why they are appropriate for a specific textile product • design and produce a label/s suitable for the Major Textiles Project item/s |

HSC External Examination Specifications

The examination consists of a written paper worth 50 marks and a Major Textiles Project worth 50 marks.

Written paper (50 marks)

Time allowed: 1½ hours.

The written paper will consist of THREE sections.

Section I (10 marks)

There will be TEN multiple-choice questions.

All questions are compulsory.

The questions will be based on all areas of the syllabus.

All questions will be answered on the answer sheet provided.

Section II (25 marks)

This section will contain THREE questions.

All questions will be compulsory.

Question 11 will be worth 5 marks and based on the Area of Study: *Australian Textile, Clothing, Footwear and Allied Industries*.

Question 12 will be worth 10 marks and based on the Area of Study: *Design*.

Question 13 will be worth 10 marks and based on the Area of Study: *Properties and Performance of Textiles*.

Each question will consist of a number of parts requiring short, structured responses.

All questions must be answered in the space provided.

Section III (15 marks)

There will be TWO questions requiring an extended structured response.

Students must answer ONE question.

Both questions will be of equal value.

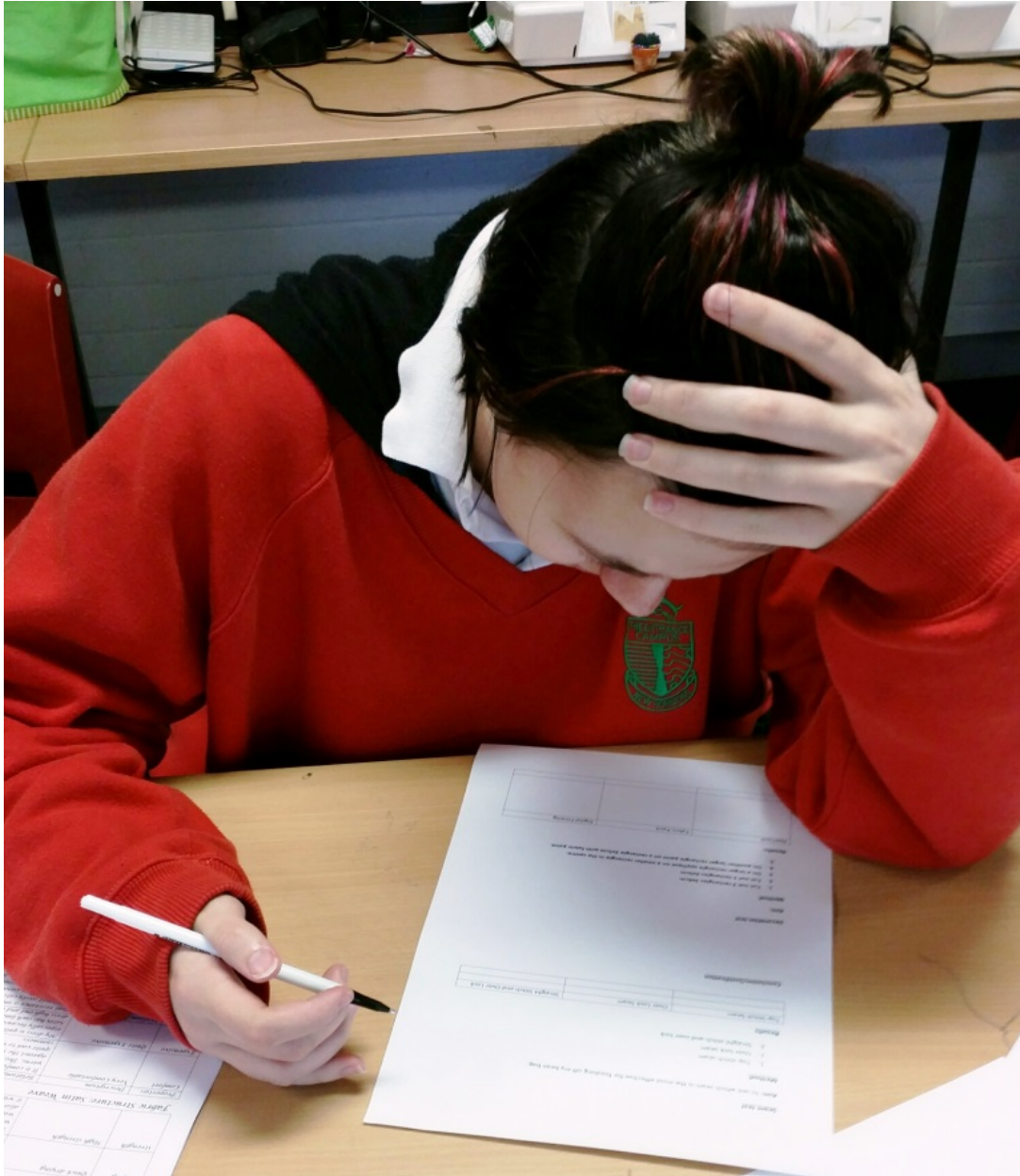
Question 14 will be based on the Area of Study: *Design*.

Question 15 will be based on the Area of Study: *Properties and Performance of Textiles*.

Major Textiles Project (50 marks)

The Major Textiles Project has two components:

- (a) supporting documentation
- (b) textile item/s.



HSC TEXTILES AND DESIGN Assessment Tasks



YEAR 12 COURSE
TAS

COURSE NAME: TEXTILES AND DESIGN

MODULE / UNIT: Major Textiles Project: Designing and Planning Presentation

TIMING: Term 4, Week 9

DATE: Thursday 13th December 2018 by 2pm

TASK NUMBER: 1

WEIGHTING: 20%

OUTCOMES:

H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences

H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion

H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use

TASK: Worth 80 marks.

Marks

H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences

Question 1. (12 marks)

12

Choose a computer presentation program you are familiar with (e.g. PowerPoint; Prezi; Keynote etc.).

Create a presentation which demonstrates the following to both technical and non-technical audiences.

- the design concepts and manufacturing specifications.
- the effective management of the design and manufacture of the Major Textiles Project to completion.
- the selection and justification of manufacturing techniques, materials and equipment for specific end-use.

Use the answers to Questions 2 and 3 to create your presentation for Question 1.

