

# Fashion 2019 v1.0

## Sample assessment instrument

July 2018

### Project — Fashion watch

#### 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 project

This technique assesses a response to a single task, situation and/or scenario in a module of work that provides students with authentic and/or real-world opportunities to demonstrate their learning. The student response will consist of a collection of at least two assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through differing modes. In Fashion, a project must include a product component.

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

In Fashion, all objectives from each dimension must be assessed in each Project.

<b>Subject</b>	Fashion
<b>Technique</b>	Project — Fashion watch
<b>Unit number and module number and name</b>	<b>Unit:</b> 3 <b>Module:</b> 4. Fashion watch

<b>Conditions</b>	<b>Units 3–4</b>
<b>Written component</b>	500–900 words
<b>Product component</b>	1–4 fashion items (number of products to be negotiated with the teacher)
<b>Further information</b>	
<b>Duration (including class time)</b>	7 weeks
<b>Individual/group</b>	Individual
<b>Resources available</b>	Internet access Fashion room resources

### Context

Designers often tailor their collections around their own design philosophy. This is essentially the underpinning thinking or inspiration behind the design. For example, Givenchy derived his design philosophy from Balenciaga: ‘Keep it simple. Eliminate everything that interferes with the line’. Givenchy continued to refine his designs, placing more emphasis on shape.

### Task

Curate a portfolio for presentation to a fashion school, documenting your use of a design process to construct 1–4 fashion items inspired by one of the collections of a fashion designer, considering the techniques and trends evident in their work.

The task includes two components.

- **Component 1: Written**  
Document your exploration of the design challenge, development of ideas and possible solutions, and creation of solutions and fashion items.
- **Component 2: Product**  
Create 1–4 fashion items in response to the design challenge.

### To complete this task, you must:

- explore the design challenge and document your ideas, ensuring you
  - explain your design brief, identifying a fashion designer who interests you and their style of fashion
  - analyse two of the designer’s collections by critiquing their use of the elements and principles of design and technical skills
- develop and document ideas and possible solutions, ensuring you
  - synthesise your information, design ideas and technical skills to plan a design solution for your fashion item/s inspired by your chosen fashion designer’s collection
  - explain how your design ideas fulfil your design brief
- create solutions and fashion items to create your product/s, ensuring you
  - generate, modify, manage and document plans and processes to create your fashion item/s
  - apply technical skills and your design ideas to support your construction of the fashion item/s
- critique your design ideas and fashion item/s, documenting these for your folio

- consider how effectively the fashion item/s meet your design brief and design ideas
- include annotated photographs of your completed fashion item/s.

### Checkpoints

- Term [X] Week [X]/[Date]: Discuss progress (including documentation) with your teacher
- Term [X] Week [X]/[X]: Discuss design ideas (including documentation) with your teacher
- [Due date]: Submit design folio and fashion item/s

### Authentication strategies

Your teacher will use ways to check that the work you are assessed on is your own work.

- Your teacher will observe you completing work in class.
- Take part in interviews or consultations with your teacher as you develop your response.
- Submit drafts and respond to teacher feedback.
- Acknowledge all sources used.
- Your teacher will compare the responses of students who have worked together in groups.
- Your results may be cross-marked by a teacher from another class.

# 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> <li>thorough explanation of design briefs</li> <li>proficient demonstration of the elements and principles of fashion design and technical skills in fashion contexts.</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> <li>clear explanation of design briefs</li> <li>apt demonstration of the elements and principles of fashion design and technical skills in fashion contexts.</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> <li>explanation of design briefs</li> <li>demonstration of the elements and principles of fashion design and technical skills in fashion contexts.</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> <li>variable explanation of design briefs</li> <li>variable demonstration of the elements and principles of fashion design and technical skills in fashion contexts.</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> <li>partial explanation of aspects of design briefs</li> <li>partial demonstration of aspects of the elements and principles of fashion design and technical skills in fashion contexts.</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>systematic application of fashion design processes</li> <li>proficient application of technical skills and informed application of design ideas related to fashion contexts</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>organised application of fashion design processes</li> <li>apt application of technical skills and design ideas related to fashion contexts</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>application of fashion design processes</li> <li>application of technical skills and design ideas related to fashion contexts</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 application of fashion design processes</li> <li>variable application of technical skills and design ideas related to fashion contexts</li> <li>variable use of language conventions and features that achieve aspects of particular purposes.</li> </ul>

	Standard A	Standard B	Standard C	Standard D	Standard E
<b>Evaluating and creating</b>	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> <li>• skilful generation, thoughtful modification and efficient management of plans and processes</li> <li>• skilful synthesis of ideas and technical skills to create resolved design solutions</li> <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>	<ul style="list-style-type: none"> <li>• successful generation, modification and management of plans and processes</li> <li>• successful synthesis of ideas and technical skills to create effective design solutions</li> <li>• reasoned critique of design ideas and products</li> <li>• effective creation of communications that convey meaning to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• generation, modification and management of plans and processes</li> <li>• synthesis of ideas and technical skills to create design solutions</li> <li>• critique of design ideas and products</li> <li>• creation of communications that convey meaning to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• variable generation, simple modification and inconsistent management of plans and processes</li> <li>• simple synthesis of ideas and technical skills to create variable design solutions</li> <li>• simple critique of rudimentary design ideas and products</li> <li>• variable creation of communications that convey simple meaning to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• partial generation and superficial modification of plans and processes</li> <li>• partial use of ideas and technical skills to create aspects of solutions</li> <li>• superficial critique of design ideas and products</li> <li>• creation of aspects of communications that convey superficial meaning to an audience.</li> </ul>