



# **Assessment and Reporting in Textiles and Design Stage 6**

<b>Effective from</b>	<b>2010 (Preliminary and HSC courses)</b>
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This document contains the Board of Studies' requirements for assessing and reporting achievement in the Preliminary and HSC courses in Textiles and Design for the Higher School Certificate, and provides details of the HSC examination in this course. From time to time changes are made to HSC assessment and examination requirements. Such changes will be made available through updates to this document. Please note that the version on the Board of Studies website is always the current version.

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## Assessment in Stage 6

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

*Assessment for Learning* provides a useful approach for the delivery of the Textiles and Design Preliminary and HSC courses. It provides opportunities in the context of everyday class activities for students to demonstrate their learning.

The approach is most effective when students:

- are involved in setting learning goals
- know and understand standards and expectations about what is expected and the standards of work
- receive feedback that helps them understand the next steps in their learning and plan how to undertake the next steps.

## Reporting achievement at the HSC

The Higher School Certificate credentials received by students are used by the Board to report both the internal and external measures of achievement. Higher School Certificate results in Textiles and Design comprise:

- **an assessment mark** derived from the mark submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examination
- **an HSC mark**, which is the average of the assessment mark and the examination mark
- **a performance band**, determined by the HSC mark.

Student performance in an HSC course is reported against standards on a course report. The course report contains a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an assessment mark and an

examination mark. The course report also shows, graphically, the statewide distribution of HSC marks of all students in the course.

The distribution of marks is determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

The Board of Studies uses a standards-referenced approach to reporting student achievement in the Higher School Certificate. The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards.

Both the syllabus standards and the performance standards are based on the aims, objectives, outcomes and content of the course. Together they specify what is to be learnt and how well it is to be achieved. Teacher understanding of the standards comes from the aims, objectives, outcomes and content in the syllabus together with:

- the performance descriptions that summarise the different levels of performance
- HSC examination papers and marking guidelines
- samples of students' achievement, collected in the standards packages and published on the Board's Assessment Resource Centre website.

## **Internal assessment**

This section should be read in conjunction with advice on internal assessment in the Board's [Assessment Certification and Examination \(ACE\) Manual](#).

### **Preliminary course**

The suggested components and weightings are designed to give guidance for the school's assessment of student achievement in the Preliminary course. They may be varied to suit school needs.

### **HSC course**

The Board requires schools to submit an assessment mark for each HSC candidate in Textiles and Design. The internal assessment mark submitted by the school provides a summation of each student's achievements measured at several points throughout the course. The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone. The assessment components and weightings to be applied ensure a common focus for internal

assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of types of task should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

The standards-referenced approach to assessment for the HSC involves schools ensuring that:

- assessment tasks reflect the weightings and components specified in this document
- tasks are designed to focus on objectives and outcomes
- the types of assessment task are appropriate for the outcomes being assessed
- students are given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types
- the assessment criteria for each task are such that higher marks are gained by demonstration of better achievement in relation to the syllabus outcomes
- students know the assessment criteria before they begin a task
- marks earned on individual tasks are expressed on a scale sufficiently wide to reflect the relative differences in student performances.

Students should receive meaningful feedback about what they are able to do, and what they need to do in order to improve their level of performance.

## **The HSC examination**

The external HSC examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting. The external examination and its marking relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the examination each year to the standards established for the course.

## **Board requirements for the HSC internal assessment mark**

The Board requires that the assessment tasks used to determine the HSC internal assessment mark must comply with the components and weightings specified. The collection of information for the HSC internal assessment mark must not begin before the completion of the Preliminary course.

Schools are required to develop an HSC internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

Note that school-based assessment marks submitted to the Board must NOT include:

- measures of objectives and outcomes that address values and attitudes. (However, as these objectives are important elements of any course, schools may decide to report on them separately to students and parents, perhaps using some form of descriptive statements.)
- measures that reflect student conduct.