H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion

Question 2. (38 marks)

For each of the sections of the portfolio, answer the questions in presentation form.

| | MARKS |
|---|--------------|
| a) Design Inspiration (10 marks) | |
| i) Explain the relationship between the Major Textiles Project and the selected focus area | 5 |
| ii) Construct a collage with FIVE descriptive information “blurbs” (as discussed in class) to communicate the Justification of creative and/or innovative design. | 5 |
| b) Visual design development (12 marks) | |
| Research, analyse and visually communicate THREE design ideas and Final Design for The Major Textiles Project. They should be to a professional standard and include appropriately labelled functional and aesthetic features, high quality sketches/drawings that clearly indicate the link between inspiration and design. (4 marks each) | 12 |
| c) Manufacturing Specifications (14 marks) | |
| Develop and produce manufacturing specifications for the Major Textiles Project including: | |
| i) 8 possible fabric samples (price per metre and estimate of how much you would need). | 4 |
| ii) Pattern Modifications you will need to make. | 5 |
| iii) Product label – based on the final design. | 5 |
| H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use | |
| Question 3. (15 marks) | |
| i) Investigate and experiment with EIGHT possible materials for the successful production of the Major Textiles Project. Include Control Samples; Aim; Method; Results and Conclusion/Justification/Modification. | 12 |
| ii) Investigate and experiment with THREE manufacturing processes for one area of production of the Major Textiles Project. | 10 |
| iii) Investigate and experiment with THREE pieces of equipment for one area of the production of the Major Textiles Project. | 10 |
| Total Marks: | / 80 |

• **ADDITIONAL NOTES:**

- The Campus Assessment Policy and procedures MUST be followed.
- Tasks must be completed or handed in on the due date during the regular class.
- Tasks that are handed in late may receive ZERO (0) marks and an N Warning letter issued.
- Students should refer to the Policy sections on submission of work, plagiarism, illness and/or misadventure appeals, and the assessment task appeals process.
- Written feedback will be provided to students on the TAS Course Assessment Feedback Sheet.

TAS Course Assessment Feedback Sheet

H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences

Question 1.

Choose a computer presentation program you are familiar with (e.g. PowerPoint; Prezi; Keynote etc.).

Create a presentation which demonstrates the following to both technical and non-technical audiences.

| Criteria for Marking | Mark |
|--|--------------|
| <ul style="list-style-type: none"> • Selects and uses an appropriate presentation program that effectively communicates design concepts and manufacturing specifications to both technical and non-technical audiences in a logical sequence. | 11-12 |
| <ul style="list-style-type: none"> • Selects and uses an appropriate presentation program that communicates design concepts and manufacturing specifications to both technical and non-technical audiences. | 9-10 |
| <ul style="list-style-type: none"> • Selects and uses an appropriate presentation program that communicates some design concepts and manufacturing specifications to technical and/or non-technical audiences. | 7-8 |
| <ul style="list-style-type: none"> • Selects and uses an appropriate presentation program that communicates limited design concepts or manufacturing specifications. | 5-6 |
| <ul style="list-style-type: none"> • Does not select a suitable presentation program. Provides a point about design concepts or manufacturing specifications. | 1-4 |

H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion

Question 2.

For each of the sections of the portfolio, answer the questions in presentation form.

a) Design Inspiration

i) Explain the relationship between the Major Textiles Project and the selected focus area

| Criteria for Marking | Mark |
|--|-------------|
| <ul style="list-style-type: none"> • Clearly identifies the components and makes the relationship between the Major Textiles Project and the selected focus area. | 5 |
| <ul style="list-style-type: none"> • Makes a sound relationship between the Major Textiles Project and the selected focus area. | 4 |
| <ul style="list-style-type: none"> • Makes a basic relationship between the Major Textile Project and the selected focus area. | 3 |
| <ul style="list-style-type: none"> • Lists Major Textile Project and the focus area selected. | 2 |
| <ul style="list-style-type: none"> • May or may not identify a focus area that is or is not relevant to the project. | 1 |

H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion

Question 2.

For each of the sections of the portfolio, answer the questions in presentation form.

a) Design Inspiration

- ii) Construct a collage with FIVE descriptive information “blurbs” (as discussed in class) to communicate the Justification of creative and/or innovative design.

| Criteria for Marking | Mark |
|--|-------------|
| • Communicates the justification of creative and/or innovative design techniques and relates these clearly and concisely to the Major Textile Project. FIVE descriptive information “blurbs” are provided. | 5 |
| • Communicates sound creative and/or innovative design techniques and relates these to the Major Textile Project. FIVE information “blurbs” are provided. | 4 |
| • Communicates some creative and/or innovative design techniques and relates some of these to the Major Textile Project. Fewer than FIVE information “blurbs” are provided. | 3 |
| • Lists creative and/or innovative design techniques and the relationship between these and the Major Textile Project is very limited. TWO or THREE information “blurbs” are provided. | 2 |
| • May identify a design technique. | 1 |

H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion

b) Visual design development

Research, analyse and visually communicate THREE design ideas and Final Design for

The Major Textiles Project. They should be to a professional standard and include appropriately labelled functional and aesthetic features, high quality sketches/drawings that clearly indicate the link between inspiration and design. (3 marks each)

| Criteria for Marking | Mark |
|--|--------------|
| • Produces THREE design ideas and final design drawings that clearly reflect the Major Textile Project, which are of a professional standard. All designs include front and back views; rendering; colour and labels all functional and aesthetic features. Clearly indicates the link between inspiration and design. | 11-12 |
| • Produces good quality drawings of the Major Textile Project, that show a good relationship between inspiration and design. Most designs include front and back views; colour and some labels of functional and aesthetic features. Indicates the link between inspiration and design. | 9-10 |
| • Produces drawings of The Major Textile Project, that show some relationship between inspiration and design. Designs may include front and/or back views and/or colour and/or some labels of functional and/or aesthetic features. Some link between inspiration and design attempted. | 7-8 |

| | |
|--|------------|
| <ul style="list-style-type: none"> Evidence of poor quality drawings of the Major Textile Project, that shows no relationship between inspiration and/or design. Designs are poorly labelled with some colour included. | 5-6 |
| <ul style="list-style-type: none"> Poor quality drawing(s) of The Major Textile Project, that shows no relationship between inspiration and/or design. Designs contain little, if any labels. | 1-4 |

H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion

c) Manufacturing Specifications

Develop and produce manufacturing specifications for the Major Textiles Project including:

