

# **Fashion and Textiles**

**Course  
Framework**

**2012 Edition**





# FASHION AND TEXTILES

## COURSE FRAMEWORK

### INTRODUCTION

All programs of study for the ACT Year 12 Certificate should enable students to become:

- creative and critical thinkers
- enterprising problem-solvers
- skilled and empathetic communicators
- informed and ethical decision-makers
- environmentally and culturally aware citizens
- confident and capable users of technologies
- independent and self-managing learners
- collaborative team members

and provide students with:

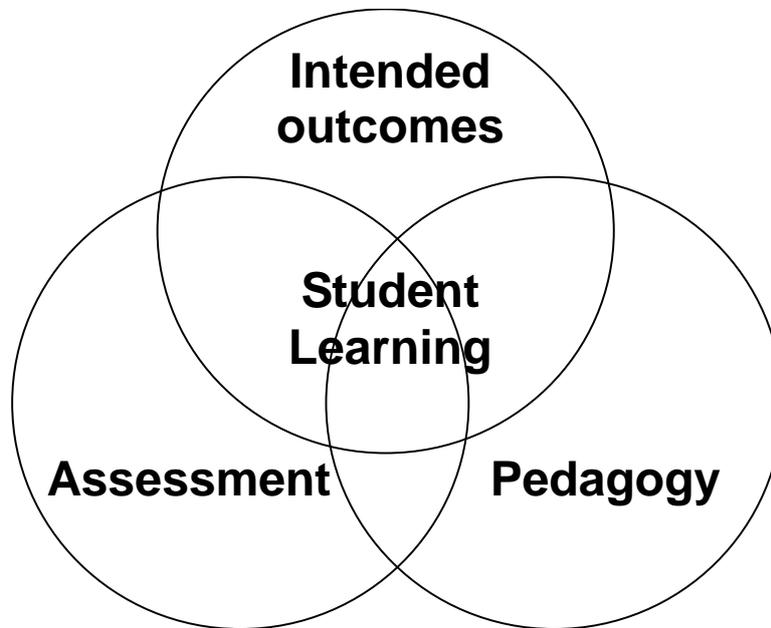
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society.

Examples of these student capabilities are provided at **Appendix A**.

### COURSE FRAMEWORKS

Course Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.



### **Underpinning beliefs**

- All students are able to learn
- Learning is a partnership between students and teachers
- Teachers are responsible for advancing student learning

### **Learning principles**

1. Learning builds on existing knowledge, understandings and skills.  
*(Prior knowledge)*
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.  
*(Deep knowledge and connectedness)*
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.  
*(Metacognition)*
4. Learners' sense of self and motivation to learn affects learning.  
*(Self-concept)*
5. Learning needs to take place in a context of high expectations.  
*(High expectations)*
6. Learners learn in different ways and at different rates.  
*(Individual differences)*
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.  
*(Socio-cultural effects)*
8. Learning is a social and collaborative function as well as an individual one.  
*(Collaborative learning)*
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.  
*(Explicit expectations and feedback)*

## **THE FASHION AND TEXTILES FRAMEWORK**

A, T, V, C and M courses may be developed under this framework. Courses should provide for a diverse range of students with the opportunity to study Fashion and Textiles relevant to their lives and futures.

Eligibility to study an M course is determined by BSSS Modified course policy. Modified courses/units are designed for students:

- who satisfy the Education and Training Directorate Disability Criteria accepted as a common definition for census and other system processes by all sectors, public and non-government,
- where the principal has deemed exceptional circumstances due to the students' significant needs and previous levels of support.

Provisions for students with special needs are outlined in the BSSS *Equitable Assessment and Special Consideration in Assessment in Years 11 and 12* guidelines.

### **RATIONALE**

Fashion and Textiles is a broad and evolving area of study that reflects the important role that textiles play in industry and broader society. Textiles fulfil the essential role of providing protection, comfort and social meaning within a cultural context. It is a multidisciplinary study that draws on concepts and skills underpinning design, technology, markets, culture, environmental sustainability and ethical issues.

Courses developed under the Fashion and Textiles Course Framework will promote students' knowledge and understanding of fashion and textiles. Students utilise the design process to develop creative, innovative and resourceful responses. Students develop skills in ideas generation, problem solving, communication, project management, analysis, technical skills and evaluation.

Fashion and Textiles allows students to become discerning consumers in a global marketplace. They develop confidence to pursue a variety of study options, employment, and lifelong leisure activities.

