**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: Adapting for the workplace

Resource reference: Construction and Mechanical Technologies VP-2.26 v2

Vocational pathway: Construction and Infrastructure

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91350-02-8236 |
| 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: 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 design for something worn by someone in the construction or infrastructure sector. For example this might be a garment that works as a safety vest as well as a tool holder for a scaffolder.

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 toile or mock-up 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 safety vest/tool holder for a worker in the construction and infrastructure sector. 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:

* adding fullness to enable inside pockets to be added
* adding pockets for storing tools
* altering the dart direction
* adding sleeves
* altering the neckline
* altering the hem shape.

Carry out ongoing testing of toiles to refine your pattern to ensure it interprets the design and provides the correct fit for the wearer of the safety vest/tool holder.

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 toile to show that the adaptations result in a successful interpretation of the design. That is, the toile needs to look like your safety vest/tool holder design and fit the intended wearer.

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. 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 toile (or 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 toile.

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 design for a safety vest/tool holder.

# Conditions

Learners’ work will be assessed individually.

# Resource requirements

* The person (or model) and tools for which the pattern will be adapted.
* 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).

The following books may also be useful:

Armstrong, HJ 2009, Patternmaking for Fashion Design (5th Edition), Prentice Hall

Aldrich, W 2008, Metric Pattern Cutting for Women’s Wear, Blackwell Publishing.

# 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 toiles and (for Excellence) whether the learner has worked in a manner that economises time, effort, and materials.

# Assessment schedule: Construction and Mechanical Technologies 91350 – Adapting for the workplace

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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 safety vest/tool holder design For example, the learner: * obtains a commercial pattern for a safety vest that is suitable for adapting to a new design idea for a safety vest/tool holder for scaffolding workers. * undertaking advanced adaptations of the pattern to change the structure and style features   For example, the learner:   * adapts the pattern by adding fullness to incorporate pockets, alters the dart direction, adds sleeves, alters the neckline, alters the hem shape. * carrying out ongoing testing of toiles to refine the pattern as required to ensure the adapted pattern interprets the design and provides the correct fit for the body   For example, the learner:   * checks the sizing is correct on the new neckline, that the sleeves will not bunch or pull, that tools are easily accessed, fastenings are easy to open and close. After prompting the learner tries on the safety vest/tool holder to check for comfort and fit. * 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 toile of the adapted pattern to ensure the final pattern correctly interprets the design for the safety vest/tool holder   For example:   * the final toile of the safety vest/tool holder fits the body, with structural and style features correctly incorporated, however the sleeves were too short due to misread measurements and the added fullness overall (to enable inside pockets to be added) is not as flattering as in the design.   *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 a safety vest/tool holder design   For example, the learner:   * obtains a commercial pattern for a safety vest that is suitable for adapting to a new design idea for a safety vest/tool holder for scaffolding workers. * showing independence and accuracy in the making of advanced adaptations and the ongoing testing of toiles or mock-ups   For example, the learner:   * with minimal assessor/educator guidance accurately adapts the pattern by adding fullness to incorporate pockets, alters the dart direction, adds sleeves, alters the neckline, alters the hem shape * labels the pattern and markings accurately (e.g. grainline, cutting information, pattern piece names, dots and notches) * carries out tests independently which include checking correct sizing on the new neckline, that the sleeves will not bunch or pull, that tools are easily accessed, fastenings are easy to open and close, and there is overall comfort and fit. Results are recorded and modifications made as a result of testing * independently follows a modified guide sheet to ensure the adaptations are completed in a logical manner; constructs a final toile of the adapted pattern that fits the intended wearer within the timeframe. During the sleeve construction some trial and error occurred resulting in bunching, and affecting the toile’s quality; alternative methods were researched then accurately carried out, however this led to some wastage of resources (time and materials) * completes the final toile of the adapted safety vest/tool holder which matches the design, fits the body, and includes structural features such as sleeves, added fullness (enabling inside pockets to be added) and style features such as altered neckline and hem shape.   *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 safety vest/tool holder design   For example, the learner:   * obtains a commercial pattern for a safety vest that is suitable for adapting to a new design idea for a safety vest/tool holder for scaffolding workers. * making advanced adaptations and testing the toiles or mock-ups in a manner that economises time, effort and materials   For example, the learner:   * with minimal assessor/educator guidance accurately adapts the pattern by adding fullness to incorporate pockets, alters the dart direction, adds sleeves, alters the neckline, alters the hem shape * labels the pattern and markings accurately (e.g. grainline, cutting information, pattern piece names, dots and notches) * carries out tests independently which include checking correct sizing on the new neckline, that the sleeves will not bunch or pull, that tools are easily accessed, fastenings are easy to open and close, and there is overall comfort and fit. 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 toile which meant time and materials were not wasted, ensuring a quality toile * independently develops and follows a construction plan that ensured the adaptations are done in a logical, efficient manner, and the toile 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 toile is generally able to be modified so that material, time and effort were not being wasted in always starting from scratch * is organised with their resources, in their workspace, and the manner with which they picked up on tasks e.g. the pattern pieces and the material used for the mock-up were cut correctly the first time and therefore there is no wastage; photographs were annotated detailing efficiency; the development of the mock-up is completed over several sessions in an organised and timely fashion * the final toile of the adapted safety vest/tool holder matches the design, fits the body, and includes structural features such as sleeves, added fullness (enabling inside pockets to be added) and style features such as altered neckline and hem shape).   *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.