

# Fashion 2024 v1.1

Applied senior syllabus



*For all Queensland schools*

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# 1 Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at [www.qcaa.qld.edu.au/senior/senior-subjects](http://www.qcaa.qld.edu.au/senior/senior-subjects) and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

## 2 Course overview

### 2.1 Rationale

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a dynamic global industry that supports a wide variety of vocations, including fashion design, production, merchandising and sales.

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. Students learn to recognise and apply practices; interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

## 2.2 Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

### 1. Demonstrate practices, skills and processes.

Students identify and reproduce skills in production tasks. These relate to production skills and product quality, elements and principles of fashion design and the design process, equipment and materials, customer expectations, workplace health and safety, sustainable workplace and industry practices, and personal and interpersonal skills.

### 2. Interpret briefs.

Students use knowledge of practices and production processes to formulate design ideas. They draw meaning from the critical elements, components or characteristics of fashion drawings and technical information.

### 3. Select practices, skills and procedures.

Students choose knowledge and skills to design and produce fashion products that meet a brief. Knowledge and skills relate to technical skills and product quality, elements and principles of fashion design and the design process, equipment and materials, workplace health and safety and sustainable workplace and industry practices, and personal and interpersonal skills.

### 4. Sequence processes.

Students use knowledge and understanding of industry practices and production processes to decide on the combination and order of processes. Students consider workplace health and safety and sustainable workplace and industry practices.

### 5. Evaluate skills, procedures and products.

Students evaluate skills and procedures to determine their efficiency and effectiveness in relation to industry and task requirements. They evaluate products and design ideas, assessing strengths, implications and limitations to assess whether the brief has been met.

### 6. Adapt production plans, techniques and procedures.

Students make decisions to adapt production plans, techniques and procedures. They undertake modifications and improvements based on identified strengths, implications and limitations to allow them to fulfil the brief.

## 2.3 Designing a course of study in Fashion

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

### 2.3.1 Course structure

Fashion is an Applied senior syllabus. It contains at least four QCAA-developed units from which schools develop their course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Schools select four units from the unit options provided. They decide the order in which the units will be delivered. Once these decisions have been made, the four units selected and their order of implementation determine which units are considered Units 1–4.

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

More information about the requirements for administering senior syllabuses is available in the 'Queensland curriculum' section of the [QCE and QCIA policy and procedures handbook](#).

### 2.3.2 Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- how and when subject matter is delivered
- how, when and why learning experiences are developed, and the context in which learning occurs
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

### 2.3.3 Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- specific assessment task details
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

In Unit 1 and Unit 2, schools:

- develop at least two but no more than four assessments
- complete at least one assessment for each unit
- ensure that each unit objective is assessed at least once.

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the [QCE and QCIA policy and procedures handbook](#).

### 2.3.4 Subject matter

Each unit contains a unit description, unit objectives and subject matter. Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with the subject. Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

Subject matter has a direct relationship with the unit objectives and provides statements of learning that have been constructed in a similar way to objectives.



### 2.3.5 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at [www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives](http://www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives).

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

### 2.3.6 Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills, which overlap and interact with syllabus subject matter, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work, and engagement in a complex and rapidly changing world. These skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at [www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills](http://www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills)

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

### 2.3.7 Additional subject-specific information

Additional subject-specific information has been included to support and inform the development of a course of study.

#### Risk management

Schools will need to appropriately manage the risks associated with equipment and materials used in this course of study.

Risk management processes will include safe operating procedures, record-keeping of maintenance and risk assessments for high-risk equipment.

Further information to assist schools with health and safety is available at <https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces>.

Support material to manage risks is available at <https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/managing/industrial-technology-design>.

## 2.4 Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the [QCE and QCIA policy and procedures handbook](#).

### 2.4.1 Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

<b>A</b>
The student shows proficient demonstration of practices, skills and processes. They make insightful and justified interpretations of briefs and discerningly select practices, skills and procedures. The student strategically sequences processes and shows insightful and justified evaluation of skills, procedures and products. They make insightful and justified adaptations of plans, techniques and procedures.
<b>B</b>
The student shows efficient demonstration of practices, skills and processes. They make detailed and supported interpretations of briefs and thoroughly select practices, skills and procedures. The student considers how to sequence processes and shows detailed and supported evaluation of skills, procedures and products. They make detailed and supported adaptations of plans, techniques and procedures.
<b>C</b>
The student demonstrates practices, skills and processes. They interpret briefs and select practices, skills and procedures. The student sequences processes and evaluates skills, procedures and products. They adapt plans, techniques and procedures.
<b>D</b>
The student shows rudimentary demonstration of practices, skills and processes. They make narrow and unsupported interpretations of briefs and inconsistently select practices, skills and procedures. The student inconsistently sequences processes and shows narrow and unsupported evaluation of skills, procedures and products. They make narrow and unsupported adaptations of plans, techniques and procedures.
<b>E</b>
The student shows incomplete demonstration of practices, skills and processes. They make statements and partial selections of practices, skills and procedures. The student partially sequences processes and makes statements about evaluation of skills, procedures and products. They make statements about adaptations of plans, techniques and procedures.

## 2.4.2 Determining and reporting results

### Unit 1 and Unit 2

Schools make A–E judgments on individual assessment instruments implemented in Unit 1 and Unit 2 using reporting standards.

Schools report results to the QCAA for students who complete Unit 1 and/or Unit 2. Results are reported as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR).

### Units 3 and 4

Schools make A–E judgments on each of the four assessment instruments implemented in Units 3 and 4 using instrument-specific standards (ISS).

Schools report instrument results to the QCAA for students enrolled in Units 3 and 4 for each of the four assessments implemented. Where appropriate, schools may also report a not rated (NR).

