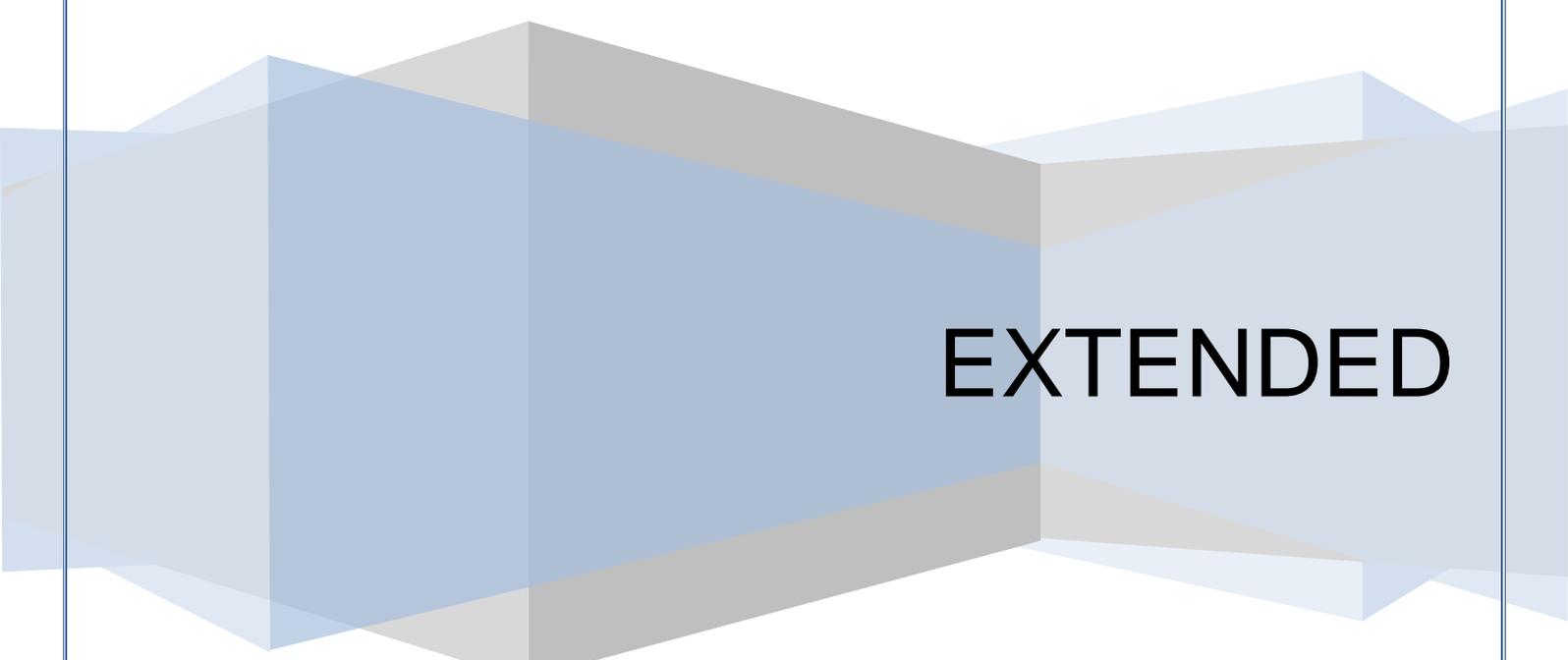




Hope Valley College

GCSE ART TEXTILES

**CONTROLLED ASSESSMENT GUIDANCE
BOOKLET
MISS NICKLIN**



EXTENDED

GCSE COURSEWORK OUTLINE

For the AQA Art textiles course you are assessed as follows:

Student must complete **both** components.

Component 1: Portfolio	+	Component 2: Externally set assignment
What's assessed A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.		What's assessed Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.
How it's assessed <ul style="list-style-type: none">• No time limit• 96 marks• 60% of GCSE		How it's assessed <ul style="list-style-type: none">• Preparatory period followed by 10 hours of supervised time• 96 marks• 40% of GCSE
Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.		Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

Portfolio 1 is the coursework and will be made up of 2 modules:
This is the second section / EXTENDED piece (Lampshade was the first)

This booklet will guide you through the Extended section

GCSE COURSEWORK OUTLINE

How to use the Project Outline Booklet

This booklet has been designed to help you with the controlled assessment element of the GCSE Textiles course. This controlled assessment accounts for 60% of the final mark, and therefore it is essential that you produce a high quality piece of work. The coursework is divided into 4 assessment areas. This booklet has 1 section for each area and you must complete all of them.