### **Literacy in fashion and textiles**

Students have opportunities to develop and refine literacy skills when studying Fashion and Textiles, through:

- producing appropriate written, oral, visual, and multimedia communications
- use specialised language and texts to communicate a range of views and information on Fashion and Textile issues
- composing a variety of texts, such as reports, explanations and discussions
- accessing, interpreting, synthesising and evaluating texts, such as media articles and videos
- communicating with other members of a group to explore and evaluate products and procedures
- reading and understanding aspects of Workplace Health & Safety (WHS).

### **Numeracy in Fashion and textiles**

Students have opportunities to develop and refine numeracy skills when studying Fashion and Textiles, through:

- reading and interpreting numerical information
- measuring, costing and forecasting
- utilising and applying numerical data
- understanding and explaining trends from given numerical or statistical data<sup>1</sup>

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<sup>1</sup> The developers acknowledge SACE 2011 Stage 1 and 2 curriculum documents in the development of literacy and numeracy skills.

## GOALS

Course Framework goals focus on the essential skills and knowledge that students should know and be able to do as a result of studying a course in this subject area. They are the **intended student outcomes**. All courses based on this Course Framework should enable students to demonstrate:

- effective application and adaption of written, oral, visual and graphical communication modes
- understanding of the performance and application of materials through experimentation and manipulation
- application of quality standards
- the design process and present appropriate solutions to a design brief
- WHS policy and procedures
- understanding of economic, cultural, societal and environmental factors underpinning Textiles and Design
- analysis, synthesis and evaluation skills
- creative use of textiles as a medium
- awareness of options for training and career pathways
- independent management skills in a variety of contexts

## GUIDE TO THE SELECTION OF CONTENT

Courses developed under this framework will provide details of course content through the component units of the course. While this content will differ according to the particular course classification, A, T, V, C or M, including vocational programs, all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the framework.

## ESSENTIAL CONCEPTS AND SKILLS

All courses developed under this framework will be based on the essential concepts and skills of the subject area, as outlined below.

### FASHION AND TEXTILES

#### Concepts

- elements and principles of design
- functional, aesthetic and sustainable design
- history, culture, trends and innovation as inspiration for design
- social, economic, ethical and environmental issues relating to Fashion and Textiles
- design specifications
- technical language of Fashion and Textiles
- career pathways
- technologies and innovations within the textile, clothing and footwear industries
- properties and performance of fibres and fabrics
- pattern development
- Fashion and Textile sectors including the arts, entertainment, interiors, business, marketing and retail
- industry standards and quality control

#### Skills

- design process including:
  - research and experimentation
  - problem solving
  - analysis, synthesis and evaluation
  - research of textile processes
  - techniques to create and manipulate textiles (e.g. construction techniques, dyeing, printing, weaving, felting, fabric embellishment)
  - pattern drafting and modification
  - use of appropriate technology
  - effective project management and organisational skills to meet deadlines
  - operation of tools, equipment and machines according to WHS standards
- multimodal communication including oral, graphic, visual and written forms
- industry standard work practices (VET)
- collaborative work skills

## VOCATIONAL COURSES

Colleges with Registered Training Organisation status (RTO) are eligible to deliver units of competence from Training Packages, or alternatively, they may develop vocational courses, classified as A/V/M or T/V/M based on the Training Packages, and consistent with the goals of this framework.

## PEDAGOGY

### Teaching Strategies

Course developers are encouraged to outline teaching strategies that are grounded in the Learning Principles and encompass quality teaching. Pedagogical techniques and assessment tasks should promote intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences.

Teaching strategies that are particularly relevant and effective in Fashion and Textiles include, but are not limited to:

#### Review prior learning

- brainstorming individual pair and group work
- student reflection of relevant concepts and skills

#### Introduce new material

- exposure to quality visual imagery/materials through a variety of media
- experimentation and manipulation of textile media

#### Provide demonstration, guided practice and application

- teacher demonstration, modelling and peer tutoring
- teacher scaffolding to facilitate analysis of visual material
- engagement of industry professionals, including guest speakers, demonstrators and mentors
- establish links with relevant industry individuals and groups
- simulated real life and work scenarios e.g. a small business simulation
- online materials, such as the Fashion Toolbox and Webquests
- artist in residence

#### Promote independent practice and application

- research strategies and time management
- problem solving strategies
- mentoring
- practice and reinforcement of learning by way of revision, worksheets, tests and demonstrations
- regular and meaningful feedback
- discussions, debates and student presentations

### Link to next task or skill area

- links with the design and visual arts communities through excursions, field trips, gallery, exhibition and industry visits, and engagement with designers and artists in the classroom

For Modified courses, teaching strategies should be underpinned by the principles of the Disability Discrimination Act and reflect contemporary pedagogical practices in meeting the needs of students with specific learning deficits or disabilities.

