**NZQA**

**Approved**

Achievement standard: 91350 Version 3

Standard title: Make advanced adaptations to a pattern to change the structural and style features of a design

Level: 2

Credits: 4

Resource title: Barbeque cover

Resource reference: Construction and Mechanical Technologies VP-2.26 v2

Vocational pathway: Manufacturing and Technology

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91350-02-8235 |
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Vocational Pathway Assessment Resource

Achievement standard: 91350

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Learner instructions

# Introduction

This assessment activity requires you to make advanced adaptations to a pattern to change the structural and style features of a barbeque cover.

You are going to be assessed on how efficiently you make advanced adaptations to a pattern to change the structural and style features of a design. You need to show that you can make pattern adaptations and create a mock-up barbeque cover that meets your design, by applying the pattern adaptations, techniques and testing with independence, accuracy and efficiency.

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

Select a suitable pattern that can be adapted to your design for a barbeque cover. The adaptations (changes made to the pattern pieces) will need to be such that they enable the inclusion of structural and/or style features to the existing pattern.

Make at least two advanced adaptations to your pattern. For example this might be:

* making the pattern fit a bigger or smaller barbeque
* adding or removing a hood section
* including a new function (for example a pocket for tools)
* adding zips to make the cover easier to use.

Carry out ongoing testing of mock-ups to refine your pattern to ensure it interprets the design and provides the correct fit for the barbeque.

You might test:

* for accuracy of measurements and sizing
* to ensure that any structural features (for example adding or removing sections) and style features (for example new functions or fastenings) have been incorporated accurately
* that the chosen fastenings are easy to use
* that any new sections have been shaped accurately (for example length and fit is correct; no bunching, pulling or gaping of the fabric).

Label your pattern with grainline, cutting information, pattern piece names, dots and notches.

Create a mock-up to show that the adaptations result in a successful interpretation of the design. That is, the mock-up needs to look like your barbeque cover design and fit the barbeque.

Submit:

* the pattern you selected as a starting point
* the testing you carried out to ensure your adapted pattern interprets the design, and provides the right fit and function for the barbeque. This might include such things as a testing schedule that shows the tests carried out, the results, and the modifications made as a result of testing
* a correctly labelled adapted pattern (grainline, cutting information, pattern piece names, dots and notches)
* details of how the final mock-up of the adapted pattern matches the design. This might include such things as a written evaluation and annotated photos.

Your assessor/educator will need to see evidence of the accuracy of your adaptations and the ongoing testing of the mock-ups.

Your assessor/educator will judge how independently you worked as you carried out your adaptations and testing, how well you made use of your time and materials, and the effort you put in.

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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 make advanced adaptations to pattern pieces to enable the inclusion of structural and style features into a barbeque cover design.

# Conditions

Learners’ work will be assessed individually.

# Resource requirements

* Access to the barbeque that is to be covered.
* The design to be adapted.
* A pattern suitable for adaptation.
* Paper for making the adapted pattern (for example newsprint or brown paper).
* Suitable fabric to make a mock-up (for example calico).

Learners will also need access to such things as:

* a sharp fine pencil, a metre ruler, a pattern drafting ruler (tailor’s square/L square), a French curve
* equipment and materials typical of an upholstery room (sewing machine, scissors, pins, thread)
* a camera (to take and annotate photos documenting their process).

# Additional information

The design to be interpreted could be one that all learners use.

The pattern must have at least three pattern pieces or an alternative that provides similar guidance and structure (that is, blocks with accompanying guide sheets) that can be adapted to the design.

Learners will be assessed on their ability to make these adaptations and whether they can do it skilfully and efficiently. Assessors/educators must be able to justify judgements by providing evidence derived from such things as learner commentary, annotations of examples of expected evidence or records of observations and/or discussion with learners. Assessors/educators will need to ensure all learners have the opportunity to explain clearly why they did what they did.

For example, assessors/educators are required to notice (for Merit) whether the learner has shown independence and accuracy in the making of advanced adaptations and the ongoing testing of mock-ups and (for Excellence) whether the learner has worked in a manner that economises time, effort, and materials.