Schools are also responsible for determining and reporting an A–E final subject result to the QCAA. The subject result is an on-balance judgment about how the pattern of evidence across the four assessments in Units 3 and 4 best matches the characteristics of the reporting standards at one of five levels (A–E).

# 3 Unit options

## 3.1 Unit option A: Fashion designers

In this unit, students explore the fashion industry through the context of fashion designers. They interpret briefs to produce fashion products, using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.

### 3.1.1 Unit objectives

1. Demonstrate practices, skills and processes related to fashion designers.
2. Interpret briefs related to fashion designers.
3. Select fashion industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures related to fashion designers.

## 3.1.2 Subject matter

### Briefs

- Interpret fashion briefs to
  - identify definition, scope and scale of fashion projects, including client needs and wants, budget, product type or style and time constraints
  - design and produce fashion garment/s inspired by a selected fashion designer
  - create a series of fashion drawings inspired by the environment.

### Practices

- Apply knowledge and understanding of fashion practices, including workplace health and safety, sustainability, ethics, designing, production, marketing and communicating with clients.

### Skills

- Investigate
  - design influences on a fashion designer, e.g. nature, built environment, history, culture, current local and global events
  - the role of a designer in the fashion cycle, including a designer's influence on culture and society through general dress behaviour
  - function of fashion vs. function of clothing
  - target markets and customer or client bases
  - history of body aesthetics and shape
  - fashion types, including haute couture, ready-to-wear, mass market, fast fashion
  - fashion categories, e.g. costumes, activewear, bridal wear, race wear.
- Select and demonstrate skills used in the fashion industry, including
  - use of fibre and fabric characteristics to suit purpose
  - elements and principles of design, including stages of the iterative design process
  - sewing, fitting and finishing skills
  - use of patterns, including making or adapting patterns
  - drawing and visual presentation
  - 2D and 3D illustration techniques, e.g. possible textile and material selection to achieve design idea, using digital technologies to present design ideas
  - literacy and numeracy skills, e.g. measuring and cutting, pattern and body sizing, reading and interpreting pattern instructions.
- Use language and mode-appropriate features to document processes, e.g. through freehand sketches, digital illustration, annotated photographs, technical drawings, mood/inspiration boards, written and spoken communication.

## **Processes**

- Determine the sequence of processes to
  - design and produce fashion garment/s inspired by a selected fashion designer
  - create a series of fashion drawings inspired by the environment.
- Evaluate skills, procedures and products.
- Make decisions to adapt production plans, techniques and procedures.

## 3.2 Unit option B: Historical fashion influences

In this unit, students explore the fashion industry through the context of historical fashion influences. They interpret briefs to produce fashion products, using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.

### 3.2.1 Unit objectives

1. Demonstrate practices, skills and processes related to historical fashion influences.
2. Interpret briefs related to historical fashion influences.
3. Select fashion industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures related to historical fashion influences.



## 3.2.2 Subject matter

### Briefs

- Interpret fashion briefs to
  - identify definition, scope and scale of fashion projects, including client needs and wants, budget, product type or style, time constraints and historical influences
  - design and produce fashion garment/s inspired by historical fashion influences
  - create a series of contemporary fashion drawings inspired by historical fashion influences.

### Practices

- Apply knowledge and understanding of fashion practices, including workplace health and safety, sustainability, ethics, designing, production and communicating with clients.

### Skills

- Investigate
  - features of historical fashion contexts, including
    - historical timeline of fashion from 1900 to the current time, including changing silhouettes
    - historical development of textiles and fabric properties, e.g. the invention of nylon in the 1930s, spandex in the 1950s
  - cyclic nature of fashion, including
    - cyclic design features that define decades, e.g. necklines, hemlines, peplums
    - trends and styles repeated throughout history with modern updates
    - design elements and principles that are adapted to update cyclic fashion trends
  - features of fashion influences through time, including
    - international social, cultural and political influences
    - Australian geography, migration and social and cultural historical influences on past and present Australian designers
    - historical and contemporary youth subcultures, e.g. 1920s flappers, 1970s punks, Japanese Harajuku street fashion.
- Select and demonstrate skills used in the fashion industry, including
  - use of fibre and fabric characteristics to suit purpose
  - elements and principles of design, including stages of the iterative design process
  - sewing, fitting and finishing skills
  - use of patterns, including making or adapting patterns
  - drawing and visual presentation
  - 2D and 3D illustration techniques, e.g. possible textile and material selection to achieve design idea, using digital technologies to present design ideas
  - literacy and numeracy skills, e.g. measuring and cutting, pattern and body sizing, reading and interpreting pattern instructions.

- Use language and mode-appropriate features to document processes, e.g. through freehand sketches, digital illustration, annotated photographs, technical drawings, mood/inspiration boards, written and spoken communication.

## **Processes**

- Determine the sequence of processes to
  - design and produce fashion garment/s inspired by historical fashion influences
  - create a series of contemporary fashion drawings inspired by historical fashion influences.
- Evaluate skills, procedures and products.
- Make decisions to adapt production plans, techniques and procedures.

## 3.3 Unit option C: Slow fashion

In this unit, students explore the fashion industry through the context of slow fashion. They interpret briefs to produce fashion products, using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.

### 3.3.1 Unit objectives

1. Demonstrate practices, skills and processes related to slow fashion.
2. Interpret briefs related to slow fashion.
3. Select fashion industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures related to slow fashion.

### 3.3.2 Subject matter

#### Briefs

- Interpret fashion briefs to
  - identify definition, scope and scale of fashion projects, including client needs and wants, budget, product type or style, time constraints and sustainability factors
  - design and produce fashion garment/s that have been upcycled from preloved garments
  - create an awareness campaign for the local community promoting sustainable fashion practices.

#### Practices

- Apply knowledge and understanding of fashion practices, including workplace health and safety, sustainability, ethics, designing, production, marketing and communicating with clients.