Assessment Area Layout

Assessment area		Progress box for you to fill in	
INVESTIGATING THE DESIGN CONTEXT			
Task	Description	P	Notes
Analysis of Design Task	Type out design task and highlight the important parts of it by underlining them and discussing why they are important and what you need to find out.		
Target Market/User Profile	Write a series of questions that will establish the use of the product. Set up a group of up to 6 people who will answer these questions for you – this is called a 'Focus Group'. Your focus group should be people within your target market. Possible questions include: <ul style="list-style-type: none"> • Would they use the project? • Preferred theme. • Colours. • Would they buy it and for how much? • Choice of materials It is the analysis of the data not the data collection that the moderator is looking for.		An area for you to write notes
	Where is the product going to be used or sold? Analyse these environments and highlight important requirements		
Relevant Research	Research information relative to your project, this could include: <ul style="list-style-type: none"> • Measurements of any items/components that will fit into your product – this could be speakers, circuit boards or clock parts. • Ergonomic/anthropometric data • iPod sizes • Different lighting systems (LEDs, bulbs etc) • Sizes of items that your product might store or hold. 		

Task title – often the page title →

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Description of what you have to do

Monitoring your progress

It is very important that you monitor your progress using the Project Outline Booklet. Your teacher will provide whole class feedback, which you will need to act on. You will be given deadlines for the completion of each assessment area and you **must** comply with these. If your work is not handed in on time then you will not be entered for the final exam and will consequently fail the course.

Assessment Area Deadline Dates

Assessment Area Deadline Dates	Due Date
Investigating the Design Context (Research) AO1	Begin of Dec
Development of Design Proposal AO2&3	End of Dec
Making AO4	Jan
Testing & Evaluation A04	Feb

Equipment

All necessary equipment is supplied at school however you might find it helpful to start and form your own basic sewing set:

- Needle
- Pins
- Thread
- Fabric scissors
- Tailors chalk
- Fabric scraps
- White Pen
- A3 carry folder

Once you have selected your design brief start and collect fabric relevant to your design (it is easier to collect a little at a time instead of having to go out and buy the whole lot at once).

Help!

If you feel that you need more help or time in completing your project then ask your teacher straight away! It is important that you achieve as well as you possibly can and we will do all that we can to assist you.

GCSE COURSEWORK OUTLINE

*Remember your 2 pieces of coursework are worth 60% of your total GCSE result.
Select a brief from the list below:*

Design task:

A company which supplies textile products for the **tourist industry** has commissioned you to design a **textile product** inspired by the current trend 'All things British'. Design and make up one of your ideas that reflect the **British Culture** and will appeal to **tourists from all over the world**.

CONTEXT

Nature is one of the richest sources of inspiration to **textile designers** all over the world. The styles and shape of many **textile products** are based on such forms as **insects, plants, seeds, flowers, animals and birds**. **Decoration and embellishment** is often inspired by the **patterns, colours and textures of nature**.

Design task

Design and make a textile product taking inspiration from the **Natural World** and using a range of **fabrics and components**. If your product is successful it will be **sold in a Natural History Museum Visitors Shop**. They are keen to promote the sale of **sustainable textile products** that make use of some **recycled fabrics and components** in their manufacture.

CONTEXT

Different **cultures** of the world provide **textile designers** with a wealth of inspiration. Whether it is through their **artists, fashion designers, special occasions, music, festivals or seasonal celebrations** they all provide **pattern, colour and texture** essential to the development of inspirational **textile products**.

Design task

A popular **high street store** has commissioned you to design and make an **original textile product** inspired by the **colours, spirit, and pattern** associated with one of the following cultures: **African, Australian, Asian and South American**.

CONTEXT

Traditionally **children's clothing** and **fabric toys** were well made treasured and then over the years **handed down** to other children in the **family**. This practice **saved money** as well as being **good for the environment**.

Design task 11

Innovative and unique **children's toys** are very popular as **gifts**. A **craft shop** that sells interesting textile products has commissioned you to produce a **new, original design** that will appeal to their customers. Design and make a **textile product** that will be an **interesting toy** for a **young person to play with**.