## ASSESSMENT

The purpose of including assessment task types (with examples of tasks) and assessment criteria in Course Frameworks is to provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Year 12 Certificate.

**Assessment Tasks** elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).

**Assessment Tasks** in T courses require students to utilise the higher order thinking skills that are the basis of the ACT Scaling Test.

**Assessment Task Types** (with **weightings**) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.

**Assessment Criteria** (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

## GENERAL ASSESSMENT CRITERIA (A, T, V AND M)

Students will be assessed on the degree to which they demonstrate:

- knowledge, understanding and application
- creativity and problem solving skills and organisational skills
- analysis, synthesis and evaluation
- effective communication
- technical skills
- work practices

## ASSESSMENT GUIDE TO TASK TYPES

### (A, T, V and M Courses)

#### Board Recommendations

The Board recommends 3 - 5 assessment tasks per standard unit (1.0) and 2 - 3 per half standard unit (0.5).

Assessment is to be differentiated for A, T, V and M courses. Assessment tasks in all courses need to be appropriate to the classification and cater for the needs of students. Creative, open-ended and rich learning tasks are recommended.

#### Assessment in A courses should typically reflect the following:

<b>Theoretical</b>	Tasks allow students to apply their understanding through identifying, explaining, describing, exploring, examining, recommending and justifying.
<b>Practical</b>	Tasks allow students to demonstrate their practical skills through identifying, describing, exploring, explaining, using, applying and justifying.

#### Assessment in T courses should typically reflect the following:

<b>Theoretical</b>	Tasks allow students to apply their understanding through exploring, examining, analysing, hypothesising and evaluating.
<b>Practical</b>	Tasks allow students to demonstrate their practical skills through using, demonstrating, applying and analysing.

#### Assessment in M courses should typically reflect the following:

<b>Theoretical</b>	Tasks allow students to demonstrate their understanding through recalling, classifying, outlining, identifying, describing, demonstrating, recounting, distinguishing and predicting.
<b>Practical</b>	Tasks allow students to demonstrate their practical skills through using, applying and practising.

#### Approaches to Assessment

- Refer to recognised models of quality pedagogy, such as the Quality Teacher model when developing tasks.
- Use a variety of practical and theoretical tasks that recognise different learning styles and utilise a range of technologies.
- For M courses consider:
  - Students' strengths, interests and ability
  - Alternative formats e.g. audio/visual
  - Scaffolded tasks
  - Guidance in interpreting the task
  - Changing the conditions of assessment e.g. time, scribes etc.

## Assessment Task Types (A Courses)

**To demonstrate knowledge and understanding in A courses, students will:**

**Identify and explain** e.g. techniques, theories, materials performance, events, plans and practical outcomes

**Describe and explore** e.g. concepts, issues, theories and principles

**Examine** e.g. advantages and disadvantages

**Recommend** e.g. products, techniques and strategies

**Justify** e.g. points of view with evidence and reasons

**Describe, explore and apply** e.g. problem solving, initiative and decision making skills

**Summarise** e.g. videos/DVDs/photos

Task Type		Description	Weightings	
			1.0 units	0.5 units
Theoretical	Written and/or Oral	<p><b>* Essay or report: (500-1000 words)</b></p> <p>Tasks may include a marketing plan, magazine/journal articles, field investigation, exam, exhibition review or a research report with primary evidence.</p> <p><b>* Oral Presentation: (4 – 6 minutes)</b></p> <p>Tasks may include PowerPoint presentation with speaker's notes, seminar, tutorial, interview, debate or an online discussion.</p> <p>Tasks using ICT may include web pages, virtual fashion store, virtual layout for interior design etc.</p>	20%-30%	20%-30%
	Design Development	<p>The design diary should authenticate and explain the construction of the product and must reflect:</p> <ul style="list-style-type: none"> <li>- a design brief</li> <li>- research</li> <li>- concept sketches</li> <li>- techniques, experiments and samples</li> <li>- production and material usage</li> <li>- evaluation of outcomes.</li> </ul> <p>This diary may be supported with storyboards, concept boards, mood boards and digital process diary.</p>	20%-30%	20%-30%
Practical work		<p>Garment(s)</p> <p>Textile articles(s)</p> <p>Marketable product(s)</p> <p>Group production simulation</p> <p>Sample range(s)</p> <p>Interior furnishing(s)</p> <p>Textile art pieces(s)</p>	50%-60%	50%-60%