#### Skills

- Investigate
  - sustainability factors that affect the fashion industry
  - slow fashion vs. fast fashion
  - features of sustainable fashion
  - life cycle assessment (LCA) of garments
  - social, economic and environmental impacts of fast fashion locally and globally, e.g. sweatshop and child labour, factory disasters
  - differences between recycling and upcycling
  - practices and principles of contemporary designers who create sustainable products
  - sustainability platforms in the fashion industry, including social and cultural campaigns and movements, sustainable textiles production (e.g. organic cotton), ethical supply chains and companies that promote ethical and sustainable production and products.
- Demonstrate and select skills used in the fashion industry, including
  - use of fibre and fabric characteristics to suit purpose
  - elements and principles of design, including stages of the iterative design process
  - sewing, fitting and finishing skills
  - use of patterns, including making or adapting patterns
  - drawing and visual presentation
  - 2D and 3D illustration techniques, e.g. possible textile and material selection to achieve design idea, using digital technologies to present design ideas
  - literacy and numeracy skills, e.g. measuring and cutting, pattern and body sizing, reading and interpreting pattern instructions.
- Use language and mode-appropriate features to document processes, e.g. through freehand sketches, digital illustration, annotated photographs, technical drawings, mood/inspiration boards, written and spoken communication.

## **Processes**

- Determine the sequence of processes to
  - design and produce fashion garment/s that have been upcycled from preloved garments
  - create an awareness campaign for the local community promoting sustainable fashion practices.
- Evaluate skills, procedures and products.
- Make decisions to adapt production plans, techniques and procedures.

## 3.4 Unit option D: Collections

In this unit, students explore the fashion industry through the context of collections. They interpret briefs to produce fashion products, using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.

### 3.4.1 Unit objectives

1. Demonstrate practices, skills and processes related to collections.
2. Interpret briefs related to collections.
3. Select fashion industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures related to collections.

## 3.4.2 Subject matter

### Briefs

- Interpret fashion briefs to
  - identify definition, scope and scale of fashion projects, including client needs and wants, budget, collection type or style, time constraints and number of pieces
  - design a fashion collection for a specific brand, fashion category or other focus
  - produce fashion garment/s that are part of a fashion collection.

### Practices

- Apply knowledge and understanding of fashion practices, including workplace health and safety, sustainability, ethics, designing, production, marketing and communicating with clients.

### Skills

- Investigate
  - seasonal collections and the influence of seasons on designs
  - fashion types, including haute couture, ready-to-wear, mass market and fast fashion
  - fashion categories, e.g. casual wear, evening wear, swimwear, activewear
  - single-garment ranges, e.g. T-shirts, men's shirts, jackets, skirts
  - production timelines and methods
  - presentation and promotional techniques used by designers, including branding, marketing, target markets, identity, fashion shows (virtual or live), photo shoots, social media campaigns, print media campaigns, billboards
  - the coordination of themes across a collection, e.g. silhouettes, fabric selection, mood, design elements
  - design inspiration from a wide range of sources, e.g. global issues, cultures and sub-cultures, historical trends, colour schemes, locations, nature.
- Select and demonstrate skills used in the fashion industry, including
  - use of fibre and fabric characteristics to suit purpose
  - elements and principles of design, including stages of the iterative design process
  - sewing, fitting and finishing skills
  - use of patterns, including making or adapting patterns
  - drawing and visual presentation
  - 2D and 3D illustration techniques, e.g. possible textile and material selection to achieve design idea, using digital technologies to present design ideas
  - literacy and numeracy skills, e.g. measuring and cutting, pattern and body sizing, reading and interpreting pattern instructions.
- Use language and mode-appropriate features to document processes, e.g. through freehand sketches, digital illustration, annotated photographs, technical drawings, mood/inspiration boards, written and spoken communication.

## **Processes**

- Determine the sequence of processes to
  - design a fashion collection for a specific brand, fashion category or other focus
  - produce fashion garment/s that are part of a fashion collection.
- Evaluate skills, procedures and products.
- Make decisions to adapt production plans, techniques and procedures.



## 3.5 Unit option E: Industry trends

In this unit, students explore the fashion industry through the context of the fashion business and trends. They interpret briefs to produce fashion products, using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.

### 3.5.1 Unit objectives

1. Demonstrate practices, skills and processes related to industry trends.
2. Interpret briefs related to industry trends.
3. Select fashion industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures related to industry trends.

## 3.5.2 Subject matter

### Briefs

- Interpret fashion briefs to
  - identify definition, scope and scale of fashion projects, including client needs and wants, budget, product type or style, time constraints and sustainability factors
  - design and produce fashion garment/s in response to an emerging fashion trend
  - create a marketing strategy for selected fashion products.

### Practices

- Apply knowledge and understanding of fashion practices, including workplace health and safety, sustainability, ethics, designing, production, marketing and communicating with clients.

### Skills

- Investigate
  - stages of the fashion cycle, e.g. initial idea, increase in popularity, peak popularity, decline, obsolescence
  - stages of the business cycle, e.g. launch, growth, maturity, decline
  - business types in the industry, e.g. startups, market stalls, small businesses, franchises, international labels, fashion houses
  - roles in fashion businesses, e.g. tailor, pattern maker, cutter, embroiderer, marketer (visual merchandiser, stylist, journalist, blogger, model)
  - types of fashion trends and their influence on businesses, e.g. cyclic trends, classic trends, fashion fads
  - current trends and global patterns, including evolving new technology, e.g. wearable technology, 3D printing, laser cutting, sublimation printing, vegan textile products, new fibres, blending of natural and synthetic fibres
  - influence of sociocultural change on fashion businesses, e.g. inclusive and adaptive clothing design, unisex clothing.
- Demonstrate and select skills used in the fashion industry, including
  - use of fibre and fabric characteristics to suit purpose
  - elements and principles of design, including stages of the iterative design process
  - sewing, fitting and finishing skills
  - use of patterns, including making or adapting patterns
  - drawing and visual presentation
  - 2D and 3D illustration techniques, e.g. possible textile and material selection to achieve design idea, using digital technologies to present design ideas
- Use literacy and numeracy skills, e.g. measuring and cutting, pattern and body sizing, reading and interpreting pattern instruction.