CONTEXT

Designers have a responsibility to design products that **address environmental issues**. It has become fashionable to design **sustainable textile products**, using **recycled second hand products**, re using **fabrics and components** as well as **fabrics from other industrial sources** e.g. hessian from rice sacks. The use of **organic cotton, biodegradable fibres/fabrics** has become a strong feature in the sale of many high street brands. **Fair Trade** textile products are becoming increasingly available and their sale helps to **support developing countries**.

Design task

In recent years it has become popular to 'Upstyle' **home furnishings, clothes and accessories**. Design and make a unique and individual textile product that **reuses clothing, home furnishings and accessories** and will appeal to **your chosen market**. Your product must be challenging and complex, not just a decorated existing design. If successful your design will be sold from an **Internet Upstyling Website**.

GCSE COURSEWORK OUTLINE

The 4 assessment criteria are listed below:

GCSE COURSEWORK OUTLINE

RESEARCH: Investigating the Design Context AO1		(24 MARKS AVAILABLE)	
Task	Description	P	Notes
TASK ANALYSIS	Type out design task and highlight the important parts of it by underlining them and discussing why they are important and what you need to find out. Do a detailed spider diagram showing all the areas you could do / will need to research.		
RELEVANT RESEARCH (Mood board etc..)	<p>Research information relative to your project, this could include:</p> <ul style="list-style-type: none"> Mood board – collect a range of images that reflect your chosen theme / inspiration. Remember to pick out images you like and say how it could inspire you for your design ideas, number the images you really like and explain how they inspire you. FOR EXTRA MARKS YOU COULD DO SOME DRAWINGS BASED ON YOUR MOODBOARD <p><i>Note: think carefully about the colour range, pattern, and shapes.</i></p> <ul style="list-style-type: none"> Both primary and secondary research e.g. visits – leaflets photos and Internet, magazines etc... 		
CLIENT PROFILE	A picture of the person, a description of them - how old, gender, likes/dislikes, money, shops they like, things that interest them etc.... Why buying your product will benefit them and where they would use it (remember at this point you have not decided exactly what you are going to make so it has to be a generic statement, they will like my item as it will make them feel good about having helped the environment).		
DESIGNER	Look at textiles designer / artist that creates work linked to your theme... again analyse them and their work and say why / how they inspire you - remember to do drawings where you can.		
PRODUCT ANALYSIS	<p>You could look at an existing products that is linked to your theme and what you are thinking of making. You must take pictures of 'real' products that you can handle and photograph them. Use the ACCESS FM grid to structure your analysis. Effectively in your head give the product you are looking at a score out of 10 for each of the points and then say why – is it good / bad, How will this info help you for your design ideas (if something is good you will use it to help you / if it is bad you will avoid doing it).</p> <p>Aesthetics Cost Customer Environment Size Safety Function Materials</p>		
EXTRA RESEARCH	You can do extra mood boards; look at possible materials you could use, patterns, close ups, components or techniques relating to the theme, shops that you might want to sell your product in, if you have picked a different / extra theme say why you picked it and include images.		
SUMMARY	Overall conclusion - what have you found out from doing the whole research section, comment on all of the above pages and what you have found out from doing it / how it will affect your design ideas		

GCSE COURSEWORK OUTLINE

DESIGN & DEVELOP: Developing a Design Proposal A02&3		(24 MARKS AVAILABLE FOR EACH AO = 48 IN TOTAL)	
Task	Description	P	Notes
INITIAL IDEAS	<p>You must sketch or model a wide range (roughly 8-10) of design ideas. The ideas must satisfy the requirements of the Specification. You must apply the following to every idea:</p> <ul style="list-style-type: none"> · Use a range of presentation techniques · Label the possible material and decorative techniques · Size · Suggest possible construction techniques <p>Develop your ideas based on your findings – remember to label what has inspired you – Moodboard, target market info etc..</p> <p>Evaluate each idea as you go along – a simple label of what you like/don't like is fine.</p>		
DEVELOPMENT - 2 Pages: Decorative techniques, Construction Techniques	<p>Research the materials, decorative techniques and construction methods you could use for your product and present these on your paper. Why are you going to use them, what are their properties. Find out if there are any pre-manufactured components that you could use in your product, for example buttons, zips etc...</p>		
FOCUS GROUP	<p>Write a series of questions that will establish the use of the product. Set up a group of roughly 6 – 10 people who will answer these questions for you – this is called a 'Focus Group'. Your focus group should be people within your target market.</p> <p>Possible questions include:</p> <ul style="list-style-type: none"> • Would they use the project? • Preferred theme. • Colours. • Would they buy it and for how much? • Choice of materials etc... <p>It is the analysis of the data not the data collection that the moderator is looking for.</p> <p>Again the ideas must satisfy the requirements of the Specification. You must apply the following to every idea:</p> <ul style="list-style-type: none"> · Use a range of presentation techniques to be fully coloured · Label the possible material and decorative techniques · Size · Suggest possible construction techniques · Link your ideas with the information you have gathered e.g. inspiration from the Moodboard, what the questionnaire showed you etc... 		