See the Board's [ACE Manual](#) for further information.

## Assessment components and weightings

### Preliminary course

The suggested components and weightings for the Preliminary course are set out below.

<b>Component</b>	<b>Weighting</b>
Knowledge and understanding of textiles and the textile industry	50
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies	50
	<b>100</b>

### HSC course

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<b>Component</b>	<b>Weighting</b>
Knowledge and understanding of textiles and the textile industry	50
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies	50
	<b>100</b>

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. The Board considers that 3 to 5 assessment tasks is sufficient.

## **Textiles and Design HSC examination specifications**

The examination will consist of a written paper worth 50 marks and a Major Textiles Project worth 50 marks.

### **Written Paper**

**(50 marks)**

Time allowed: 1 hour and 30 minutes plus 5 minutes reading time.

The paper will consist of three sections.

#### **Section I (10 marks)**

- There will be objective response questions to the value of 10 marks.

#### **Section II (25 marks)**

- There will be three short-answer questions.
- Question 11 will be worth 5 marks and will be based on the Area of Study: Australian Textile, Clothing, Footwear and Allied Industries.
- Question 12 will be worth 10 marks and will be based on the Area of Study: Design.
- Question 13 will be worth 10 marks and will be based on the Area of Study: Properties and Performance of Textiles.

#### **Section III (15 marks)**

- There will be two structured extended response questions, one based on the Area of Study: Design, and one based on the Area of Study: Properties and Performance of Textiles.
- Candidates will be required to answer one question.
- The expected length of response will be around four pages of an examination writing booklet (approximately 600 words) in total.

### **Major Textiles Project**

**(50 marks)**

The Major Textiles Project has two components: textile item(s) relating to a selected focus area, and supporting documentation detailing design inspiration, visual design development, manufacturing specification and investigation, experimentation and evaluation.

*See Requirements for the Major Textiles Project, below.*

## Summary of external and internal HSC assessment

External examination	Mark	Internal assessment	Weighting
<b>Written examination</b> <i>Section I</i> Objective response questions	10	Knowledge and understanding of textiles and the textile industry	50
<i>Section II</i> Short-answer questions	25	Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies	50
<i>Section III</i> Candidates answer one structured extended response question	15		
<b>Major Textiles Project</b>	50		<b>100</b>
	<b>100</b>		

### Resources and advice

Further guidance and advice related to assessment and the HSC examination in Textiles and Design can be found on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc](http://www.boardofstudies.nsw.edu.au/syllabus_hsc).

### Requirements for the Major Textiles Project

Each candidate must undertake and present, on an individual basis, a Major Textiles Project for submission for the Higher School Certificate examination. The Major Textiles Project consists of two components: the supporting documentation and the textile item(s) related to a selected focus area. The Major Textiles Project may consist of one or more related items within the selected focus area.

Development of the Major Textiles Project may commence from the beginning of the HSC course.

Schools must have procedures in place that will allow effective supervision of the development of students' Major Textiles Projects. This is particularly the case where work is done away from school. Schools must be confident that effective supervision and sufficient documentation of this work is possible before giving consent for students to begin work on their Major Textiles Project.

Students will be required to certify that the Major Textiles Project is their own original work, and that any material drawn from other sources and any outside assistance is acknowledged. Group projects are not permitted.

Teachers must certify that the work has been completed under their supervision, and that the rules and procedures described here and in the Board's [ACE Manual](#) have been followed.

Principals must be able to endorse the teacher's declaration that the work:

- has been done under the teacher's supervision
- is the student's own work consistent with earlier drafts and other examples of the student's work
- was completed by the due date.

On occasions it may be necessary for some minor aspect of the project to be undertaken by some other person or agency. In such cases, the contribution of the outside agent/organisation must be documented in the supporting documentation. Students will not be given credit for work completed by others. The justification for such work will be recognised in the marking process.