## **Processes**

- Determine the sequence of processes to
  - design and produce fashion garment/s in response to an emerging fashion trend
  - create a marketing strategy for selected fashion products.
- Evaluate skills, procedures and products.
- Make decisions to adapt production plans, techniques and procedures.

## 3.6 Unit option F: Adornment

In this unit, students explore the fashion industry through the context of adornment. They interpret briefs to produce fashion products, using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.

### 3.6.1 Unit objectives

1. Demonstrate practices, skills and processes related to adornment.
2. Interpret briefs related to adornment.
3. Select fashion industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures related to adornment.

## 3.6.2 Subject matter

### Briefs

- Interpret fashion briefs to
  - identify definition, scope and scale of fashion projects, including client needs and wants, budget, collection type or style, time constraints and number of pieces
  - produce adornment item/s for a specific client
  - design an adornment extension line to complement a collection from an existing designer.

### Practices

- Apply knowledge and understanding of fashion practices, including workplace health and safety, sustainability, ethics, designing, production, marketing and communicating with clients.

### Skills

- Investigate
  - types of adornment, e.g. millinery, wearable art, altered couture, accessories
  - historical, societal and cultural influences on adornment, e.g. subcultures, societal ranking, historical events
  - history of adornment use
  - materials used to create adornments, e.g. fabrics, plastics, feathers, gems, repurposed items
  - cultural appropriation and adornment misuse
  - contexts where adornments are worn and used, including types of adornments that suit particular events, e.g. hats for race days, jewellery for weddings
  - the significance of adornment to the fashion industry, including local and international designers known for their accessory and adornment ranges.
- Select and demonstrate skills used in the fashion industry, including
  - use of materials to suit purpose
  - elements and principles of design, including stages of the iterative design process
  - production skills
  - drawing and visual presentation
  - 2D and 3D illustration techniques, e.g. possible material selection to achieve design idea, using digital technologies to present design ideas
  - literacy and numeracy skills, e.g. measuring and cutting, pattern and body sizing, reading and interpreting pattern instructions.
- Use language and mode-appropriate features to document processes, e.g. through freehand sketches, digital illustration, annotated photographs, technical drawings, mood/inspiration boards, written and spoken communication.

## **Processes**

- Determine the sequence of processes to
  - produce adornment item/s for a specific client
  - design an adornment extension line to complement a collection from an existing designer.
- Evaluate skills, procedures and products.
- Make decisions to adapt production plans, techniques and procedures.

# 4 Assessment

## 4.1 Assessment A1: Project — Fashion garment

Students design and produce fashion garment/s inspired by a selected fashion designer. Students consider the design philosophy of the selected designer and how they use the elements and principles of design in their garments to communicate their signature style.

### 4.1.1 Assessment objectives

1. Demonstrate practices, skills and processes related to fashion designers.
2. Interpret a brief related to fashion designers.
3. Select fashion industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures related to fashion designers.

### 4.1.2 Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- produce fashion garment/s by
  - determining the sequence in which the skills and procedures will be implemented
  - selecting industry practices, skills and procedures
  - demonstrating technical skills and production procedures#using relevant equipment
  - adapting plans, techniques and procedures to meet the brief requirements
- document the process by
  - annotating sketches, photographs and/or production plans to capture decision-making related to improvements
  - reflecting on the quality of the completed product, own or others' design ideas, aesthetics and effectiveness of the production process.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

### Stimulus specifications

The teacher provides students with a brief that must include information required to complete the task.

### 4.1.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students have access to equipment as required to complete the assessment.
- Fabrics and notions to produce the garment/s may be provided by the student.

### 4.1.4 Response requirements

#### **Fashion garment/s inspired by a designer**

Product: fashion garment/s

#### **Planning and evaluation**

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media



### 4.1.5 Instrument-specific standards

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
The student response has the following characteristics:						
<ul style="list-style-type: none"> <li>proficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>discerning selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>strategic sequencing of processes</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified evaluation of skills, procedures and products</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified adaptation of plans, techniques and procedures</li> </ul>	A
<ul style="list-style-type: none"> <li>efficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>thorough selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>considered sequencing of processes</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported evaluation of skills, procedures and products</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported adaptation of plans, techniques and procedures</li> </ul>	B
<ul style="list-style-type: none"> <li>demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>sequencing of processes</li> </ul>	<ul style="list-style-type: none"> <li>evaluation of skills, procedures and products</li> </ul>	<ul style="list-style-type: none"> <li>adaptation of plans, techniques and procedures</li> </ul>	C
<ul style="list-style-type: none"> <li>rudimentary demonstration of practices, skills and processes.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported interpretation of the brief.</li> </ul>	<ul style="list-style-type: none"> <li>inconsistent selection of practices, skills and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>inconsistent sequencing of processes.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported evaluation of skills, procedures and products.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported adaptation of plans, techniques and procedures.</li> </ul>	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

## 4.2 Assessment A2: Practical demonstration — Outfit design

Students design an outfit inspired by the environment.

### 4.2.1 Assessment objectives

1. Demonstrate practices, skills and processes related to outfit design.
2. Interpret a brief related to outfit design.
3. Select fashion industry practices, skills and procedures.
5. Evaluate skills, procedures and products.