## Assessment Task Types (T Courses)

**To demonstrate knowledge and understanding in T courses, students will:**

**Demonstrate** e.g. textiles and design concepts and skills

**Explore and examine** e.g. concepts, issues, theories and principles

**Critically analyse** e.g.

- text, multimedia and images
- contrast and compare
- interrelationships or connections
- techniques, theories, materials performance, events, plans and practical outcomes

**Hypothesise** e.g. potential design outcomes and future directions

**Evaluate** e.g.

- strategies, techniques and approaches to textiles and design
- techniques, theories, materials performance, events, plans and practical outcomes

Task Type		Description	Weightings	
			1.0 units	0.5 units
<b>Theoretical</b>	<b>Written and/or Oral</b>	<p><b>* Analytical essay (1000-1500 words)</b></p> <p>Tasks may include a marketing plan, magazine/journal articles, field investigation, exam, exhibition review or a research report with primary evidence.</p> <p><b>* Oral Presentation (8 – 12 minutes)</b></p> <p>Tasks may include PowerPoint presentation with speaker's notes, seminar, tutorial, interview, debate or an online discussion.</p> <p>Tasks using ICT may include web pages, virtual fashion store, virtual layout for interior design etc.</p>	30%-40%	30%-40%
	<b>Design Development</b>	<p>The design diary should authenticate and justify the construction of the product and must reflect:</p> <ul style="list-style-type: none"> <li>- a design brief</li> <li>- research and critical analysis</li> <li>- concept sketches with analysis</li> <li>- techniques, experiments with analysis and samples</li> <li>- production and materials management</li> <li>- evaluation.</li> </ul> <p>This diary may be supported with storyboards, concept boards, mood boards and digital process diary.</p>	30%-40%	30%-40%
<b>Practical work</b>		<p>Garment(s)</p> <p>Textile articles(s)</p> <p>Marketable product(s)</p> <p>Group production simulation</p> <p>Sample range(s)</p> <p>Interior furnishing(s)</p> <p>Textile art pieces(s)</p>	30%-40%	30%-40%

## Assessment Task Types (M Courses)

To demonstrate knowledge and understanding in M courses, students will:

**Recall, Classify and Outline** e.g. facts, techniques, WHS policies

**Demonstrate and apply** e.g. skills and techniques

**Communicate:** e.g. a basic sketch, confidence with task

**Recount** e.g. ideas

**Identify** e.g. fibres and fabrics

**Distinguish** e.g. safety issues

**Select and use** e.g. materials and techniques

**State, recount and practice** e.g. personal and interpersonal skills

Task Type		Description	Weightings	
			1.0 units	0.5 units
Theoretical	Written and/or Oral	Tasks may include: <ul style="list-style-type: none"> <li>- report</li> <li>- plan</li> <li>- research task</li> <li>- magazine/journal articles</li> <li>- exhibition review.</li> </ul>	10% - 80%	10% - 80%
	Design Development	Tasks <b>may</b> include: <ul style="list-style-type: none"> <li>- a design brief</li> <li>- research</li> <li>- concept sketches</li> <li>- techniques, experiments and samples</li> <li>- production and material usage (with scaffolding)</li> <li>- diary*</li> <li>- evaluation of outcomes (with scaffolding).</li> </ul> <p>* A diary may be supported with storyboards, concept boards and mood boards.</p>	10% - 80%	10% - 80%
Practical work		garment(s) textile articles(s) marketable product(s) sample range(s) interior furnishing(s) textile art pieces(s)	10% - 80%	10% - 80%

## **Achievement Standards**

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A-E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the **system grade descriptors**, which describe generic standards of student achievement across all courses.