- i) 8 possible fabric samples (price per metre and estimate of how much you would need)

| Criteria for Marking | Mark |
|--|-------------|
| <ul style="list-style-type: none"> Develops and produces extensive manufacturing specifications for the Major Textiles Project and includes 8 possible fabric samples, price per metre and estimate of how much fabric is needed. | 4 |
| <ul style="list-style-type: none"> Develops and produces thorough manufacturing specifications for the Major Textiles Project and includes 8 possible fabric samples, price per metre and estimate of how much fabric is needed. | 3 |
| <ul style="list-style-type: none"> Develops some manufacturing specifications for the Major Textiles Project. Some indication of price per metre and estimate of how much per metre for some fabrics. | 2 |
| <ul style="list-style-type: none"> Includes limited evidence of manufacturing specifications for the Major Textiles Project. List of prices and/or how much fabric is needed. | 1 |

H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion

c) Manufacturing Specifications

Develop and produce manufacturing specifications for the Major Textiles Project including:

- ii) Pattern Modifications you will need to make.

| Criteria for Marking | Mark |
|---|-------------|
| <ul style="list-style-type: none"> Makes extensive Pattern Modifications and provides evidence of this including photographs, drawings and information explaining the process. | 5 |
| <ul style="list-style-type: none"> Makes relevant Pattern Modifications and provides some evidence of this including photographs or drawings and information explaining the process. | 4 |
| <ul style="list-style-type: none"> Provides some Pattern Modifications | 3 |
| <ul style="list-style-type: none"> Limited Pattern Modifications | 2 |
| <ul style="list-style-type: none"> Provides some relevant information. | 1 |

H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion

c) Manufacturing Specifications

Develop and produce manufacturing specifications for the Major Textiles Project including:

- iii) Product label – based on the final design.

| Criteria for Marking | Mark |
|--|-------------|
| <ul style="list-style-type: none">Generates a comprehensive product label. | 5 |
| <ul style="list-style-type: none">Generates a relevant product label that contains most of the information required. | 4 |
| <ul style="list-style-type: none">Product label may contain some relevant information. | 3 |
| <ul style="list-style-type: none">Product label contains limited information. | 2 |
| <ul style="list-style-type: none">Provides a relevant point. | 1 |

H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use

Question 3.

- i) Investigate and experiment with EIGHT possible materials for the successful production of the Major Textiles Project. Includes Control Samples; Aim; Method; Results and Conclusion/Justification/Modification.

| Criteria for Marking | Mark |
|--|--------------|
| <ul style="list-style-type: none">Carries out an appropriate experiment related to the successful production of the Major Textiles Project.Attaches the control samples to be used when comparing the results from the experiment.Experiments extensively with materials using eight possible fabrics that will be considered for use in constructing the item.Effectively uses all of the headings required for experimentation.Records and communicates clear evidence and discussion of the results.Thoroughly justifies the modification of the design as a result of the experimentation and provides clear evaluation of the relationship between the results and the care of the item. | 11-12 |
| <ul style="list-style-type: none">Carries out an appropriate experiment related to the successful production of the Major Textiles Project.Does not attach the control samples to be used when comparing the results from the experiment.Experiments with materials using six possible fabrics that will be considered for use in constructing the item.Effectively uses the headings required for experimentation.Records and provides some evidence of the results.Justifies some of the modification of the design as a result of the experimentation and provides some evidence of the relationship between the results and the intended end-use. | 9-10 |

| | |
|--|------------|
| <ul style="list-style-type: none"> Shows some evidence of experimentation with materials which may or may not relate to the care of the item. Uses some of the headings required for experimentation. Records the results by attaching samples only. Makes a link between the fabrics and the end-use the textile item is intended for but does not provide any evidence of design modification. | 7-8 |
| <ul style="list-style-type: none"> Provides little or no evidence of experimentation with materials. Does not use the headings required for experimentation. Shows evidence of at least one result by attaching a sample. Makes no link between the fabrics, the intended end-use or any design modification. | 5-6 |
| <ul style="list-style-type: none"> Provides some relevant information. | 1-4 |

| | |
|---|-------------|
| <p>H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use</p> <p>Question 3.</p> <p>ii) Investigate and experiment with THREE manufacturing processes for one area of production of the Major Textiles Project.</p> | |
| Criteria for Marking | Mark |
| <ul style="list-style-type: none"> Carries out an appropriate experiment related to the manufacturing processes for one area of the Major Textiles Project. Experiments extensively with suitable manufacturing techniques directly related to the construction of the Major Textiles Project. Effectively uses all of the headings required for experimentation. Records and communicates clear evidence and discussion of the results. Thoroughly justifies the modification of the design as a result of the experimentation and provides clear evaluation of the relationship between the results and the care of the item. | 9-10 |
| <ul style="list-style-type: none"> Carries out an appropriate experiment related to the manufacturing processes for one area of the Major Textiles Project. Does not attach all of the samples to be used when comparing the results from the experiment. Demonstrates sound investigation of suitable manufacturing techniques directly related to the construction of the Major Textiles Project. Effectively uses the headings required for experimentation. Records and provides some evidence of the results. Justifies some of the modification of the design as a result of the experimentation and provides some evidence of the relationship between the results and the intended end-use. | 7-8 |
| <ul style="list-style-type: none"> Shows some evidence of experimentation with manufacturing techniques which may or may not directly relate to the construction of the item. Uses some of the headings required for experimentation. Records the results by attaching samples only. Makes a link between the fabrics and the end-use the textile item is intended for but does not provide any evidence of design modification. | 5-6 |
| <ul style="list-style-type: none"> Provides little evidence of experimentation with manufacturing techniques. Does not use any the headings required for experimentation. Shows evidence of at least one result by attaching a sample. Makes no link between the fabrics, the intended end-use or any design | 3-4 |

| | |
|---|------------|
| modification. | |
| <ul style="list-style-type: none"> May attach a sample or write a heading. | 1-2 |