### 4.2.2 Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- create an outfit design by
  - selecting industry practices, skills and procedures
  - demonstrating technical skills and production procedures#using relevant equipment
- document the process by
  - annotating sketches, photographs and/or production plans to capture decision-making related to improvements
  - reflecting on the quality of the completed product, own or others' design ideas, aesthetics and effectiveness of the production process.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

### Stimulus specifications

The teacher provides students with a brief that must include information required to complete the task.

### 4.2.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students have access to equipment as required to complete the assessment.
- Fabrics and notions to produce the outfit design may be provided by the student.

## 4.2.4 Response requirements

### **Outfit design inspired by the environment**

Product: inspiration board, including outfit sketch and possible fabric and/or material swatches that could be suitable if the product was made

### **Planning and evaluation**

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

## 4.2.5 Instrument-specific standards

Demonstrate	Interpret	Select	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> <li>proficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>discerning selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified evaluation of skills, procedures and products</li> </ul>	A
<ul style="list-style-type: none"> <li>efficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>thorough selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported evaluation of skills, procedures and products</li> </ul>	B
<ul style="list-style-type: none"> <li>demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>evaluation of skills, procedures and products</li> </ul>	C
<ul style="list-style-type: none"> <li>rudimentary demonstration of practices, skills and processes.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported interpretation of the brief.</li> </ul>	<ul style="list-style-type: none"> <li>inconsistent selection of practices, skills and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported evaluation of skills, procedures and products.</li> </ul>	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

## 4.3 Assessment B1: Practical demonstration — Fashion drawings

Students create a series of contemporary fashion drawings inspired by historical fashion influences.

### 4.3.1 Assessment objectives

1. Demonstrate practices, skills and processes related to historical fashion influences.
2. Interpret a brief related to historical fashion influences.
3. Select fashion industry practices, skills and procedures.
5. Evaluate skills, procedures and products.

### 4.3.2 Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- create a series of contemporary fashion drawings by
  - selecting industry practices, skills and procedures
  - demonstrating technical skills and production procedures#using relevant equipment
- document the process by
  - annotating sketches, photographs and/or production plans to capture decision-making related to improvements
  - reflecting on the quality of the completed product, own or others' design ideas, aesthetics and effectiveness of the production process.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

### Stimulus specifications

The teacher provides students with a brief that must include information required to complete the task.

### 4.3.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students have access to equipment as required to complete the assessment.
- Fabrics and notions to produce the product/s may be provided by the student.
- Drawings can be related or individual.

#### **4.3.4 Response requirements**

##### **Fashion drawings inspired by historical fashion influences**

Product: inspiration board, including contemporary fashion drawings with historical influences annotated

##### **Planning and evaluation**

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

### 4.3.5 Instrument-specific standards

Demonstrate	Interpret	Select	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> <li>proficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>discerning selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified evaluation of skills, procedures and products</li> </ul>	A
<ul style="list-style-type: none"> <li>efficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>thorough selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported evaluation of skills, procedures and products</li> </ul>	B
<ul style="list-style-type: none"> <li>demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>evaluation of skills, procedures and products</li> </ul>	C
<ul style="list-style-type: none"> <li>rudimentary demonstration of practices, skills and processes.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported interpretation of the brief.</li> </ul>	<ul style="list-style-type: none"> <li>inconsistent selection of practices, skills and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported evaluation of skills, procedures and products.</li> </ul>	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

## 4.4 Assessment B2: Project — Fashion garment

Students design and produce fashion garment/s inspired by historical fashion influences.

### 4.4.1 Assessment objectives

1. Demonstrate practices, skills and processes related to historical fashion influences.
2. Interpret a brief related to historical fashion influences.
3. Select fashion industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures related to historical fashion influences.

### 4.4.2 Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- produce fashion garment/s by
  - determining the sequence in which the skills and procedures will be implemented
  - selecting industry practices, skills and procedures
  - demonstrating technical skills and production procedures#using relevant equipment
  - adapting plans, techniques and procedures to meet the brief requirements
- document the process by
  - annotating sketches, photographs and/or production plans to capture decision-making related to improvements
  - reflecting on the quality of the completed product, own or others' design ideas, aesthetics and effectiveness of the production process.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

### Stimulus specifications

The teacher provides students with a brief that must include information required to complete the task.

### 4.4.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students have access to equipment as required to complete the assessment.
- Fabrics and notions to produce the garment/s may be provided by the student.
- Historical fashion influences should be annotated in planning and evaluation documentation and be evident in the final garment/s.



#### **4.4.4 Response requirements**

##### **Fashion garment/s inspired by historical influences**

Product: fashion garment/s

##### **Planning and evaluation**

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

#### 4.4.5 Instrument-specific standards

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
The student response has the following characteristics:						
<ul style="list-style-type: none"> <li>proficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>discerning selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>strategic sequencing of processes</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified evaluation of skills, procedures and products</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified adaptation of plans, techniques and procedures</li> </ul>	A
<ul style="list-style-type: none"> <li>efficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>thorough selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>considered sequencing of processes</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported evaluation of skills, procedures and products</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported adaptation of plans, techniques and procedures</li> </ul>	B
<ul style="list-style-type: none"> <li>demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>sequencing of processes</li> </ul>	<ul style="list-style-type: none"> <li>evaluation of skills, procedures and products</li> </ul>	<ul style="list-style-type: none"> <li>adaptation of plans, techniques and procedures</li> </ul>	C
<ul style="list-style-type: none"> <li>rudimentary demonstration of practices, skills and processes.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported interpretation of the brief.</li> </ul>	<ul style="list-style-type: none"> <li>inconsistent selection of practices, skills and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>inconsistent sequencing of processes.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported evaluation of skills, procedures and products.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported adaptation of plans, techniques and procedures.</li> </ul>	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

## 4.5 Assessment C1: Project — Fashion garment

Students design and produce fashion garment/s that have been upcycled from preloved garments.