## Unit Grade Descriptors for A Courses

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge, Understanding & application	<ul style="list-style-type: none"> <li>independently locates, selects and utilises relevant information accurately and ethically drawing from a broad range of sources and references</li> <li>demonstrates a comprehensive knowledge and understanding of fashion, textile and design concepts</li> </ul>	<ul style="list-style-type: none"> <li>locates, selects and utilises information from a range of sources and references, accurately and ethically</li> <li>demonstrates relevant knowledge and understanding of fashion, textile and design concepts</li> </ul>	<ul style="list-style-type: none"> <li>selects and utilises information from limited sources and references sources accurately in some cases</li> <li>demonstrates a basic knowledge with some understanding of fashion, textile and design concepts</li> </ul>	<ul style="list-style-type: none"> <li>utilises information from a narrow range of suggested sources and references with scaffolding</li> <li>demonstrates a limited knowledge of fashion, textile and design concepts</li> </ul>	<ul style="list-style-type: none"> <li>utilises information from supplied sources and references with assistance</li> <li>demonstrates minimal knowledge of fashion, textile and design concepts</li> </ul>
Creativity, Problem Solving and Organisational Skills	<ul style="list-style-type: none"> <li>demonstrates originality, creativity and innovation to achieve a developed solution to the design brief</li> <li>demonstrates extensive experimentation to select the most appropriate solution</li> <li>independently utilises effective project management strategies</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates originality and creativity to achieve a solution to the design brief</li> <li>demonstrates relevant experimentation to select a solution</li> <li>utilises project management strategies to complete tasks on time</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some creativity to achieve a response to the design brief</li> <li>demonstrates recommended experimentation to achieve a solution</li> <li>adheres to project management guidelines to complete tasks on time</li> </ul>	<ul style="list-style-type: none"> <li>responds to a design brief with assistance</li> <li>demonstrates experimentation to achieve a solution with assistance</li> <li>requires support to implement project management guidelines to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates minimal response to the design brief</li> <li>demonstrates a solution with assistance</li> <li>requires direct supervision to complete tasks</li> </ul>
Analysis, synthesis and evaluation	<ul style="list-style-type: none"> <li>interprets, explains and assesses information, concepts and issues through making relevant connections</li> <li>explores and justifies decisions made in the design process</li> </ul>	<ul style="list-style-type: none"> <li>identifies and explains information, concepts and issues with mostly relevant connections</li> <li>explores and explains decisions made in the design process</li> </ul>	<ul style="list-style-type: none"> <li>identifies and uses information, concepts and issues</li> <li>identifies decisions made in the design process</li> </ul>	<ul style="list-style-type: none"> <li>identifies and lists information with assistance</li> <li>identifies limited decisions made in the design process</li> </ul>	<ul style="list-style-type: none"> <li>lists information with assistance</li> <li>make decisions with direction</li> </ul>
Effective Communication	<ul style="list-style-type: none"> <li>communicates ideas and information in a consistent and confident manner appropriate to purpose and audience, using relevant terminology</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas and information in a consistent manner appropriate to purpose and audience, using relevant terminology</li> </ul>	<ul style="list-style-type: none"> <li>communicates information in a manner appropriate to purpose and audience, using relevant terminology</li> </ul>	<ul style="list-style-type: none"> <li>communicates information with assistance</li> </ul>	<ul style="list-style-type: none"> <li>requires considerable support to communicate information</li> </ul>
Technical Skills	<ul style="list-style-type: none"> <li>displays a wide variety of design features and construction techniques</li> <li>achieves highly accurate results in all areas of construction and finishing</li> <li>submits a product which meets its intended purpose with aesthetic and functional aspects resolved</li> </ul>	<ul style="list-style-type: none"> <li>displays a variety of design features and construction techniques</li> <li>achieves mostly accurate results in all areas of construction and finishing</li> <li>submits a product which meets its intended purpose, with aesthetic and functional aspects mostly resolved</li> </ul>	<ul style="list-style-type: none"> <li>displays basic design features and appropriate construction techniques</li> <li>achieves accuracy in some areas of construction and finishing</li> <li>submits a product which meets its intended purpose, with some aesthetic and functional aspects remaining unresolved</li> </ul>	<ul style="list-style-type: none"> <li>displays limited design features and construction techniques</li> <li>displays some discrepancies in construction and finishing</li> <li>submits a product with aspects remaining unresolved</li> </ul>	<ul style="list-style-type: none"> <li>displays minimal design features and construction techniques</li> <li>displays significant discrepancies in construction</li> <li>submits a product which is unresolved and incomplete</li> </ul>
Work practices	<ul style="list-style-type: none"> <li>demonstrates consistently a thorough understanding and adherence to WH&amp;S practices in a range of contexts</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates consistently an understanding and adherence to WH&amp;S practices in a range of contexts</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates compliance to WH&amp;S practices and adherence to familiar contexts</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates inconsistent compliance to WH&amp;S practices, requiring assistance</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates minimal awareness of WH&amp;S practices, requiring total supervision</li> </ul>