GCSE COURSEWORK OUTLINE

	Evaluate each idea as you go along – a simple label of what you like/don't like how it fits the spec and whether your target market will like it will do.		
FINAL DESIGN	<p>Produce an accurate front and back working drawing of your product. This is to be fully labelled with key features, measurements, techniques, specialist features etc..</p> <p>On the opposite side of the page produce a final coloured design.</p> <p>Give reasons why this design meets your clients needs and specification in detail, and how it links to your research - colour code these sections to make them clear.</p>		
MODEL	<p>Now that you know what materials, components and processes are available you must carry out some modelling and testing suitable for your product. This should include:</p> <ul style="list-style-type: none"> · Creating templates · Producing prototypes. <p>Tests do not have to be complex, but must be sensible. From these tests you should be able to finalise:</p> <ul style="list-style-type: none"> · Dimensions · Construction methods · Material / Components <p>Recording this stage is very important think about the use of the digital camera.</p>		
FABRIC CHOICE & SUSTAINABILITY	<p>Stick in your fabric choices and components etc... and explain why you have selected them for your final design – it is important to link this into Sustainability / Fair-trade. Explain how you are going to take into account the environment, social and ethical impacts if your product was to be Batch or Mass produced.</p>		

GCSE COURSEWORK OUTLINE

MAKING: A04		(24 MARKS AVAILABLE)	
STEP BY STEP	Create a step by step showing how you plan to produce your product. Remember you could add drawings for key steps to show how you are making it - and they will then count towards your drawing marks too.		
MAKING YOUR PRODUCT	<p>The making of your product is assessed against 5 statements:</p> <ul style="list-style-type: none"> • Final outcome(s) show a high level of making / modelling / finishing skills and accuracy • Selected and used appropriate tools, materials and / or technologies including, where appropriate, CAM correctly, skilfully and safely • Worked independently to produce a rigorous and demanding outcome • Quality controls are evident throughout the project and it is clear how accuracy has been achieved • The outcome has the potential to be commercially viable and is suitable for the target market 		
MANUFACTURING PHOTO LOG	A series of photos of you working on your practical work throughout the manufacturing processes, with notes explaining each photo.		

GCSE COURSEWORK OUTLINE

EVALUATION and TESTING: AO4		(24 MARKS AVAILABLE)	
Task	Description	P	Notes
TESTING	<p>Say how it has gone and talk about what you are pleased with on your work. Testing your product is an important part of your evaluation. You will need to ensure that your product does not get damaged before the moderator assesses it. You should try to set up some field tests, which as far as possible replicate the real use of a product.</p> <p>Question people who would be in your target market about their opinion of your product. Analyse their answers and present this information using graphs and text. Consider:</p> <ul style="list-style-type: none"> · Do you find the product easy to use? · Does it function in the way intended? · What do you think about the style of the product? · Do you like or dislike any features? Explain why. · Would you purchase this product and if so what would you expect to pay? · What are the main advantages or disadvantages compared to similar product? <p>Remember to do a mini evaluation on each page saying what your findings have told you.....if there are suggestions for improvement or negatives you should link it with the modifications page to show how you could make it better if you could make it again.</p>		
ECO WEB	Use the Eco-Web to evaluate how sustainable your final idea is. Remember to summarise each Eco-Web section explaining your thoughts.		
MODIFICATIONS	<p>Suggest ways in which your product could be improved and create a drawing showing the alterations – label it to show what you have changed and why.</p> <p>The first thing to do is respond to the tests and other people's comments. Major problems with your design do not mean that you will gain a poor grade. If there are major problems with your design then you need make serious suggestions for improvements and might need detailed drawings or models.</p>		
CHECK AGAINST THE BRIEF	You should check your product against the original brief. Has it managed to do what was asked of it? And will the customer or shop you picked like it?		
PHOTOS	Take numerous photos showing different aspects of your finished product both in use and not.		