| | |
|--|-------------|
| H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use | |
| Question 3. (15 marks) | |
| iii) Investigate and experiment with THREE pieces of equipment for one area of the production of the Major Textiles Project. | |
| Criteria for Marking | Mark |
| <ul style="list-style-type: none"> Carries out an appropriate experiment related to the equipment to be considered for use in making the Major Textiles Project. Experiments extensively with suitable equipment directly related to the construction of the Major Textiles Project. Effectively uses all of the headings required for experimentation. Records and communicates clear evidence and discussion of the results. Thoroughly justifies the modification of the design as a result of the experimentation and provides clear evaluation of the relationship between the results and the care of the item. | 9-10 |
| <ul style="list-style-type: none"> Carries out an appropriate experiment related to equipment. Does not attach all of the samples to be used when comparing the results from the experiment. Demonstrates sound investigation of equipment directly related to the construction of the Major Textiles Project. Effectively uses the headings required for experimentation. Records and provides some evidence of the results. Justifies some of the modification of the design as a result of the experimentation and provides some evidence of the relationship between the results and the intended end-use. | 7-8 |
| <ul style="list-style-type: none"> Shows some evidence of experimentation with equipment which may or may not directly relate to the construction of the item. Uses some of the headings required for experimentation. Records the results by attaching samples only. Makes a link between the fabrics and the end-use the textile item is intended for but does not provide any evidence of design modification. | 5-6 |
| <ul style="list-style-type: none"> Provides little evidence of experimentation with equipment. Does not use any the headings required for experimentation. Shows evidence of at least one result by attaching a sample. Makes no link between the fabrics, the intended end-use or any design modification. | 3-4 |
| <ul style="list-style-type: none"> May attach a sample or write a heading. | 1-2 |

Total: / 80

TAS Course Assessment Feedback Sheet

Mark: / 80

Assessment Result: /20

| Outcomes | Elementary | Developing | Competent | Highly Developed |
|--|-------------------|-------------------|------------------|-------------------------|
| H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences | | | | |
| H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion | | | | |
| H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use | | | | |

Teacher Comment:

| | |
|--|--|
| <div style="display: flex; justify-content: space-between; width: 80%; margin: 0 auto;"> <div style="width: 45%; text-align: center;">Teacher Signature</div> <div style="width: 45%; text-align: center;">Date</div> </div> | |
| <p>I agree with the result and have received personal feedback from my teacher for this task.</p> | |
| <div style="display: flex; justify-content: space-between; width: 80%; margin: 0 auto;"> <div style="width: 45%; text-align: center;">Student Signature</div> <div style="width: 45%; text-align: center;">Date</div> </div> | |



YEAR 12 COURSE
TAS

COURSE NAME: TEXTILES AND DESIGN

MODULE / UNIT: Australian Textile Clothing and Footwear Industry

TIMING: Term 1, Week 9

DATE: Friday 29th March, 2019 by 2pm

TASK NUMBER: 2

WEIGHTING: 20%

OUTCOMES:

- H5.1 investigates and describes aspects of marketing in the textile industry.
H5.2 analyses and discusses the impact of current issues on the Australian textiles industry.

TASK: **Focus Area:** Apparel **Item:** Swimwear **Worth 20 marks.**
Select any **TWO** Australian swimwear companies from the list below and use these to answer questions 1,2 and 3.

You must access the Google Classroom and use the Assessment Task proforma provided for you to type into. Once completed, submit your task on the classroom by 2pm, Friday 29th March, 2019.

| Australian Swimwear Companies/Brands | | |
|--------------------------------------|---------------|-----------|
| Speedo | Tiger Lilly | Palm |
| Sea Folly | Camilla | Her line |
| Matteau | Peony | Palm |
| Bondi Bather | Zulu & Zephyr | Zimmerman |
| Fella | Baku | Mink Pink |
| Somedays Lovin | Duskii Active | Jets |
| Frankii Swim | Myra Swim | Bond-Eye |

- | | |
|--|--------------|
| | Marks |
| 1. Outline the target market for the TWO companies chosen from the list above. | 2 |
| 2. Investigate and debate the changing consumer demands and lifestyle aspects of both swimwear companies. Include photographic evidence to justify you answer. | 8 |
| 3. Compare TWO different marketing strategies the companies use and explain why they are appropriate for swimwear. | 10 |

ADDITIONAL NOTES:

- The Campus Assessment Policy and procedures **MUST** be followed.
- Tasks must be completed or handed in on the due date during the regular class.
- Tasks that are handed in late may receive ZERO (0) marks and an N Warning letter issued.
- Students should refer to the Policy sections on submission of work, plagiarism, illness and/or misadventure appeals, and the assessment task appeals process.
- Written feedback will be provided to students on the TAS Course Assessment Feedback Sheet.

TAS Course Assessment Feedback Sheet

| Criteria for Marking | Mark |
|--|----------|
| H5.1 <i>investigates and describes aspects of marketing in the textile industry.</i> | |
| 1. Outline the target market for the TWO companies chosen from the list above. | |
| <ul style="list-style-type: none"> • Sketches in detail, the target markets for both companies. | 2 |
| <ul style="list-style-type: none"> • Provides some relevant information on target markets. | 1 |

| Criteria for Marking | Mark |
|--|------------|
| H5.2 <i>analyses and discusses the impact of current issues on the Australian textiles industry.</i> | |
| 2. Investigate and debate the changing consumer demands and lifestyle aspects of both swimwear companies. Include photographic evidence to justify your answer. | |
| <ul style="list-style-type: none"> • Draws extensive conclusions and provides evidence-based discussion on the changing consumer demands and lifestyle aspects for the companies. Includes photographic evidence to support their answer. | 8 |
| <ul style="list-style-type: none"> • Draws comprehensive conclusions and provides thorough discussion on the changing consumer demands and lifestyle aspects for the companies. Includes photographic evidence to support their answer. | 7 |
| <ul style="list-style-type: none"> • Makes sound conclusions and provides some discussion on the changing consumer demands and lifestyle aspects for the companies. May include photographic evidence. | 6 |
| <ul style="list-style-type: none"> • Makes some reference to changing consumer demands and links these to at least one company. | 5 |
| <ul style="list-style-type: none"> • Outlines ONE marketing strategy with some reference to swimwear. | 4 |
| <ul style="list-style-type: none"> • Provides relevant information related to changing consumer demands and/or lifestyle aspects of swimwear brands. | 1-3 |

| Criteria for Marking | Mark |
|---|------------|
| H5.2 <i>analyses and discusses the impact of current issues on the Australian textiles industry.</i> | |
| 3. Compare TWO different marketing strategies the companies use and explain why they are appropriate for swimwear. | |
| <ul style="list-style-type: none"> • Demonstrates extensively how TWO different marketing strategies are similar or different and clearly makes the relationship between them evident. | 10 |
| <ul style="list-style-type: none"> • Demonstrates comprehensively how TWO different marketing strategies are similar or different and makes the relationship between them. | 8-9 |
| <ul style="list-style-type: none"> • Demonstrates how TWO different marketing strategies are similar or different and describes a relationship between them. | 6-7 |
| <ul style="list-style-type: none"> • Describes ONE marketing strategy with some reference to swimwear. | 4-5 |
| <ul style="list-style-type: none"> • Outlines ONE marketing strategy with some reference to swimwear. | 2-3 |
| <ul style="list-style-type: none"> • Provides relevant information about marketing and/or swimwear. | 1 |

| Outcomes | Elementary | Developing | Competent | Highly Developed |
|---|------------|------------|-----------|------------------|
| H5.1 investigates and describes aspects of marketing in the textile industry. | | | | |
| H5.2 analyses and discusses the impact of current issues on the Australian textiles industry. | | | | |

