Technology 7–8 – Textile materials and production processes – sample assessment task 2 notification

Sew sustainable, sew awesome!

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# Task description

**Type of task**: practical project

**Outcomes being assessed**:

A student:

* **applies processes in the planning, management and production of projects TE4-PPM-01**
* selects and safely uses tools, materials, technologies and processes **TE4-SAF-01**

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**Suggested weighting**: 25%

Design and create a personal carry item that addresses an environmental problem and promotes awareness.

**Design situation**

Aboriginal and/or Torres Strait Islander communities have long relied on local materials to create tools for carrying goods. But now, with our resources dwindling and the need for carrying items still vital, we face a challenge. We must design items for carrying that not only serve practical needs but also help address environmental issues such as reducing use of single-use plastics and protecting our land. By taking on this challenge, we can protect our environment for the future while honouring Aboriginal and/or Torres Strait Islander traditions of resourcefulness and caring for Country.

**Design brief**

Your task is to create a carry item for yourself that addresses an environmental problem, for example: reducing single-use plastics. This item should spread awareness to others about the issue.

Your challenge is to design a carry item for your own personal use that helps stop single-use plastic being used or another environmental issue of your choosing, from going into our landfill and ruining our environment.

## Submission details

**Format of submission**

The practical project is to be completed in class during class time. The actual physical project will need to be handed in to the class teacher at the chosen due date.

## Steps to success

Table 1 – assessment preparation schedule

|  |  |
| --- | --- |
| Steps | What I need to do and when I need to do it |
| Completion of sample work | **What do I need to do?** Complete all sample work opportunities provided in class.  **When do I need to do it?** This is completed in class with the teacher’s assistance. |
| Factors affecting design | **What do I need to do?** After reading through the design brief, complete each factor affecting design in your workbook.  **When do I need to do it?** This is completed in class with the teacher’s assistance. |
| Criteria for success | **What do I need to do?** Determine which criteria for success you will use to ensure your project design is meeting the design brief.  **When do I need to do it?** This is completed in class with the teacher’s assistance. |
| Idea development | **What do I need to do?** Develop a range of design ideas and evaluate them with peers and teacher.  **When do I need to do it?** This is completed in class with the teacher’s assistance. |
| Final design | **What do I need to do?** Choose the most appropriate design and create an image of this to communicate with the teacher.  **When do I need to do it?** This is completed in class with the teacher’s assistance. |
| Action plan | **What do I need to do?** Create an action plan in your workbook to ensure you are meeting your gaol in the time restraints given by class teacher.  **When do I need to do it?** This is completed in class with the teacher’s assistance. |
| Make and evaluate final product | **What do I need to do?** Complete your project design and evaluate it upon its completion.  **When do I need to do it?** This is completed in class with the teacher’s assistance. |

# What is the teacher looking for?

The task requires students to work individually to design and create a practical textile project. The textile project must be a carry item that demonstrates an environmental awareness through its design.

Students will complete all sample work in the lead up to their project completion to ensure they have gained all the necessary skills to design and develop their project.

Overall, the task expects students to have an understanding and awareness of the sustainability and environmental issues that face our society due to the textile industry. They are to use this understanding to then design a project that attempts to raise an awareness of or contribute towards addressing these issues.

Students are expected to demonstrate a range of textile skills in both construction and fabric decoration techniques to produce a quality and functional textile item.

# Marking guidelines

Table 2 – assessment marking guidelines

|  |  |
| --- | --- |
| Grade | Marking guideline descriptors |
| A | * Student has developed a highly creative textile item with extensive attention to detail * The textile item has been extensively completed with accurate, straight stitching and neat finishes * The textile item is highly functional through its design * There is an outstanding level of consideration to meet the environmental requirements of the brief * Outstanding evidence of safely selecting tools, materials and equipment throughout the development and completion of project. |
| B | * Student has developed a thorough textile item * The textile item has been completed to a high standard with accurate straight stitching and minimal errors * The textile item is thorough and functional through its design * There is a high level of evidence of meeting the environmental considerations of the brief * There is a high level of evidence of safely selecting tools, materials and equipment throughout the development and completion of project. |
| C | * Student has developed a sound textile item that is complete * The textile item has been completed to a sound standard with mostly straight stitching and some minor errors * The textile item is basic and functional in design with some improvement needed with accuracy and finishes * There is sound evidence of meeting the environmental considerations of the brief * Sound evidence has been provided of safely selecting tools, materials and equipment throughout the development and completion of the project. |
| D | * Student has presented a partially complete textile item * The textile item has generally been completed with some straight stitches and includes some errors * The textile item contains some functional errors through the design * Some evidence has been provided of meeting the environmental considerations of the brief * Some evidence of safely selecting tools, materials and equipment throughout the development of the project. |
| E | * Student has presented an unfinished textile item * The textile item was incomplete with some straight stitching and several errors * The size, shape and design of the project did not meet the functional criteria * Little or no evidence of meeting the environmental considerations of the brief * Limited to no evidence of safely selecting tools, materials and equipment throughout the development of the project. |

# Student-facing rubric

Table 3 – rubric for assessment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Limited | Basic | Sound | High | Outstanding |
| ****Design and create a personal carry item that addresses an environmental problem and promotes awareness.****  ****TE4-PPM-01****  ****TE4-SAF-01**** | Presents an unfinished textile item.  The textile item is incomplete with some straight stitching and several errors.  The size, shape and design of the project did not meet the functional criteria.  Includes little or no evidence of meeting the environmental considerations of the brief.  Shows limited to no evidence of safely selecting tools, materials, and equipment when developing the project. | Presents a partially complete textile item.  The textile item has generally been completed with some straight stitches and includes some errors.  The textile item contains some functional errors through the design.  Some evidence has been provided of meeting the environmental considerations of the brief.  Shows some evidence of safely selecting tools, materials, and equipment when developing the project. | Develops a sound textile item that is complete.  The textile item has been completed to a sound standard with mostly straight stitching and some minor errors.  The textile item is basic and functional in design with some improvement needed with accuracy and finishes.  Demonstrates sound evidence of meeting the environmental considerations of the brief.  Shows sound evidence has been provided of safely selecting tools, materials, and equipment throughout development and completion of the project. | Develops a thorough textile item.  The textile item has been completed to a high standard with accurate straight stitching and minimal errors.  The textile item is thorough and functional through its design.  Demonstrates a high level of evidence of meeting the environmental considerations of the brief.  Shows a high level of evidence of safely selecting tools, materials, and equipment throughout the development and completion of project. | Develops a highly creative textile item with extensive attention to detail.  The textile item has been extensively completed with accurate, straight stitching and neat finishes.  The textile item is highly functional through its design.  Demonstrates an outstanding level of consideration to meet the environmental requirements of the brief.  Shows outstanding evidence of safely selecting tools, materials, and equipment throughout the development and completion of project. |

# Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice, or to provide feedback, contact the TAS Curriculum Team by emailing [TAS@det.nsw.edu.au](mailto:TAS@det.nsw.edu.au).

**Differentiation:** further advice to support Aboriginal and Torres Strait Islander students, EALD students, students with a disability and/or additional needs and High Potential and Gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation 7–10 advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [Assessment task advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Consulted with**: Curriculum and Reform, Inclusive Education, Aboriginal Education and Communities and subject matter experts.

**Alignment to system priorities and/or needs**: [School excellence](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468).

**Alignment to the School Excellence Framework**: this resource supports the [School excellence](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Standards for Teachers**: this resource supports teachers to address [Proficient Teacher Standard Descriptors](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) [3.2.2, 3.3.2].

**Creation date: July 2024.**

# References

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