## Unit Grade Descriptors for T Courses

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge, Understanding & Creativity, Problem Solving and Organisational Skills	<ul style="list-style-type: none"> <li>independently locates, selects, discerns and applies information, drawing from extensive research and acknowledges sources accurately and ethically</li> <li>demonstrates extensive knowledge and comprehensive understanding of fashion, textile and design concepts</li> </ul>	<ul style="list-style-type: none"> <li>independently locates, selects and applies relevant information drawing from broad research and acknowledges sources accurately and ethically</li> <li>demonstrates considerable knowledge and a detailed understanding of fashion, textile and design concepts</li> </ul>	<ul style="list-style-type: none"> <li>independently locates, selects and applies appropriate information drawing from a narrow range of sources and references with some inaccuracy</li> <li>demonstrates sufficient knowledge and understanding of relevant fashion, textile and design concepts</li> </ul>	<ul style="list-style-type: none"> <li>selects basic information from a limited range of sources with inaccurate acknowledgement</li> <li>demonstrates limited knowledge and a partial understanding of fashion, textile and design concepts</li> </ul>	<ul style="list-style-type: none"> <li>gathers minimal information and refers to few sources</li> <li>demonstrates minimal knowledge and understanding of fashion and textile concepts</li> </ul>
Analysis, synthesis & evaluation	<ul style="list-style-type: none"> <li>demonstrates originality, creativity and innovation, displaying insight in response to the brief throughout the design process</li> <li>demonstrates and documents extensive experimentation to select the most appropriate solution for the design task</li> <li>independently utilises effective and efficient project management strategies</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates creativity and innovation throughout the design process in response to the brief</li> <li>demonstrates and documents relevant experimentation to select the most appropriate solution to the design task</li> <li>utilises effective project management strategies</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates an understanding of the design process in response to the brief</li> <li>demonstrates and documents sufficient experimentation to select a solution to the design task</li> <li>utilises project management strategies</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a limited understanding of the design process in response to the brief</li> <li>demonstrates basic experimentation with limited documentation to select a solution to the design task</li> <li>utilises limited project management strategies</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates minimal or no understanding of the design process in response to the brief</li> <li>selects a solution without investigation</li> <li>utilises few or no project management strategies</li> </ul>
Effective Communication	<ul style="list-style-type: none"> <li>evaluates, analyses and synthesises information, concepts and issues through making insightful connections</li> <li>articulates arguments and issues, justifies with supportive, coherent, relevant research examples</li> </ul>	<ul style="list-style-type: none"> <li>evaluates and analyses information, concepts and issues through making considered connections</li> <li>articulates arguments and issues and justifies with supportive research examples</li> </ul>	<ul style="list-style-type: none"> <li>describes and explains information, concepts and issues through making some connections</li> <li>articulates issues and justifies with research examples</li> </ul>	<ul style="list-style-type: none"> <li>identifies and describes information, concepts and issues</li> <li>identifies issues with limited research examples</li> </ul>	<ul style="list-style-type: none"> <li>lists information and issues</li> <li>identifies few or no decisions</li> </ul>
Technical Skills	<ul style="list-style-type: none"> <li>displays a wide variety of design features and challenging construction techniques</li> <li>achieves highly accurate results in all areas of construction and finishing</li> <li>submits a product which meets its intended purpose with aesthetic and functional aspects resolved</li> </ul>	<ul style="list-style-type: none"> <li>displays a variety of design features and challenging construction techniques</li> <li>achieves mostly accurate results in all areas of construction and finishing</li> <li>submits a product which meets its intended purpose with aesthetic and functional aspects mostly resolved</li> </ul>	<ul style="list-style-type: none"> <li>displays basic design features and appropriate construction techniques</li> <li>achieves accuracy in some areas of construction and finishing</li> <li>submits a product which meets its intended purpose with some aesthetic and functional aspects remaining unresolved</li> </ul>	<ul style="list-style-type: none"> <li>displays limited design features and construction techniques</li> <li>displays discrepancies in construction and finishing</li> <li>submits a product with aspects remaining unresolved</li> </ul>	<ul style="list-style-type: none"> <li>displays minimal design features and construction techniques</li> <li>displays significant discrepancies in construction</li> <li>submits a product which is unresolved and incomplete</li> </ul>
Work practices	<ul style="list-style-type: none"> <li>demonstrates consistently a thorough understanding of and adherence to WH&amp;S practices in a range of contexts</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates consistently an understanding and adherence to WH&amp;S practices in a range of contexts</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates compliance with WH&amp;S practices and adherence in some contexts</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates inconsistent adherence to WH&amp;S practices, requiring assistance</li> </ul>	<ul style="list-style-type: none"> <li>adheres to WH&amp;S practices only with guidance</li> </ul>