### 4.5.1 Assessment objectives

1. Demonstrate practices, skills and processes related to slow fashion.
2. Interpret a brief related to slow fashion.
3. Select fashion industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures related to slow fashion.

### 4.5.2 Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- produce fashion garment/s by
  - determining the sequence in which the skills and procedures will be implemented
  - selecting industry practices, skills and procedures
  - demonstrating technical skills and production procedures#using relevant equipment
  - adapting plans, techniques and procedures to meet the brief requirements
- document the process by
  - annotating sketches, photographs and/or production plans to capture decision-making related to improvements
  - reflecting on the quality of the completed product, own or others' design ideas, aesthetics and effectiveness of the production process.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

### Stimulus specifications

The teacher provides students with a brief that must include information required to complete the task.

### 4.5.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students have access to equipment as required to complete the assessment.
- Preloved garments and any other fabrics and notions to produce the garment/s may be provided by the student.

#### **4.5.4 Response requirements**

##### **Fashion garment/s upcycled from preloved garments**

Product: fashion garment/s

##### **Planning and evaluation**

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

### 4.5.5 Instrument-specific standards

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
The student response has the following characteristics:						
<ul style="list-style-type: none"> <li>proficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>discerning selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>strategic sequencing of processes</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified evaluation of skills, procedures and products</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified adaptation of plans, techniques and procedures</li> </ul>	A
<ul style="list-style-type: none"> <li>efficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>thorough selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>considered sequencing of processes</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported evaluation of skills, procedures and products</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported adaptation of plans, techniques and procedures</li> </ul>	B
<ul style="list-style-type: none"> <li>demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>sequencing of processes</li> </ul>	<ul style="list-style-type: none"> <li>evaluation of skills, procedures and products</li> </ul>	<ul style="list-style-type: none"> <li>adaptation of plans, techniques and procedures</li> </ul>	C
<ul style="list-style-type: none"> <li>rudimentary demonstration of practices, skills and processes.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported interpretation of the brief.</li> </ul>	<ul style="list-style-type: none"> <li>inconsistent selection of practices, skills and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>inconsistent sequencing of processes.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported evaluation of skills, procedures and products.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported adaptation of plans, techniques and procedures.</li> </ul>	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

## 4.6 Assessment C2: Practical demonstration — Awareness campaign

Students create an awareness campaign for the local community promoting sustainable fashion practices.

### 4.6.1 Assessment objectives

1. Demonstrate practices, skills and processes related to slow fashion.
2. Interpret a brief related to slow fashion.
3. Select fashion industry practices, skills and procedures.
5. Evaluate skills, procedures and products.

### 4.6.2 Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- create an awareness campaign by
  - selecting industry practices, skills and procedures
  - demonstrating technical skills and production procedures#using relevant equipment
- document the process by
  - annotating sketches, photographs and/or production plans to capture decision-making related to improvements
  - reflecting on the quality of the completed product, own or others' design ideas, aesthetics and effectiveness of the production process.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

### Stimulus specifications

The teacher provides students with a brief that must include information required to complete the task. The brief may be designed to allow students to use garment/s produced in Assessment C1 for the awareness campaign.

### 4.6.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students have access to equipment as required to complete the assessment.

## 4.6.4 Response requirements

### **Awareness campaign promoting sustainable fashion practices**

Product: awareness campaign that uses technology, e.g. a fashion shoot, promotional or instructional video or blog

### **Planning and evaluation**

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

## 4.6.5 Instrument-specific standards

Demonstrate	Interpret	Select	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> <li>proficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>discerning selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified evaluation of skills, procedures and products</li> </ul>	A
<ul style="list-style-type: none"> <li>efficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>thorough selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported evaluation of skills, procedures and products</li> </ul>	B
<ul style="list-style-type: none"> <li>demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>evaluation of skills, procedures and products</li> </ul>	C
<ul style="list-style-type: none"> <li>rudimentary demonstration of practices, skills and processes.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported interpretation of the brief.</li> </ul>	<ul style="list-style-type: none"> <li>inconsistent selection of practices, skills and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported evaluation of skills, procedures and products.</li> </ul>	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E



## 4.7 Assessment D1: Practical demonstration — Fashion collection

Students design and present a fashion collection for a specific brand, fashion category or other focus.

### 4.7.1 Assessment objectives

1. Demonstrate practices, skills and processes related to collections.
2. Interpret a brief related to collections.
3. Select fashion industry practices, skills and procedures.
5. Evaluate skills, procedures and products.

### 4.7.2 Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- design a fashion collection by
  - selecting industry practices, skills and procedures
  - demonstrating technical skills and production procedures#using relevant equipment
- document the process by
  - annotating sketches, photographs and/or production plans to capture decision-making related to improvements
  - reflecting on the quality of the completed product, own or others' design ideas, aesthetics and effectiveness of the production process.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

### Stimulus specifications

The teacher provides students with a brief that must include information required to complete the task.

### 4.7.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students have access to equipment as required to complete the assessment.

## 4.7.4 Response requirements

### **Fashion collection**

Product: presentation board, including drawings of related products for a specific brand, fashion category or other focus

### **Planning and evaluation**

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

## 4.7.5 Instrument-specific standards

Demonstrate	Interpret	Select	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> <li>proficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>discerning selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified evaluation of skills, procedures and products</li> </ul>	A
<ul style="list-style-type: none"> <li>efficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>thorough selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported evaluation of skills, procedures and products</li> </ul>	B
<ul style="list-style-type: none"> <li>demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>evaluation of skills, procedures and products</li> </ul>	C
<ul style="list-style-type: none"> <li>rudimentary demonstration of practices, skills and processes.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported interpretation of the brief.</li> </ul>	<ul style="list-style-type: none"> <li>inconsistent selection of practices, skills and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported evaluation of skills, procedures and products.</li> </ul>	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

## 4.8 Assessment D2: Project — Fashion garment

Students design and produce fashion garment/s that are part of a fashion collection.