Teacher Comment:

| | |
|--|--|
| <div style="display: flex; justify-content: space-between; width: 80%; margin: 0 auto;"> <div style="width: 45%; text-align: center;">Teacher Signature</div> <div style="width: 45%; text-align: center;">Date</div> </div> | |
| <p>I agree with the result and have received personal feedback from my teacher for this task.</p> | |
| <div style="display: flex; justify-content: space-between; width: 80%; margin: 0 auto;"> <div style="width: 45%; text-align: center;">Student Signature</div> <div style="width: 45%; text-align: center;">Date</div> </div> | |



COURSE NAME: TEXTILES AND DESIGN

MODULE / UNIT: MTP Project Development and Management Report

TIMING: Term 2 Week 9

DATE: Thursday 27th June 2019

TASK NUMBER: 3

WEIGHTING: 30%

OUTCOMES:

- H1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project.
- H1.2 designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
- H2.2 demonstrates proficiency in the manufacture of a textile item/s
- H3.1 explains the interrelationship between fabric, yarn and fibre properties
- H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use

TASK: Worth 60 marks.

You are to create a REPORT in the form of A4 journal demonstrating your Major Textiles Project (MTP) development and management.

The Journal must include the following pieces of information which have been computer generated, printed out and glued into your journal.

| | Marks |
|--|--------------|
| 1. Explain the relationship to historical and /or cultural and/or contemporary factors. | 5 |
| 2. Analysis of functional and aesthetic features (including elements and principles of design) | 10 |
| 3. TWENTY photographs of your project development from start to finish. You must include the date that the photograph was taken and a brief description of the stage at which you took the photograph. | 20 |
| 4. Explain the interrelationship between fibre, yarn and fabric properties for TWO main fabrics. | 10 |
| 5. Select and justify the Materials used for your MTP, using the Experiment Layout, (Aim; Method; Results; Conclusion / Justification / Modification). You must include THREE experiments for this area. | 5 |
| 6. Select and justify the Manufacturing Techniques used for your MTP, using the Experiment Layout, (Aim; Method; Results; Conclusion / Justification / Modification). You must include THREE experiments for this area. | 5 |
| 7. Select and justify the Equipment used to make your MTP, using the Experiment Layout, (Aim; Method; Results; Conclusion / Justification / Modification). You must include THREE experiments for this area. | 5 |

A checklist is provided for you on the next page to assist you in completing your task.

• **ADDITIONAL NOTES:**

- The Campus Assessment Policy and procedures MUST be followed.
- Tasks must be completed or handed in on the due date during the regular class.
- Tasks that are handed in late may receive ZERO (0) marks and an N Warning letter issued.
- Students should refer to the Policy sections on submission of work, plagiarism, illness and/or misadventure appeals, and the assessment task appeals process.
- Written feedback will be provided to students on the TAS Course Assessment Feedback Sheet.

Report Checklist

| Information | Worth | Completed <input checked="" type="checkbox"/> |
|--|-------|--|
| 1. Explain the relationship to historical and /or cultural and/or contemporary factors. | 5 | <input type="checkbox"/> |
| 2. Analysis of functional (F) and aesthetic features including elements(E) and principles(P) of design | 5 | F E P <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. TWENTY photographs of your project development from start to finish. You must include the date that the photograph was taken and a brief description of the stage at which you took the photograph. | 20 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. Explain the interrelationship between fibre, yarn and fabric properties for TWO main fabrics. | 10 | Fibre <input type="checkbox"/> <input type="checkbox"/> Yarn <input type="checkbox"/> <input type="checkbox"/> Fabric <input type="checkbox"/> <input type="checkbox"/> |
| 5. Select and justify the Materials used for your MTP, using the Experiment Layout, (Aim; Method; Results; Conclusion / Justification / Modification(C/J/M)). You must include THREE experiments for this area. | 5 | Aim <input type="checkbox"/> Method <input type="checkbox"/> Results <input type="checkbox"/> C/J/M <input type="checkbox"/> |
| 6. Select and justify the Manufacturing Techniques used for your MTP, using the Experiment Layout, (Aim; Method; Results; Conclusion / Justification / Modification(C/J/M)). You must include THREE experiments for this area. | 5 | Aim <input type="checkbox"/> Method <input type="checkbox"/> Results <input type="checkbox"/> C/J/M <input type="checkbox"/> |
| 7. Select and justify the Equipment used to make your MTP, using the Experiment Layout, (Aim; Method; Results; Conclusion / Justification / Modification(C/J/M)). You must include THREE experiments for this area. | 5 | Aim <input type="checkbox"/> Method <input type="checkbox"/> Results <input type="checkbox"/> C/J/M <input type="checkbox"/> |

This checklist is optional for you to tick off your work as you go.

TAS Course Assessment Feedback Sheet

| Criteria for Marking | Mark |
|--|----------|
| H1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project. | |
| 1. Explain the relationship to historical and /or cultural and/or contemporary factors. | |
| <ul style="list-style-type: none"> Clearly identifies the components and makes a clear relationship between the Major Textiles Project and the selected focus area. | 5 |
| <ul style="list-style-type: none"> Makes a sound relationship between the Major Textiles Project and the selected focus area. | 4 |
| <ul style="list-style-type: none"> Outlines historical and /or cultural and/or contemporary factors. | 3 |
| <ul style="list-style-type: none"> Identifies historical and /or cultural and/or contemporary factors. | 2 |
| <ul style="list-style-type: none"> Provides relevant information about the project. | 1 |

