**NZQA**

**Approved**

Achievement standard: 91058 Version 3

Standard title: Implement basic procedures using textile materials to make a specified product

Level: 1

Credits: 6

Resource title: Cover up

Resource reference: Construction and Mechanical Technologies VP-1.21 v2

Vocational pathway: Construction and Infrastructure

|  |  |
| --- | --- |
| Date version published | February 2015 Version 2To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-91058-02-7322 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

Achievement standard: 91058

Standard title: Implement basic procedures using textile materials to make a specified product

Level: 1

Credits: 6

Resource title: Cover up

Resource reference: Construction and Mechanical Technologies VP-1.21 v2

Vocational pathway: Construction and Infrastructure

Learner instructions

# Introduction

This assessment activity requires you to implement basic procedures using textile materials to make a specified product – a shade sail to provide some protection from the sun when people are sitting outside (for example, on a deck).

You are going to be assessed on how efficiently you implement basic procedures using textile materials to make your shade sail.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners

# Task

You must follow a step-by-step guide to make your shade sail. This guide may be provided or negotiated with your assessor/educator.

You are going to be assessed on:

* applying techniques and testing procedures that comply with relevant safety regulations to make a shade sail
* the manner in which you go about making your shade sail.

Your independence, accuracy and efficiency (which includes how well you economise time, effort and materials) will be taken into account.

## Specifications

There are a few things to do before you begin to make your shade sail. If your assessor/educator has provided specifications, read them and, if necessary, talk to your assessor/educator to ensure you understand them. Alternatively, devise your own (for example the shade sail must include three anchor points, at least two different colours to form a pattern (e.g. three triangles joined to make one sail) and be suitable for an area of an agreed size), and check with your assessor/educator that the specifications for your shade sail and the materials you intend using are suitable.

## Step-by-step guide

If your assessor/educator has provided a step-by-step guide, read it carefully and again ask questions if you need to. If a guide has not been given to you, write your own step-by-step guide for making your shade sail and check it with your assessor/educator (this will not be part of the assessment.)

## Techniques

Familiarise yourself with the techniques you will need to use as you carry out the guide (this will not be part of the assessment).

The following range of techniques must be included:

* one or more measuring/marking out
* one or more sizing/shaping/forming
* one or more joining/assembly
* one or more finishing/detailing.

Make sure you know how to apply these techniques so that you comply with health and safety regulations within your work place.

## Materials

Select your materials. Make sure you are familiar with the techniques and testing required to ensure your shade sail meets your specifications.

Decide how you will keep evidence of what you did, how it worked, and how you addressed any problems. For example, this might include making notes on your guide to show the results of the tests you carried out and taking photographs to show the process you followed.

## Make your shade sail

Make your shade sail to meet your specifications, following the step-by-step guide.

* Check the accuracy of your completed item.
* Carry out tests to make sure your shade sail meets your specifications.
* Make sure you work independently as you carry out your techniques and tests.
* Make efficient use of your time, materials and effort.

Vocational Pathway Assessment Resource

Achievement standard: 91058

Standard title: Implement basic procedures using textile materials to make a specified product

Level: 1

Credits: 6

Resource title: Cover up

Resource reference: Construction and Mechanical Technologies VP-1.21 v2

Vocational pathway: Construction and Infrastructure

Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to efficiently implement basic procedures using textile materials to make a shade sail.

# Conditions

This is an individual assessment task.

Because assessors/educators are required to assess the ways in which the techniques and tests are implemented as well as the quality of the outcome, learners should complete all their practical work in the presence of their assessor/educator.

# Resource requirements

Materials such as fabric (e.g. sail cloth, PVC, muslin, canvas), webbing, eyelets, thread that are needed to meet specifications.

Specifications and a step-by-step guide – or examples that learners can refer to when creating their own.

Access to a camera so that learners can take and annotate photographs to use as evidence.

The following websites, books and DVD’s may be useful:

* <http://aces.nmsu.edu/pubs/_c/c-214.html> (New Mexico State University clothing construction standards)
* <http://ebookbrowse.com/> Detailed\_Sewing\_Guide.pdf (to access the PDF enter the name in the search window)
* <http://www.powersewing.com/power-sewing-webtv-show/> (online classes for techniques)
* Betzina , S. 2010, *Power sewing toolbox 1 & 2*, The Taunton Press, USA.
* Betzina , S. 2004, *More fabric savvy*, The Taunton Press, USA.
* Ahles, C. L. 2004, *Fine machine sewing: easy ways to get the look of hand finishing and embellishing,* The Taunton Press, USA.
* Threads archive 2010, DVD-ROM available from <http://www.tauntonstore.com>
* Threads: Industry Insider Techniques DVD, Vol.1 and Vol. 2, available from <http://www.tauntonstore.com>

# Additional information

The work environment must provide the tools, equipment and materials that learners need in order to work safely to make their product.