A brief written record of each student's progress throughout the Major Textiles Project must be kept by the teacher. This should not be submitted with the project, but may be requested in exceptional circumstances where the examiners require further information. This record should be retained in the school together with assessment records. A Practical Project: Record of Student's Progress pro-forma is available to download from *Schools Online*.

In addition, the following rules apply to all projects for the HSC Textiles and Design examination and should be strictly adhered to. Failure to comply with these rules could penalise marks awarded to students.

- Textiles items must not be framed under glass or rigid plastic sheeting.
- Items must be able to be safely and reasonably handled by one person.
- Any HSC item that might be considered dangerous to health or safety may not be marked and will be returned to schools.
- Dangerous materials must not be used. Those considered as dangerous include those that have very sharp points or cutting edges such as glass, mirror fragments, barbed wire, electronic components, pins, hypodermic syringes and needles.
- Packaging should be of a lightweight material.

**Major Textiles Project examination criteria**

Components	Criteria	Maximum Specifications	Marks
<b>Supporting Documentation</b>	<p><b>Design inspiration</b></p> <ul style="list-style-type: none"> <li>relevance to focus area</li> <li>justification of creative and/or innovative design</li> <li>relationship to historical/cultural or contemporary factors</li> <li>communication techniques to support written information.</li> </ul>	4 pages (A4) or 2 pages (A3)	5
	<p><b>Visual design development</b></p> <ul style="list-style-type: none"> <li>drawings/sketches</li> <li>inspiration, development and evaluation of design ideas</li> <li>analysis of functional and aesthetic design</li> <li>evidence of creativity throughout visual design development *</li> <li>quality presentation of visual design development *</li> </ul> <p><i>* These areas of visual design development should be evident throughout and candidates are not required to write notes under these headings</i></p>	6 pages (A4) or 3 pages (A3)	5
	<p><b>Manufacturing specification*</b></p> <ul style="list-style-type: none"> <li>description*</li> <li>production drawings*</li> <li>technical production plans*</li> <li>product label*</li> </ul> <p><i>* Refer to manufacturing specification details below</i></p>	6 pages (A4) or 3 pages (A3)	5
	<p><b>Investigation, experimentation and evaluation</b></p> <p>Experiment extensively with, and justify the use of:</p> <ul style="list-style-type: none"> <li>materials</li> <li>equipment</li> <li>manufacturing processes</li> </ul> <p>Evaluate the properties and performance of:</p> <ul style="list-style-type: none"> <li>fabric</li> <li>yarn</li> <li>fibre</li> </ul>	8 pages (A4) or 4 pages (A3)	10
<b>Textile Item(s)</b>	<ul style="list-style-type: none"> <li>appropriate design, including aesthetic and functional aspects</li> <li>level of creativity/innovation</li> <li>degree of difficulty</li> <li>degree of proficiency in manufacture of quality textile item(s)</li> <li>management of item(s) to completion</li> </ul>	refer to note below	25

Note: The overall volume of the packaging container, which includes both the supporting documentation and the item(s), must not exceed 0.2m<sup>3</sup>. Examples of package sizes that equal the maximum volume are 1m x 1m x 0.2m and 1.2m x 0.5m x 0.33m. Note that the maximum length of any side must not exceed 1.2m.

## **Manufacturing specification details**

As part of the supporting documentation, candidates are required to complete the manufacturing specification section using the headings listed below.

- Description
  - written description of item(s)
  - pattern company and pattern number (if applicable)
  - modifications made to pattern (if applicable).
- Production drawings
  - must include front and back views
  - pattern shapes and pattern markings.
- Technical production plans
  - fabric swatches
  - quantity of material
  - notions required
  - itemised cost
  - total cost
  - order of construction.
- Product label (as commonly applicable to the item(s) from the selected focus area)
  - care instructions
  - fibre content
  - size
  - country of manufacture
  - brand name.

The manufacturing specification documentation must not exceed 6 pages (A4) or 3 pages (A3).