| Criteria for Marking | Mark |
|---|-------------|
| H1.2 designs a textile item/s that demonstrates an understanding of functional and aesthetic Requirements. | |
| 2. Analysis of functional and aesthetic features (including elements and principles of design). | |
| <ul style="list-style-type: none"> Draws out and comprehensively relates the implications of functional and aesthetic features and the Major Textiles Project. | 9-10 |
| <ul style="list-style-type: none"> Draws out and relates the implications of functional and aesthetic features and the Major Textiles Project. | 7-8 |
| <ul style="list-style-type: none"> Relates some of the implications of functional and aesthetic features and the Major Textiles Project. | 5-6 |
| <ul style="list-style-type: none"> Identifies some of the implications of functional and aesthetic features and the Major Textiles Project. | 3-4 |
| <ul style="list-style-type: none"> Lists a functional and/or aesthetic feature | 1-2 |

| Criteria for Marking | Mark |
|--|--------------|
| H2.2 demonstrates proficiency in the manufacture of a textile item/s. | |
| 3. TWENTY photographs of your project development from start to finish. You must include the date that the photograph was taken and a brief description of the stage at which you took the photograph. | |
| <ul style="list-style-type: none"> Demonstrates an extensive timeline of twenty photographs of the Major Textiles Project development from start to finish. Each photograph includes the date and a brief, but thorough description of the stage at which the photograph was taken. | 18-20 |
| <ul style="list-style-type: none"> Demonstrates a sound timeline of eighteen to twenty photographs of the Major Textiles Project development from start to finish. Includes dates and a brief description of the stage at which the photograph was taken. | 15-17 |
| <ul style="list-style-type: none"> Provides a brief timeline of ten to eighteen photographs of the Major Textiles Project development. Includes some dates and brief descriptions of the stage at which some photographs were taken. | 10-14 |
| <ul style="list-style-type: none"> Provides a brief timeline of at least five to ten photographs of the Major Textiles Project development. Includes a few dates and outlines the stage at which some photographs were taken. | 6-9 |
| <ul style="list-style-type: none"> Provides a photograph with little or no description. May make mention of a date. | 1-5 |

| Criteria for Marking | Mark |
|---|------|
| H3.1 explains the interrelationship between fabric, yarn and fibre properties | |
| 4. Explain the interrelationship between fibre, yarn and fabric properties for TWO main fabrics. | |
| <ul style="list-style-type: none"> Demonstrates an extensive knowledge and understanding of the interrelationships between fibre, yarn and fabric properties for two main fabrics. | 9-10 |
| <ul style="list-style-type: none"> Demonstrates a thorough knowledge and understanding of the interrelationships between fibre, yarn and fabric properties for two main fabrics. | 7-8 |
| <ul style="list-style-type: none"> Demonstrates a sound knowledge and understanding of the interrelationships between fibre, yarn and fabric properties for one or two main fabrics. | 5-6 |
| <ul style="list-style-type: none"> Demonstrates a basic understanding of the interrelationships between fibre, and/or yarn and/or fabric properties for one main fabric. | 3-4 |
| <ul style="list-style-type: none"> Demonstrates limited knowledge of the interrelationships between fibre and/or yarn and/or fabric properties for one main fabric. | 1-2 |

| Criteria for Marking | Mark |
|--|------|
| H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use. | |
| 5. Select and justify the Materials used for your MTP, using the Experiment Layout, (Aim; Method; Results; Conclusion / Justification / Modification). You must include THREE experiments for this area. | |
| <ul style="list-style-type: none"> Selects, comprehensively investigates and extensively justifies three experiments for the materials used to manufacture the MTP and clearly relates the results to the identified end use. | 5 |
| <ul style="list-style-type: none"> Selects, conducts sound investigation and provides justification for three experiments for materials used to manufacture the MTP with some relationship to the specific end use. | 4 |
| <ul style="list-style-type: none"> Carries out some experimentation without indicating how the results of the experimentation has been used and bases the justification on limited investigation. | 3 |
| <ul style="list-style-type: none"> Provides some evidence of experimentation without justification. | 2 |
| <ul style="list-style-type: none"> Provides no evidence of investigation, experimentation or evaluation. | 1 |

| Criteria for Marking | Mark |
|---|------|
| H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use. | |
| 6. Select and justify the Manufacturing Techniques used for your MTP, using the Experiment layout, (Aim; Method; Results; Conclusion / Justification / Modification). You must include THREE experiments for this area. | |
| <ul style="list-style-type: none"> Selects, comprehensively investigates and extensively justifies three experiments for manufacturing techniques used to manufacture the MTP and clearly relates the results to the identified end use. | 5 |
| <ul style="list-style-type: none"> Selects, conducts sound investigation and provides justification for three experiments for manufacturing techniques with some relationship to the specific end use. | 4 |
| <ul style="list-style-type: none"> Carries out some experimentation without indicating how the results of the experimentation has been used and bases the justification on limited investigation. | 3 |
| <ul style="list-style-type: none"> Provides some evidence of experimentation without justification. | 2 |
| <ul style="list-style-type: none"> Provides no evidence of investigation, experimentation or evaluation. | 1 |

| Criteria for Marking | Mark |
|--|----------|
| H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use. | |
| 7. Select and justify the Equipment used for your MTP, using the Experiment layout, (Aim; Method; Results; Conclusion / Justification / Modification). You must include THREE experiments for this area. | |
| <ul style="list-style-type: none"> Selects, comprehensively investigates and extensively justifies three experiments for the equipment used to manufacture the MTP and clearly relates the results to the identified end use. | 5 |
| <ul style="list-style-type: none"> Selects, conducts sound investigation and provides justification for three experiments for equipment with some relationship to the specific end use. | 4 |
| <ul style="list-style-type: none"> Carries out some experimentation without indicating how the results of the experimentation has been used and bases the justification on limited investigation. | 3 |
| <ul style="list-style-type: none"> Provides some evidence of experimentation without justification. | 2 |
| <ul style="list-style-type: none"> Provides no evidence of investigation, experimentation or evaluation. | 1 |

| Outcomes | Elementary | Developing | Competent | Highly Developed |
|--|------------|------------|-----------|------------------|
| H1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project. | | | | |
| H1.2 designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements | | | | |
| H2.2 demonstrates proficiency in the manufacture of a textile item/s | | | | |
| H3.1 explains the interrelationship between fabric, yarn and fibre properties | | | | |
| H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use | | | | |

Teacher Comment:

| | |
|--|-------|
| _____ | _____ |
| Teacher Signature | Date |
| I agree with the result and have received personal feedback from my teacher for this task. | |
| _____ | _____ |
| Student Signature | Date |