## Unit Grade Descriptors for M Courses

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>demonstrates a sound understanding of fashion, textile and design concepts</li> <li>demonstrates a sound understanding of safety measures and appropriate equipment</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a basic understanding of fashion, textile and design concepts</li> <li>demonstrates a basic understanding of safety measures and appropriate equipment</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some awareness of fashion, textile and design concepts</li> <li>demonstrates some awareness of safety measures and appropriate equipment</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited awareness of fashion, textile and design concepts</li> <li>demonstrates limited awareness of safety measures and appropriate equipment</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates minimal awareness of fashion, textile and design concepts</li> <li>demonstrates minimal awareness of safety measures and appropriate equipment</li> </ul>
Creativity, Problem Solving and Organisational Skills	<ul style="list-style-type: none"> <li>demonstrates creativity to achieve a sound response to a design brief</li> <li>utilises sound time management strategies</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates creativity to achieve a basic response to a design brief</li> <li>utilises some time management strategies</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates the creative process with minimal support</li> <li>utilises some time management strategies with minimal support</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates the creative process with some support</li> <li>utilises limited time management strategies with support</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates the creative process with direct supervision</li> <li>requires direct supervision to complete tasks</li> </ul>
Analysis, synthesis and evaluation	<ul style="list-style-type: none"> <li>demonstrates a sound ability to reflect on their experiences</li> <li>demonstrates a sound ability to identify and interpret industry requirements</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a basic ability to reflect on their experiences</li> <li>demonstrates a basic ability to identify and describe industry requirements</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some ability to reflect on their experiences with minimal support</li> <li>demonstrates some ability to identify industry requirements with some prompts</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited ability to reflect on their experiences with support</li> <li>demonstrates a limited ability to understand industry requirements</li> </ul>	<ul style="list-style-type: none"> <li>requires direct prompts to reflect on their experiences</li> <li>demonstrates minimal or no understanding of industry requirements</li> </ul>
Effective Communication	<ul style="list-style-type: none"> <li>demonstrates sound communication skills using a variety of modes</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates basic communication skills</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some communication skills with some prompts</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited communication skills with some support</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates few or no communication skills</li> </ul>
Technical Skills	<ul style="list-style-type: none"> <li>constructs a product to an appropriate standard with a sound degree of accuracy</li> </ul>	<ul style="list-style-type: none"> <li>constructs a product to an appropriate standard with a basic degree of accuracy</li> </ul>	<ul style="list-style-type: none"> <li>constructs a product to an appropriate standard with minimal support</li> </ul>	<ul style="list-style-type: none"> <li>constructs a product with some support with aspects remaining unresolved</li> </ul>	<ul style="list-style-type: none"> <li>constructs a product with direct guidance, which aspects remaining unresolved</li> </ul>
	<ul style="list-style-type: none"> <li>independently uses appropriate textile machinery competently</li> </ul>	<ul style="list-style-type: none"> <li>independently uses appropriate textile machinery with minimal assistance</li> </ul>	<ul style="list-style-type: none"> <li>uses appropriate textile machinery with assistance</li> </ul>	<ul style="list-style-type: none"> <li>uses appropriate textile machinery with direct guidance</li> </ul>	<ul style="list-style-type: none"> <li>uses textile machinery inappropriately</li> </ul>

## **MODERATION**

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

### **The Moderation Model**

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for T courses.

