

# Fashion 2019 v1.0

## Sample assessment instrument

November 2018

### Extended response — Magazine article

#### Information for teachers

This sample has been compiled by the QCAA to help and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each Applied subject, based on the learning and assessment described in the approved study plan.

#### Purpose of the extended response

This technique assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. While students may undertake some research in the writing of the extended response, it is not the focus of this technique.

Further information about the specifications for this assessment technique can be found in the Assessment techniques section of the Fashion syllabus.

#### Assessment dimensions

This assessment instrument is used to determine student achievement in the following dimensions:

- Knowing and understanding
- Analysing and applying
- Evaluating and creating.

Not every objective from each dimension needs to be assessed.

<b>Subject</b>	Fashion
<b>Technique</b>	Extended response — Magazine article
<b>Unit number and module number and name</b>	<b>Unit: 4</b> <b>Module: 6. Slow fashion</b>

<b>Conditions</b>	<b>Units 3–4</b>
<b>Written</b>	600–1000 words
<b>Further information</b>	
<b>Duration (including class time)</b>	4 weeks
<b>Individual/group</b>	Individual
<b>Resources available</b>	Access to internet and computers Stimulus materials provided by the teacher
<b>Context</b>	
<p>In this module, you have investigated how sustainable clothing can be socially, economically and environmentally sustainable. You have undertaken site visits with fashion merchants who focus on capsule wardrobe development.</p> <p>A capsule wardrobe consists of a compact number of clothes, shoes and accessories. It is a movement that encourages fashion consumers to act sustainably and purchase fashion with intent, rather than buying emotionally or by impulse.</p>	
<b>Task</b>	
<p>Using the information and knowledge you have gained from site visits, respond to the provided question by writing an online magazine article about curating a digital capsule wardrobe and interpreting, analysing and evaluating ideas and information about capsule wardrobes.</p> <p>Question: Can capsule wardrobes captivate the sustainable fashionista?</p>	
<b>To complete this task:</b>	
<ul style="list-style-type: none"> <li>• identify and explain the principles of a capsule wardrobe</li> <li>• analyse the information you have gathered during site visits to determine if the current capsule movement has maintained the same motivation. Consider the following <ul style="list-style-type: none"> <li>– what are the historical and cultural influences that have impacted on the current popularity of the capsule wardrobe?</li> <li>– are capsule wardrobes a movement that would be popular for fashionistas?</li> </ul> </li> <li>• using digital images, compile a capsule wardrobe suitable for a sustainable fashionista, based on your ideas. Select 10 fashion items, photographed from site visits</li> <li>• critique your idea of a capsule wardrobe by evaluating the value of these fashion items</li> <li>• analyse how a fashion brand, the design of a garment and the designer’s selection of textiles and materials could contribute to the inclusion of an item in a sustainable fashionista’s capsule wardrobe</li> <li>• use the language conventions and features of a magazine article, including relevant visual images.</li> </ul>	

<b>Checkpoints</b>
<input type="checkbox"/> Term [X] Week [X]/[Date]: Consult with teacher to discuss plan for the extended response
<input type="checkbox"/> Term [X] Week [X]/[X]: Submit draft of magazine article and digital images of the digital capsule wardrobe
<input type="checkbox"/> [Due date]: Submit magazine article and curated digital capsule wardrobe
<b>Authentication strategies</b>
Your teacher will use ways to check that the work you are assessed on is your own work.
<ul style="list-style-type: none"> <li>• Your teacher will observe you completing work in class.</li> </ul>
<ul style="list-style-type: none"> <li>• Take part in interviews or consultations with your teacher as you develop your response.</li> </ul>
<ul style="list-style-type: none"> <li>• Submit a draft and respond to teacher feedback.</li> </ul>
<ul style="list-style-type: none"> <li>• Check you have not plagiarised any material, e.g. by using plagiarism-detection software or other school processes.</li> </ul>
<ul style="list-style-type: none"> <li>• Acknowledge all sources used.</li> </ul>
<ul style="list-style-type: none"> <li>• Your results may be cross-marked by a teacher from another class.</li> </ul>

## Stimulus

Teacher-organised site visits to fashion merchants should include a range of authentic local fashion sites that will provide students access to information relating to the concept of a capsule wardrobe and sustainable clothing. For example, site visits might include venues such as local high street fashion stores or charity stores.

Possible information from site visits could be:

- historical and cultural influences on the capsule wardrobe, including contemporary and future fashion trends
- socially sustainable clothing
- economically sustainable clothing
- environmentally sustainable clothing
- textiles and materials

The stimulus provided should allow students to interpret and analyse/examine ideas and information. While students may undertake some research, it is not the focus of the technique.

# Instrument-specific standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowing and understanding	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>accurate identification and thoughtful interpretation of fashion fundamentals</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>clear identification and appropriate interpretation of fashion fundamentals</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>identification and interpretation of fashion fundamentals</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>variable identification and simple interpretation of obvious fashion fundamentals</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>sporadic identification and superficial interpretation of aspects of fashion fundamentals</li> </ul>
Analysing and applying	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>informed and thorough analysis of fashion fundamentals</li> <li>controlled use of language conventions and features to achieve particular purposes.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>effective analysis of fashion fundamentals</li> <li>effective use of language conventions and features to achieve particular purposes.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>analysis of fashion fundamentals</li> <li>use language conventions and features to achieve particular purposes.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>simple analysis of basic fashion fundamentals</li> <li>variable use of language conventions and features that achieve aspects of particular purposes.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>partial analysis of aspects of fashion fundamentals</li> <li>partial and sometimes inappropriate use of language conventions and features.</li> </ul>
Evaluating and creating	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>informed and thorough critique of design ideas and products</li> <li>skilful creation of communications that successfully convey meaning to an intended audience.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>reasoned critique of design ideas and products</li> <li>effective creation of communications that convey meaning to an audience.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>critique of design ideas and products</li> <li>creation of communications that convey meaning to an audience.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>simple critique of rudimentary design ideas and products</li> <li>variable creation of communications that convey simple meaning to an audience.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>superficial critique of design ideas and products</li> <li>creation of aspects of communications that convey superficial meaning to an audience.</li> </ul>