A GLOSSARY OF KEY WORDS

| | |
|-----------------------------------|--|
| Account | Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions |
| Analyse | Identify components and the relationship between them; draw out and relate implications |
| Apply | Use, utilise, employ in a particular situation |
| Appreciate | Make a judgement about the value of |
| Assess | Make a judgment of value, quality, outcomes, results or size |
| Calculate | Ascertain/determine from given facts, figures or information |
| Clarify | Make clear or plain |
| Classify | Arrange or include in classes/categories |
| Compare | Show how things are similar or different |
| Construct | Make; build; put together items or arguments |
| Contrast | Show how things are different or opposite |
| Critically (analysis/evaluate) | Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation) |
| Deduce | Draw conclusions |
| Define | State meaning and identify essential qualities |
| Demonstrate | Show by example |
| Describe | Provide characteristics and features |
| Discuss | Identify issues and provide points for and/or against |
| Distinguish | Recognise or note/indicate as being distinct or different from; to note differences between |
| Evaluate | Make a judgement based on criteria; determine the value of |
| Examine | Inquire into |
| Explain | Relate cause and effect; make the relationships between things evident; provide why and/or how |
| Extract | Choose relevant and/or appropriate details |
| Extrapolate | Infer from what is known |
| Identify | Recognise and name |
| Interpret | Draw meaning from |
| Investigate | Plan, inquire into and draw conclusions about |
| Justify | Support an argument or conclusion |
| Outline | Sketch in general terms; indicate the main features of |
| Predict | Suggest what may happen based on available information |
| Propose | Put forward (for example a point of view, idea, argument, suggestion) for consideration or action |
| Recall | Present remembered ideas, facts or experiences |
| Recommend | Provide reasons in favour |
| Recount | Retell a series of events |
| Summarise | Express, concisely, the relevant details |
| Synthesise | Putting together various elements to make a whole |

HSC Standards Package for Textiles and Design

http://arc.boardofstudies.nsw.edu.au/standards-packs/SP02_15390/

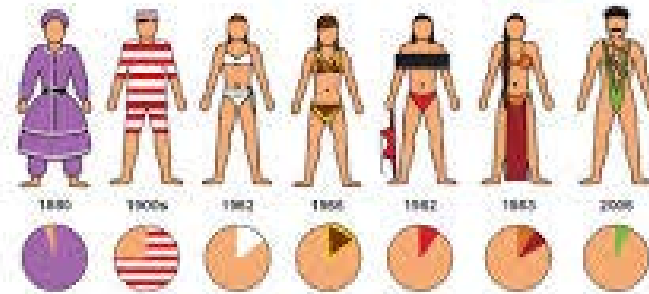
In 2001 the Board of Studies introduced, as part of the Higher School Certificate, major changes to the way in which student achievement was reported. The Board determined that student performance in the examinations from 2001 onwards would be reported in relation to standards (or levels of achievement).

Standards Packages feature:

- **Introductory comments** on the 2001 HSC Standards Package and how it can be used
- **Examination paper** that shows each question students were required to answer or task they were required to perform
- **Marking guidelines** that show the criteria applied to allocate marks to the student responses in line with the quality of responses
- **Syllabus**
- **Band descriptions** that summarise the knowledge, skills and understanding typically demonstrated by students who achieve each band
- **Samples of student responses for all compulsory questions and some of the optional questions on the examination** that illustrate the nature and quality of the responses typically produced by students whose marks in the examination placed them at the borderline between each pair of bands. The material is organised in such a way that if a particular section or question is selected, and then a particular borderline selected, it will be possible to view or hear the responses of a sample of students at that borderline.
- **Tables and graphs for questions where students are required to select an answer, such as multiple choice and true/false items.** These tables provide statistics on the response patterns of students. The material is organised in such a way that for the groups of students whose marks are equal to the borderline between two bands, the percentage of each group that selected each of the responses A, B, C and D is given.

History of Swimwear

Question 14



Click to view the full infographic.



Look on the standards packages website and see if you can answer questions on Akira Isogawa – the designer you study.

Textiles and Design

Section III

15 marks

**Attempt either Question 14 or Question 15
Allow about 30 minutes for this section**

Answer the question in a writing booklet. Extra writing booklets are available.

Marks

Question 14 — Design (15 marks)

This question relates to your study of historical design developments of a textile focus area.

Identify your selected focus area.

- | | |
|--|-----------|
| (a) Outline historical design developments in textiles relevant to this focus area. | 5 |
| (b) Analyse the impact of historical design developments in your selected focus area on contemporary textiles. | 10 |

BAND 5/6



Q14 - Design

Historical Development of Swimwear.

- a) Swimwear was first developed in the late 1800's ~~to~~ to early 1900's and consisted of a body suit for men and a two piece suit for women made out of wool. ~~But~~ ~~the~~ The "Aussie Cossie" was developed and was of racer back style with narrow straps to allow more freedom for men in Olympic swimming. ~~The~~ Jantzen was introduced and had rubber like fabric which retained water more.
- The 1930's involved great style change as swimwear became more streamlined for both women and men. Mens swimsuits became hip high and women's skirts became shorter. The 1940's supported the war and camouflage colours were used due to the dampen on fabrics.
- Christian Dior introduced the "New Look". Speedo's mens swimwear remained the same. The bikini was introduced.



In the 1950's, Dawn Fraser helped create new fabrics and womens swimwear allowed more freedom to swim in for sport. Lycra was also introduced. In general swimwear involved constrictive features with padded, and pointed shapes, corset styles in various colours.

The 1970's however brought a new era of revealing the natural figure and doing away with all construction. In 1976 the skirt was removed for Speedo swimwear in womens swimwear to allow for speed in Olympic swimming. Mens swimwear consisted of underwear shapes.

The 1980's brought an era of plastic surgery, women feeling more confident and revealing their bodies more. The bikini became increa singly popular and V-fronts were introduced.

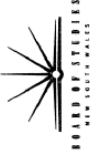
The 1990's ^{to present} brought a variety of designs and the Malibu returned. Women started

to see the results of plastic surgery and ~~the~~ construction was introduced. Speedo returned to full body suits made out of shark skin with other enhancements built in. This allowed a streamlined effect and speed. There ~~has been~~ ^{has been} a variety of bikinis, tankies, high cut, thongs and crossovers.

b) ~~These~~ The historical design development of swimwear has had a great impact on the swimwear designs today and on apparel in general. In womens swimwear fabric used in the past ~~and present~~ ^{present} for swimwear has influenced ~~the~~ ^{the} current ~~for~~ fabric used. The development of Lycra has brought a great variety of designs for bikini's and body swimwear allowing flexibility and conformity. This has also allowed a wide range of colours

in swimwear. Lycra has also been used in other sports such as gymnastics, cycling and weightlifting. It has been used in contemporary clothing such as skirts, tops, pants in a wide variety of designs. These can be seen in many retail developments such as Coles Bros, Target and selected stores.

