**NZQA**

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EXPIRED

Achievement standard: 91052 Version 3

Standard title: Demonstrate understanding of the ways a technological outcome, people, and social and physical environments interact

Level: 1

Credits: 4

Resource title: The art of patternmaking

Resource reference: Generic Technology VP-1.9 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-02-2015-91052-02-7365 |
| 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: 91052

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Learner instructions

# Introduction

This assessment activity requires you to demonstrate your understanding of the ways a technological outcome (commercial clothing patterns), people, and social and physical environments interact.

You are going to be assessed on how comprehensive your understanding is of the ways the technological outcome, people, and social and physical environments interact.

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

From its beginning, the art of patternmaking has been highly revered. Tailors would work meticulously with personal measurements to customise patterns that only the very rich could afford. The Industrial Revolution introduced a change in society: the need for successful ready-to-wear clothing. The initial attempts at standardised patterns resulted in poorly fitting garments with little detail. But after some experimentation, patternmaking was transformed from custom-made patterns into the commercial clothing patterns creating our clothing today.

Write an article or a blog that describes the impact the development of commercial clothing patterns had on society and culture.

## Gather information

Gather, select, and record relevant information for your article by considering the following:

* how the development of commercial clothing patterns addressed the need and/or opportunity that arose, for example why was ready-to-wear clothing more affordable for the emerging middle class society
* key people who were involved in producing and popularising the commercial clothing patterns
* the main ways the development of commercial clothing patterns impacted on or influenced the physical and social environments at the time, for example what impact did women and the fashion industry have on popularising commercial clothing patterns.

Focus on gathering information that will enable you to complete your article or blog such as quotes, photographs, videos and other illustrations.

## Present your article or blog

In your article or blog:

* describe the environment at the time that commercial clothing patterns were introduced, and the need and/or opportunity that the commercial clothing patterns addressed
* identify who the key people were that played a role in the development of commercial clothing patterns
* explain how the development of commercial clothing patterns, people, and the social and physical environments interact
* discuss the impact that these interactions had on society
* discuss both the successful and unsuccessful ways in which people, the social and physical environments and the development of commercial clothing patterns interact.

# Resources

Useful websites:

* [http://wikipedia.org/wiki/Pattern\_(sewing)](http://wikipedia.org/wiki/Pattern_%28sewing%29)
* <http://butterick.mccall.com/butterick-history-pages-1007.php>
* <http://www.techexchange.com/library/Patternmaking%20-%20Past%20to%20Present.pdf>
* <http://vintagefashionguild.org>
* <http://www.burdastyle.com/blog/from-rectangles-to-body-shape-the-history-of-sewing-patterns>

Useful books:

* *The Theory of Fashion Design,* Wiley, H. L. Brockman, 1965.
* *Metric pattern cutting for women’s wear*, 5th ed., Blackwell publishing, A. Winifred, 2008.
* ***Principles of Flat-Pattern Design*, 4th ed., Fairchild, N.M. MacDonald, 2009.**

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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 demonstrate comprehensive understanding of the ways a technological outcome (commercial clothing patterns), people, and social and physical environments interact.

# Conditions

This is an individual activity. This activity is based on learners presenting an article or blog. Presentation is not restricted to this form. It could also be a computer presentation or an oral report or any other suitable format. You may wish to take learner preferences into account in deciding on the format.

# Resource requirements

Provide background information about the development of commercial clothing patternmaking.

Learners require access to the internet for research.

# Additional information

Visits to commercial clothing patternmakers, or visits from fashion designers may be helpful.

# Assessment schedule: Generic Technology 91052 – The art of patternmaking

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner demonstrates understanding of the ways the development of commercial clothing patterns, people, and social and physical environments interact by:* describing the social and historical context within which commercial clothing patterns are located

For example:The learner describes such things as the Industrial Revolution, the development of women’s magazines, fashion design houses.* identifying people, and social and physical environments that are connected to the development of commercial clothing patterns

For example:The learner identifies Ebenezer Butterick and James McCall as key people, and the introduction of women's magazines such as ‘Godey's Lady's Book’.* describing the successful and unsuccessful ways in which the development of commercial clothing patterns, the people, and the social and physical environments interact

For example:The learner describes how ready-to-wear clothing was becoming affordable. Commercial clothing patterns enabled middle class people to obtain a well-fitting, rather stylish garment by using a mass-produced clothing pattern.*The above expected learner responses are indicative only and relate to just part of what is required.* | The learner demonstrates in-depth understanding of the ways the development of commercial clothing patterns, people, and social and physical environments interact by:* describing the social and historical context within which commercial clothing patterns are located

For example:The learner describes such things as the Industrial Revolution, the development of women’s magazines, fashion design houses.* explaining how people, and the social and physical environments are connected to the development of commercial clothing patterns

For example:The learner explains how Ebenezer Butterick and James McCall developed commercial clothing patterns, and how women’s magazines such as ‘Godey's Lady's Book’ contributed to the development of commercial clothing patterns.* explaining the successful and unsuccessful ways in which the development of commercial clothing patterns, people, and the social and physical environments interact

For example:*Prior to the development of commercial clothing patterns, obtaining fashionable clothing that also fitted was only for the wealthy. For example, professional dressmakers would sew custom-fit fashions for the rich while less fortunate women would have to make do with ill-fitting hand-me-downs.**However, with the introduction of women’s magazines, one size pattern pieces for garments such as the corset were being printed, which saved on time and labour and allowed more people to wear fashionable garments.**The above expected learner responses are indicative only and relate to just part of what is required.* | The learner demonstrates comprehensive understanding of the ways the development of commercial clothing patterns, people, and social and physical environments interact by:* describing the social and historical context within which commercial clothing patterns are located

For example:The learner describes such things as the Industrial Revolution, the development of women’s magazines, fashion design houses, etc.* explaining how people ,and the social and physical environments are connected to the development of commercial clothing patterns

For example:The learner explains how Ebenezer Butterick and James McCall developed commercial clothing patterns, and how women’s magazines such as ‘Godey's Lady's Book’ contributed to the development of commercial clothing patterns.* discussing why the development of commercial clothing patterns, people, and social and physical environments interact in successful and unsuccessful ways

For example: The learner discusses interactions with the physical environment of the Industrial Revolution. Prior to the introduction of commercial clothing patterns, well-fitting clothing was labour intensive and expensive. How standardised patterns were essential to the success of ready-to-wear clothing, and fabric essentially took a back seat to fashion.*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.