# Assessment schedule: Construction and Mechanical Technologies 91350 – Barbeque cover

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner makes advanced adaptations to a pattern to change the structural and style features by:   * selecting a suitable pattern to be adapted for the barbecue cover design   For example, the learner:   * obtains a basic block pattern for a barbeque cover that is suitable for adapting for the new barbeque in the student centre courtyard. * undertaking advanced adaptations of the pattern to change the structure and style features   For example, the learner:   * + adapts the pattern to include a fitted hood section, zips for ease of use, longer length so that vermin cannot access it from underneath, and a tool storage section. * carrying out ongoing testing of mock-ups to refine the pattern as required to ensure the adapted pattern interprets the design, and provides the correct fit for the barbeque   For example, the learner:   * + checks that the hood will not bunch, that the zip will be easy to open and close, that the tools will fit in the storage area, that the right length has been added. With some prompting the learner checks the adapted pattern will fit the barbeque. * correctly labelling the pattern with grainline, cutting information, pattern piece names, dots and notches   For example, the learner:   * + correctly labels the adapted pattern pieces, however some cutting information is missing. * constructing a final mock-up of the adapted pattern to ensure the final pattern correctly interprets the design for the barbeque cover   For example:   * + the final mock-up fits the barbeque and matches the learner’s design, although it is a bit of a tight fit. Structural and style features have been incorporated correctly.   *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner skilfully makes advanced adaptations to a pattern to change the structural and style features by:   * selecting a suitable pattern to be adapted for the barbeque cover design   For example, the learner:   * + obtains a basic block pattern for a barbeque cover that is suitable for adapting for the new barbeque in the student centre courtyard. * showing independence and accuracy in the making of advanced adaptations and the ongoing testing of the barbeque cover mock-ups   For example, the learner:   * + with minimal assessor/educator guidance accurately adapts the pattern to include a fitted hood section, zips for ease of use, longer length so that vermin cannot access it from underneath, and a tool storage section   + labels the pattern and markings accurately with grainline, cutting information, pattern piece names, dots and notches   + carries out tests independently to check that the hood will not bunch, that the zip will be easy to open and close, that the tools will fit in the storage area, that the right length has been added, and looks at different ways of fastening the tool storage section. Results are recorded and modifications made as a result of testing   + independently follows a construction plan to ensure the adaptations are done in a logical manner, constructs a final mock-up of the adapted pattern that fits the barbeque as required within the timeframe. Some trial and error occurred while making the fitted hood section, leading to some wastage of resources (time and materials)   + completes the final mock-up that fits the barbeque correctly and matches the learner’s design. Structural (fitted hood and tool sections) and style features (length, fastenings for ease of use) are incorporated accurately.   *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner efficiently makes advanced adaptations to a pattern to change the structural and style features by:   * selecting a suitable pattern to be adapted for the barbeque cover design   For example, the learner:   * + obtains a basic block pattern for a barbeque cover that is suitable for adapting for the new barbeque in the student centre courtyard. * making advanced adaptations and testing the barbeque cover mock-ups in a manner that economises time, effort and materials   For example, the learner:   * + with minimal assessor/educator guidance accurately adapts the pattern to include a fitted hood section, zips for ease of use, longer length so that vermin cannot access it from underneath, and a tool storage section   + labels the pattern and markings accurately with grainline, cutting information, pattern piece names, dots and notches   + carries out tests independently which include checking that the hood will not bunch, that the zip will be easy to open and close, that the tools will fit in the storage area, that the right length has been added, and looks at different ways of fastening the tool storage section. Results are recorded and modifications made as a result of testing   + is familiar with the correct techniques to make the pattern alterations, and carries them out in a straightforward way (i.e. not using trial and error). Unfamiliar techniques are practised before starting the mock-up which meant time and materials were not wasted, ensuring a quality mock-up   + independently develops and follows a construction plan that ensures the adaptations are done in a logical, efficient manner, and the mock-up is produced in a timely fashion (e.g. needed little re-fitting). Additionally there were no repeats of any steps in the process, because the correct techniques were used in the first place. The developing mock-up was generally able to be modified so that material, time and effort were not being wasted in always starting from scratch   + ensures that the material used for the mock-up was laid out and cut correctly the first time and therefore there was no wastage. Photographs were annotated demonstrating economic use of materials   + is organised with their resources, in their workspace, and the manner with which they picked up on tasks from session to session, e.g. completing the development of the mock-up over several sessions in an organised and timely fashion   + completes the final mock-up which fits the barbeque correctly and matches the learner’s design. Structural (fitted hood and tool sections) and style features (length, fastenings for ease of use) are incorporated accurately.   *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.