### **Moderation by Structured, Consensus-based Peer Review**

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

### **Preparation for Structured, Consensus-based Peer Review**

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, M and T course/units offered by the school, and is sent in to the Office of the Board of Senior Secondary Studies.

### **The College Course Presentation**

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

## **BIBLIOGRAPHY**

NSW Curriculum Documents for Fashion and Textiles

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/textiles-design.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/textiles-design.html)

NSW Curriculum Support Materials and Case Studies for Fashion and Textiles

[http://www.curriculumsupport.education.nsw.gov.au/secondary/technology/11\\_12/textiles/index.htm](http://www.curriculumsupport.education.nsw.gov.au/secondary/technology/11_12/textiles/index.htm)

Victoria Curriculum Documents for Design and Technology

<http://www.vcaa.vic.edu.au/vcaa/vet/programs/appliedfashion/appliedfashion.html>

## **COURSE FRAMEWORK DEVELOPMENT GROUP**

<b>Name</b>	<b>College</b>
Shirley Capon	Daramalan College
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The group gratefully acknowledges the work of previous groups who developed and revised the Fashion and Textile Course Frameworks.

**All programs of study for the ACT Year 12 Certificate should enable students to become:**

	The examples are indicative and not exhaustive. Those in <b>bold</b> relate particularly to the Employability Skills; those in <i>italics</i> to the Across Curriculum Perspectives.
• creative and critical thinkers	exploring, imagining, observing, predicting, <b>thinking laterally, generating ideas, inquiring and researching</b> , interrogating, conceptualising, collecting and <b>analysing data and information, classifying</b> , interpreting, formulating hypotheses, generalising, synthesising, <b>reflecting</b> , justifying conclusions, understanding different perspectives, <b>understanding and application of different thinking strategies, understanding of scientific and mathematical language, using scientific and mathematical techniques</b> (e.g. estimating, reading and interpreting data, interpolation and extrapolation)
• enterprising problem-solvers	showing <b>initiative, resourcefulness</b> , resilience, persistence, assessing and taking risks, <b>recognising and seizing opportunities, problem-posing, problem-identification, problem clarification</b> , being practical, <b>being innovative</b> , using mathematical techniques, <b>using appropriate technologies, working independently and/or collaboratively</b> to achieve a solution, testing assumptions and solutions, modifying approaches
• skilled and empathetic communicators	<b>oral and written skills in Standard Australian English, matching communication to audience and purpose</b> , using terminology and style appropriate to particular disciplines, <b>using mathematical language</b> , creating and <b>communicating meaning</b> using multi-modal forms, <b>imagining the feelings and views of others</b> , respecting and valuing diversity
• informed and ethical decision-makers	<b>finding information</b> and using evidence as the basis for judgements and decisions, <b>developing awareness of differing perspectives</b> , having integrity, taking action, <b>exploring and critically reflecting on own values, attitudes and beliefs</b>
• environmentally and culturally aware citizens	understanding <i>the interconnectedness of the natural and constructed world; the multicultural nature of Australian society; Indigenous perspectives</i> ; and global economic, social and <i>environmental</i> issues; <i>respecting difference</i> , exercising rights and responsibilities, <b>acting in the public sphere</b> , understanding consequences of choices and decisions
• confident and capable users of technologies	<b>having a range of IT skills</b> , accessing and evaluating <i>information</i> , <b>designing and making, communicating using technologies, choosing most appropriate technologies for the task</b> , refining processes, <b>willingness to learn new skills</b>
• independent and self-managing learners	e.g. <b>understanding self (including gender), having personal goals, evaluating and monitoring own performance, taking responsibility</b> , flexibility in adapting course of action, <b>openness to new ideas, managing time and resources, planning and organising</b>
• collaborative team members	e.g. <b>contributing to group effectiveness, building trust, capacity to take different roles within a team, respecting differing strengths (including contributions of boys and girls), skills in negotiation and compromise, sustaining commitment to achieve group goals</b>

**and provide students with**

• a comprehensive body of specific knowledge, principles and concepts	through subjects, cross-disciplinary courses and/or projects, <b>work experience</b>
• a basis for self-directed and lifelong learning	<b>through understanding and managing self, developing capabilities and modelling an approach ('taking stock, taking steps') that prepares for a social and economic environment of greater individual responsibility</b>
• personal attributes enabling effective participation in society	<b>through developing social skills</b> and capabilities for citizenship, <b>work experience and recognition of outside learning</b> ; through understanding of a globalised knowledge society