### 4.8.1 Assessment objectives

1. Demonstrate practices, skills and processes related to collections.
2. Interpret a brief related to collections.
3. Select fashion industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures related to collections.

### 4.8.2 Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- produce fashion garment/s by
  - determining the sequence in which the skills and procedures will be implemented
  - selecting industry practices, skills and procedures
  - demonstrating technical skills and production procedures#using relevant equipment
  - adapting plans, techniques and procedures to meet the brief requirements
- document the process by
  - annotating sketches, photographs and/or production plans to capture decision-making related to improvements
  - reflecting on the quality of the completed product, own or others' design ideas, aesthetics and effectiveness of the production process.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

### Stimulus specifications

The teacher provides students with a brief that must include information required to complete the task. The brief may be designed to allow students to use designs produced in Assessment D1 for the garment/s.

### 4.8.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students have access to equipment as required to complete the assessment.
- Fabrics and notions to produce the garment/s may be provided by the student.

#### **4.8.4 Response requirements**

##### **Fashion garment/s that are part of a fashion collection**

Product: fashion garment/s

##### **Planning and evaluation**

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

## 4.8.5 Instrument-specific standards

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
The student response has the following characteristics:						
<ul style="list-style-type: none"> <li>proficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>discerning selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>strategic sequencing of processes</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified evaluation of skills, procedures and products</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified adaptation of plans, techniques and procedures</li> </ul>	A
<ul style="list-style-type: none"> <li>efficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>thorough selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>considered sequencing of processes</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported evaluation of skills, procedures and products</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported adaptation of plans, techniques and procedures</li> </ul>	B
<ul style="list-style-type: none"> <li>demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>sequencing of processes</li> </ul>	<ul style="list-style-type: none"> <li>evaluation of skills, procedures and products</li> </ul>	<ul style="list-style-type: none"> <li>adaptation of plans, techniques and procedures</li> </ul>	C
<ul style="list-style-type: none"> <li>rudimentary demonstration of practices, skills and processes.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported interpretation of the brief.</li> </ul>	<ul style="list-style-type: none"> <li>inconsistent selection of practices, skills and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>inconsistent sequencing of processes.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported evaluation of skills, procedures and products.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported adaptation of plans, techniques and procedures.</li> </ul>	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

## 4.9 Assessment E1: Project — Fashion garment

Students design and produce fashion garment/s in response to an emerging fashion trend, e.g. a style, design feature, colour, new material, new fabric composition.

### 4.9.1 Assessment objectives

1. Demonstrate practices, skills and processes related to industry trends.
2. Interpret a brief related to industry trends.
3. Select fashion industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures related to industry trends.

### 4.9.2 Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- produce fashion garment/s by
  - determining the sequence in which the skills and procedures will be implemented
  - selecting industry practices, skills and procedures
  - demonstrating technical skills and production procedures#using relevant equipment
  - adapting plans, techniques and procedures to meet the brief requirements
- document the process by
  - annotating sketches, photographs and/or production plans to capture decision-making related to improvements
  - reflecting on the quality of the completed product, own or others' design ideas, aesthetics and effectiveness of the production process.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

### Stimulus specifications

The teacher provides students with a brief that must include information required to complete the task.

### 4.9.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students have access to equipment as required to complete the assessment.
- Fabrics and notions to produce the garment/s may be provided by the student.

#### **4.9.4 Response requirements**

##### **Fashion garment/s in response to an emerging fashion trend**

Product: fashion garment/s

##### **Planning and evaluation**

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media



## 4.9.5 Instrument-specific standards

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
The student response has the following characteristics:						
<ul style="list-style-type: none"> <li>proficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>discerning selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>strategic sequencing of processes</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified evaluation of skills, procedures and products</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified adaptation of plans, techniques and procedures</li> </ul>	A
<ul style="list-style-type: none"> <li>efficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>thorough selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>considered sequencing of processes</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported evaluation of skills, procedures and products</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported adaptation of plans, techniques and procedures</li> </ul>	B
<ul style="list-style-type: none"> <li>demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>sequencing of processes</li> </ul>	<ul style="list-style-type: none"> <li>evaluation of skills, procedures and products</li> </ul>	<ul style="list-style-type: none"> <li>adaptation of plans, techniques and procedures</li> </ul>	C
<ul style="list-style-type: none"> <li>rudimentary demonstration of practices, skills and processes.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported interpretation of the brief.</li> </ul>	<ul style="list-style-type: none"> <li>inconsistent selection of practices, skills and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>inconsistent sequencing of processes.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported evaluation of skills, procedures and products.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported adaptation of plans, techniques and procedures.</li> </ul>	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

## 4.10 Assessment E2: Practical demonstration — Marketing campaign

Students create a marketing campaign for specific fashion product/s.

### 4.10.1 Assessment objectives

1. Demonstrate practices, skills and processes related to marketing fashion products.
2. Interpret a brief related to marketing fashion products.
3. Select fashion industry practices, skills and procedures.
5. Evaluate skills, procedures and products.

### 4.10.2 Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- create a marketing campaign by
  - selecting industry practices, skills and procedures
  - demonstrating technical skills and production procedures#using relevant equipment
- document the process by
  - annotating sketches, photographs and/or production plans to capture decision-making related to improvements
  - reflecting on the quality of the completed product, own or others' design ideas, aesthetics and effectiveness of the production process.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

### Stimulus specifications

The teacher provides students with a brief that must include information required to complete the task. The brief may be designed to allow students to use garment/s produced in Assessment E1 for the marketing campaign.

### 4.10.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students have access to equipment as required to complete the assessment.