Learners need to be given the opportunity to practise the techniques they will use so that they can apply them efficiently and confidently.

The materials and the techniques followed must provide sufficient scope for the learner to implement basic procedures using textile materials to make a shade sail that meets specifications (or to make another negotiated product). These specifications should be short statements that describe the function of the finished product. They should not describe a particular skill or efficiency.

## Other possible contexts for this vocational pathway

Making other textile items (such as protective clothing for safety personnel), car or trailer covers, or furniture from textiles.

# Assessment schedule: Construction and Mechanical Technologies 91058 – Cover up

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner implements basic procedures using textile materials to make a specified product by:* following a set of techniques to make a shade sail that meets specifications

For example:The learner uses one or more techniques from each of the following categories:* + measuring/marking out e.g. using a tape measure and fabric markers to mark out the sail sections, measuring and marking out reinforcing triangles for the points
	+ sizing/shaping/forming e.g. cutting out pieces so they join together to make one triangle; making connector loops
	+ joining/assembly e.g. sewing the sections of the sail together and sewing the reinforcing triangles so they fit over the back and front of the corners
	+ finishing/detailing e.g. hemming and top stitching the edges.

The learner makes the shade sail to fit the area. Some seams are not straight and parallel.* undertaking a range of appropriate tests to demonstrate the shade sail meets specifications

For example:The learner carries out testing of threads, stitches and seams; visually checking the matching of pieces for puckering of seams, and straightness of the stitches and seams before sewing together*.** applying techniques that comply with relevant health and safety regulations

For example:The learner follows the code of conduct as published on the wall of the workshop relating to safe use of machinery and correct attire.*The above expected learner responses are indicative only and relate to just part of what is required.* | The learner skilfully implements basic procedures using textile materials to make a specified product by:* showing independence and accuracy in following a set of techniques to make a shade sail that meets specifications

For example:The learner independently uses one or more techniques from each of the following categories:* + measuring/marking out e.g. using a tape measure and fabric markers to mark out the sail sections so they match up as required; measuring and marking out reinforcing triangles that fit precisely over the points
	+ sizing/shaping/forming e.g. sewing pairs of reinforcing triangles together, snipping the seams and turning them out so they make neat pockets
	+ joining/assembly e.g. sewing the connector loops to the sail so they are firmly attached
	+ finishing/detailing e.g. hemming and top stitching edges to achieve a neat finish.

The learner independently makes the shade sail to fit the area.* independently and accurately carrying out a range of appropriate tests to demonstrate the shade sail meets specifications

For example:The learner independently tests threads, stitches and seams to ensure they perform exactly as intended; visually checks to ensure precision in the matching of pieces, the flatness of seams, and straightness of the stitches and seams, before sewing together.* applying techniques that comply with relevant health and safety regulations

For example:Without prompting, the learner follows the code of conduct as published on the wall of the workshop about use of machines, footwear etc.*The above expected learner responses are indicative only and relate to just part of what is required.* | The learner efficiently implements basic procedures using textile materials to make a specified product by:* showing independence and accuracy in following a set of techniques to make a shade sail that meets specifications, in a manner that economises time, effort, and materials

For example:The learner independently uses one or more techniques from each of the following categories:* + measuring/marking out e.g. using a ruler and marking pencil to mark out the sail sections so they match up as required and ensure minimum wastage; making cardboard templates to mark out reinforcing triangles that fit over the points precisely and more quickly
	+ sizing/shaping/forming e.g. to save time and effort, firstly sewing all pairs of reinforcing triangles together then snipping all the seams then turning them out so they make neat pockets
	+ joining/assembly e.g. predetermining a way to firmly attach the connector loops to the sail instead of using trial and error
	+ finishing/detailing e.g. using a cardboard guide when top stitching the edges to achieve a neat finish so progress does not have to be continually checked.

The learner independently makes the shade sail to fit the area. It is completed in the agreed time frame.* independently and accurately carrying out a range of appropriate tests to demonstrate the shade sail meets specifications, in a manner that economises time, effort, and materials

For example:Before sewing their sail, the learner independently tests threads, stitches and seams to ensure they perform exactly as intended; and visually checks to ensure precision in the matching of pieces. The learner independently visually checks flatness and straightness of the stitches and seams. These tests are done at a point that ensures that materials, time and effort are not wasted redoing things.* applying techniques that comply with relevant health and safety regulations

For example:Without prompting, the learner follows the code of conduct as published on the wall of the workshop about use of machines, footwear etc.*The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.