

Fashion 2024 v1.1

D2: Project — Fashion garment

Sample assessment instrument

This sample has been compiled by the QCAA to assist 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 syllabus.

Student name

Student number

Teacher

Issued

Due date

Overall result:

Result					Comment
A	B	C	D	E	

Conditions

Technique	Fashion garment
Unit	Unit option D: Collections
Response requirements	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media. Product: fashion garment/s.
Individual/group	Individual.
Other	Students may use the designs produced in Assessment D1 for the garments.
Resources	Access to equipment. Fabric and notions to product the garment/s may be provided by the student.

Context

Resplendent is a fashion store that focuses on the teenage market and offers a range of casual clothing collections. It is widely recognized for its striking use of colour and pattern in its garments as well as its innovation in the area of teenage fashion. You have designed a clothing collection for the fashion store Resplendent.

Task

Your task is to produce one of the garments from your collection developed in the practical demonstration task (either activewear or sleepwear).

To complete this task, you must:

- 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 in a multimodal 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.

Checkpoints

- ☐ Term 4 Week 4: Planning, including sequencing
- ☐ Term 4 Week 6: Garment progress

Authentication strategies

- Your teacher will provide class time for task completion.
- You will provide documentation of their progress at indicated checkpoints.
- Your teacher will collect and annotate drafts.
- Your teacher will conduct interviews or consultations with each student as they develop the response.
- Your teacher will ensure class cross-marking occurs.

Instrument-specific standards (D2): Project — Fashion garment

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
The student response has the following characteristics:						
proficient demonstration of practices, skills and processes	insightful and justified interpretation of the brief	discerning selection of practices, skills and procedures	strategic sequencing of processes	insightful and justified evaluation of skills, procedures and products	insightful and justified adaptation of plans, techniques and procedures	A
efficient demonstration of practices, skills and processes	detailed and supported interpretation of the brief	thorough selection of practices, skills and procedures	considered sequencing of processes	detailed and supported evaluation of skills, procedures and products	detailed and supported adaptation of plans, techniques and procedures	B
demonstration of practices, skills and processes	interpretation of the brief	selection of practices, skills and procedures	sequencing of processes	evaluation of skills, procedures and products	adaptation of plans, techniques and procedures	C
rudimentary demonstration of practices, skills and processes.	narrow and unsupported interpretation of the brief.	inconsistent selection of practices, skills and procedures.	inconsistent sequencing of processes.	narrow and unsupported evaluation of skills, procedures and products.	narrow and unsupported adaptation of plans, techniques and procedures.	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



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