#### **4.10.4 Response requirements**

##### **Marketing campaign for specific fashion product/s**

Product: marketing campaign, e.g. fashion shoot, window display, promotional video

##### **Planning and evaluation**

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

## 4.10.5 Instrument-specific standards

Demonstrate	Interpret	Select	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> <li>proficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>discerning selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified evaluation of skills, procedures and products</li> </ul>	A
<ul style="list-style-type: none"> <li>efficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>thorough selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported evaluation of skills, procedures and products</li> </ul>	B
<ul style="list-style-type: none"> <li>demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>evaluation of skills, procedures and products</li> </ul>	C
<ul style="list-style-type: none"> <li>rudimentary demonstration of practices, skills and processes.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported interpretation of the brief.</li> </ul>	<ul style="list-style-type: none"> <li>inconsistent selection of practices, skills and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported evaluation of skills, procedures and products.</li> </ul>	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

## 4.11 Assessment F1: Project — Adornment item

Students design and produce adornment item/s for a specific client.

### 4.11.1 Assessment objectives

1. Demonstrate practices, skills and processes related to adornment.
2. Interpret a brief related to adornment.
3. Select fashion industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures related to adornment.

### 4.11.2 Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- produce adornment item/s by
  - determining the sequence in which the skills and procedures will be implemented
  - selecting industry practices, skills and procedures
  - demonstrating technical skills and production procedures#using relevant equipment
  - adapting plans, techniques and procedures to meet the brief requirements
- document the process by
  - annotating sketches, photographs and/or production plans to capture decision-making related to improvements
  - reflecting on the quality of the completed product, own or others' design ideas, aesthetics and effectiveness of the production process.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

### Stimulus specifications

The teacher provides students with a brief that must include information required to complete the task.

### 4.11.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students have access to equipment as required to complete the assessment.
- Materials to produce the item/s may be provided by the student.

#### **4.11.4 Response requirements**

##### **Adornment item/s for a specific client**

Product: adornment item/s

##### **Planning and evaluation**

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

## 4.11.5 Instrument-specific standards

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
The student response has the following characteristics:						
<ul style="list-style-type: none"> <li>proficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>discerning selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>strategic sequencing of processes</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified evaluation of skills, procedures and products</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified adaptation of plans, techniques and procedures</li> </ul>	A
<ul style="list-style-type: none"> <li>efficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>thorough selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>considered sequencing of processes</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported evaluation of skills, procedures and products</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported adaptation of plans, techniques and procedures</li> </ul>	B
<ul style="list-style-type: none"> <li>demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>sequencing of processes</li> </ul>	<ul style="list-style-type: none"> <li>evaluation of skills, procedures and products</li> </ul>	<ul style="list-style-type: none"> <li>adaptation of plans, techniques and procedures</li> </ul>	C
<ul style="list-style-type: none"> <li>rudimentary demonstration of practices, skills and processes.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported interpretation of the brief.</li> </ul>	<ul style="list-style-type: none"> <li>inconsistent selection of practices, skills and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>inconsistent sequencing of processes.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported evaluation of skills, procedures and products.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported adaptation of plans, techniques and procedures.</li> </ul>	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

## 4.12 Assessment F2: Practical demonstration — Adornment extension line

Students create a series of drawings for an adornment extension line of items to complement the collection of an existing designer who does not currently produce adornment items.

### 4.12.1 Assessment objectives

1. Demonstrate practices, skills and processes related to adornment.
2. Interpret a brief related to adornment.
3. Select fashion industry practices, skills and procedures.
5. Evaluate skills, procedures and products.

### 4.12.2 Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- create a series of adornment extension line drawings by
  - selecting industry practices, skills and procedures
  - demonstrating technical skills and production procedures#using relevant equipment
- document the process by
  - annotating sketches, photographs and/or production plans to capture decision-making related to improvements
  - reflecting on the quality of the completed product, own or others' design ideas, aesthetics and effectiveness of the production process.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

### Stimulus specifications

The teacher provides students with a brief that must include information required to complete the task.

### 4.12.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students have access to equipment as required to complete the assessment.



## 4.12.4 Response requirements

### **Fashion drawings for an adornment extension line of items**

Product: inspiration board, including fashion drawings with the relationship between the collection of the selected designer and the adornment items annotated

### **Planning and evaluation**

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

## 4.12.5 Instrument-specific standards

Demonstrate	Interpret	Select	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> <li>proficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>discerning selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>insightful and justified evaluation of skills, procedures and products</li> </ul>	A
<ul style="list-style-type: none"> <li>efficient demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>thorough selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>detailed and supported evaluation of skills, procedures and products</li> </ul>	B
<ul style="list-style-type: none"> <li>demonstration of practices, skills and processes</li> </ul>	<ul style="list-style-type: none"> <li>interpretation of the brief</li> </ul>	<ul style="list-style-type: none"> <li>selection of practices, skills and procedures</li> </ul>	<ul style="list-style-type: none"> <li>evaluation of skills, procedures and products</li> </ul>	C
<ul style="list-style-type: none"> <li>rudimentary demonstration of practices, skills and processes.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported interpretation of the brief.</li> </ul>	<ul style="list-style-type: none"> <li>inconsistent selection of practices, skills and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>narrow and unsupported evaluation of skills, procedures and products.</li> </ul>	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

## 5 Glossary

The syllabus glossary is available at [www.qcaa.qld.edu.au/downloads/senior-qce/common/snr\\_glossary\\_cognitive\\_verbs.pdf](http://www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf).

## 6 References

Marzano, RJ & Kendall, JS 2007, *The New Taxonomy of Educational Objectives*, 2nd edition, Corwin Press, USA.

———2008, *Designing and Assessing Educational Objectives: Applying the new taxonomy*, Corwin Press, USA.

## 7 Version history

Version	Date of change	Update
1.1	August 2023	Released for implementation with minor updates

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