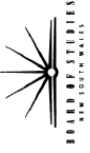
Designs in the historical development of swimwear are now used in contemporary swimwear and clothing including the Malinot, the bikini and costumes with skirts from when swimwear was very new. These designs are also seen in ~~these~~ apparel clothing of today such as the shape of bikini tops appearing in dresses and apparel tops. Christian Dior's ~~the~~ "New Look" involved in emphasising the curvaceous figure which is



shown in many articles of apparel today and swimwear ~~has~~ is now more curvaceous and figure hugging. The 1980's V-fronts have continued into the present and now are seen not only in swimwear but in pants & skirts. The 1950's had hawaiian prints on swimwear introduced which has now carried onto all types of apparel including swimwear skirts and men's shirts.

Mens swimwear developing has brought in different designs and fabrics. Lycra is used in men's underwear style swimmers whereas ~~the~~ board shorts have returned to the earlier style of mens swimwear.

Speedo's ~~has~~ innovations in swimwear has had various influences on



Contemporary swimwear and clothing. The bodysuit to improve enhancement in swim wear has led to enhancements in other sports clothing including cycling, Sprinting, weightlifting (which weightlifters previously needed t-shirts under their suits), and running. This has greatly improved men's and womens ~~clothing~~ sports clothing.

The tank suit introduced by Speedo has now developed into various designs for leisure swimming including cut outs, high cuts and the Monokini crossover. These designs are now seen in many stores. Lycra used in Speedo swimwear has also been ~~used~~ used in contemporary clothing such as skirts, tops, leotards.

Therefore it can be seen that



The development of swimwear has influenced contemporary swimwear and apparel in various ways with new designs continuously being adapted from old ones.

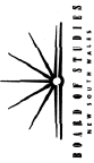
BAND 4/5

Question 14

QUESTION 14 - DESIGN

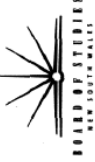
a) Apparel.

Throughout history textiles has come along way. Such design techniques used in the past by several different cultures across the world. Textiles in the Ancient times such as the use of wraps, Egyptian time such as the use of head wear, fabric wraps, medieval where became the gold lace tightly fitted bust, flow from there, the fluted sleeves. to the period of the English house wives with the loosely fitted large skirts, flared style tops collars, scarves tied around the neck. The period of which design developments have occurred ranges from the ancient times. All time periods have had a major impact on today's



textiles have now developed to today.

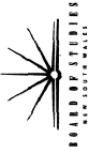
(b) Historical design developments have resulted in having huge impacts on today's contemporary society and textiles. Today we see the historical times in our clothing everywhere. A prime example of this is how in Ancient times the use of wraps was evident in many cases. In today's contemporary designs we see the use of wraps in serongs, evening wear, the use of 'Ancient ways' with scarfs, ties, the use of beading and embroidery evident in the history of Indian textiles is now seen throughout modern society. An example of the impact Indian traditions of beading and embroidery is



Australia's commonly known fashion designer Collette Dinnigan uses extensive amounts of beading and embroidery in her designs using both past time and present times as her inspiration.

Another example of influence and impact historical design has on contemporary textiles are the costumes used in the film Moulin Rouge. The clothing created for the actors were designed from historical fashions used in the late 1700's.

Throughout the textile industry where we constantly are seeing the development of apparel, so many historical factors are evident. Such as the flows, frills, colour, styles, all aspects of



today's contemporary textile are evolved by the impact historical design developments have had on today's society. We are constantly noting the way in which designers across the world are a subject of inspiration ~~toward~~ from the historical times. It is shown throughout contemporary textiles that ~~history~~ historical design development plays a vital role in the development of the world's apparel contemporary textiles.



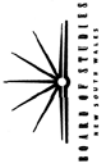
Section 3

Question 14. - DESIGN.

My selected focus area is apparel.

- a. Swimwear has come a long way since the turn of the century. Swimwear was first produced and was a full-length swimsuit with only feet, hands and head to be seen. Then the development of technology and materials changed and the swimsuit became a "neck to knee" outfit. Then after years passed people started to pay more attention to the human figure. For women in the 1950's - 1960's there was ~~a~~ a new development called the "bikini!" showing all the "curves" and female body. The males' swimsuit became the Speedo, looking just like underpants in the 1970's - 1980's.
- b. The impact of these design developments were huge, with people both

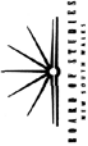
BAND 2/3



"Historical design developments of a textile focus area"

Selected focus area - Apparel Design. (in Special occasion wear such as wedding dresses and christening dresses).

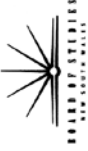
a) During the past years in the 1900's the design in wedding dresses and christening dresses were "heirloom techniques" such as air-tucks, pin-tucks, lace-gathered face, ribbon, fully effects and puffed effects on sleeves of dresses and now during the 2000's all the modern and recent designers their putting onto wedding and christening dresses are now bringing back the historical "heirloom techniques" and using those techniques for the dresses. The designers are bringing the 1900's ^{design} back to life.



"Historical design developments of a textile focus area"

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Question 14

~~of historical design~~
~~in a historical way~~
 a) In the ~~18th~~ historical time the clothing was uncomfortable to wear. Where women have tight ~~fit~~ ^{loose} fit tops and big ~~trapezoid~~ ^{trapezoid} skirts. Where ~~to~~ they have to hold it up every time they walk. The tops that they were wear was ~~to~~ hard for them to breathe. ~~Women~~ ~~were~~ ~~usually~~ ~~female~~ Men always wear a ~~be~~ black suit. In summer or winter.



"Historical design developments of a textile focus are"

Selected focus area - Apparel Design. (in special occasion wear such as wedding dresses and christening dresses).

a) During the past years in the 1900's the design in wedding dresses and christening dresses were "hiiboom techniques" such as airlocks, pin-tucks, lace, ruffles, lace, ribbon, fully effects and puffed effects on sleeves of dresses and now during the 2000's all the modern and recent designers their putting onto wedding and christening dresses are now bringing back the historical "hiiboom techniques" and using those techniques for the dresses. The designers are bringing the 1900's ^{again} back to life.

