



Textiles

Key Stage 4 Framework for Learning

Year 11 2016-2017: I am Creative, Successful and Happy

Syllabus:

AQA GCSE Textiles

Specification number 4572

Autumn 1	
Knowledge	<p>During this term students will need to ensure that they have completed all remaining tasks for their Controlled Assessment.</p> <p>These tasks are worth 60% of students final GCSE grading and are to be completed under controlled assessment conditions.</p> <p>Students controlled assessment tasks are taken from the AQA examining body and will be based on a given topic/scenario and design task.</p> <p>Candidates should undertake a single design and make activity which is selected from a range of board-set tasks. Candidates should submit a 3-dimensional outcome (Practical) and a concise design folder and/or appropriate ICT evidence. The design folder should consist of <u>approximately</u> 20 pages of A3 paper or equivalent A4 paper or the ICT equivalent.</p> <p>It is expected that candidates should spend approximately <u>45 hours</u> on this activity.</p>
Skills	<p>Students use an exam board given context and brief to solve a design problem.</p> <p>The CA task will involve students independent and skilfully following the design process to research and investigate, design, develop designs, manufacture and test and evaluate ideas.</p> <p>Design and Technology Textiles encourages students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors, such as fashion design, textile development and the manufacturing of textile products.</p> <p>It prepares students to make informed decisions about further learning opportunities and career choices.</p> <p>The GCSE specifications in Design and Technology Textiles enable students to:</p> <ul style="list-style-type: none"> • Actively engage in the processes of design and technology to develop as effective and independent learners. • Make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality products • Explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making. • Analyse existing products and produce practical solutions to needs, wants and opportunities, recognising their impact on quality of life. • Develop decision-making skills through individual and collaborative working, understanding that designing and making reflects and influences cultures and societies and that products have an impact on lifestyle. <p>Develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge.</p>
Assessment	<p>As this term will be spent on the completion of their chosen GCSE examination no formal end of term assessment will be undertaken by the students.</p> <p>Controlled Assessment tasks are to be marked in line with the examining body's marking criterion which is separated into 5 criteria;</p> <ul style="list-style-type: none"> • Investigating the design context. • Design and Development (Including Modeling) • Making • Testing and Evaluating • Communication <p>Students work will be completed under controlled assessment conditions and where feedback can be provided to students this will be to enable them to develop strengths in these key areas.</p> <p>Classwork and Exam Practice/Preparation</p> <p>Summative: Students key pieces of assessed work will include Research, Design, Make and Evaluative pieces of work. Also IA's will help to form assessed work.</p> <p>Formative: Subject teachers to use AFL to formatively assess students.</p>



	<p><i>Assessment will also fall in line with the schools marking policy where feedback should be given to help improve students' performance.</i></p>
Reward & enrichment	<p>Rewards Classroom rewards and opportunities will follow CHS reward criteria for routine points, star of the lesson, praise postcards etc.</p> <p>The department has developed the use of Technology Triumphs that reward good work of all types within lessons. The framework allows for a series of rewards to be given as the students reach various points within the scale.</p> <p>Individual rewards could be used as incentives to engage and enthuse students further in lessons.</p> <p>At the end of each half term subject commendations will be awarded to students from within the group.</p> <p>.</p> <p>Enrichment Enrichment opportunities might come in the form of wider experiences or further research opportunities. Guest speakers or links to industry experts could be used to help develop enrichment opportunities for students.</p>
Character	<p>As part of the tasks being completed in lessons there are plenty of opportunities for staff to link the learning in lessons to the CHS Qualities of Success.</p> <p>Qualities of Success:</p> <ul style="list-style-type: none"> • Practice - Students will develop this quality as they undertake a series of short focused tasks relating to the basic skills needed for the manufacture of products using CAD/CAM techniques. In addition they will undertake a series of examination questions based on the theory topics covered in class. • Creativity - Students will develop this quality as they design a product, 3D Souvenir. Creative problem solving, and use of ICT to present work, communicates ideas and research will also be challenged. • Resiliency - Students will develop this quality as they will have to work for a number of hours on their project. They will need to take criticism of their work from others and use it in a constructive way. They will have to show resiliency to 'keep going' and create the most effective product. • Empathy – Empathy can be displayed through the use of new technologies and learning strategies, as learners may at first struggle with concepts and problem solving tasks. Empathy for others will be actively encouraged. • Reflection – Evaluation tasks, reviews of work, analysis and progress checks will lend themselves to students developing reflection skills throughout this unit of work. • Curiosity – Research and investigation, trying and experimenting with new digital/creative media will help students to test their curiosity skills during this unit. • Optimism – Teacher feedback, peer assessment and self-assessment tasks will help students aspire further with work completed in lessons as well as the encouragement to develop skills and techniques used throughout this unit of work. • Motivation – Students can use motivation to support and encourage one another, this can be done through verbal communication, assessment tasks, peer assessment tasks, teacher feedback, as well as the feedback of outside sources, where possible. • Responsibility – Students will be taught about responsible use of ICT, Facilities, working to meet deadlines, and being responsible for their own work throughout the unit of work. <p><i>Where tasks in lessons can be adapted and modified to suit the needs of the above QoFS or CV these should be made by the classroom teacher and included in short term planning evidence.</i></p>
Autumn 2	
Knowledge	<p>During this term students will need to ensure that they have completed all remaining tasks for their Controlled Assessment.</p> <p>These tasks are worth 60% of students final GCSE grading and are to be completed under controlled assessment conditions.</p> <p>Students controlled assessment tasks are taken from the AQA examining body and will be based on a given topic/scenario and design task.</p> <p>Candidates should undertake a single design and make activity which is selected from a range of board-set tasks. Candidates should submit a 3-dimensional outcome (Practical) and a concise design folder and/or appropriate ICT evidence. The design folder should consist of <u>approximately</u> 20 pages of A3 paper or equivalent A4 paper or the ICT equivalent.</p> <p>It is expected that candidates should spend <u>approximately 45 hours</u> on this activity.</p>
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	<p>The GCSE specifications in Design and Technology Textiles enable students to:</p> <ul style="list-style-type: none"> • Actively engage in the processes of design and technology to develop as effective and independent learners. • Make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality products • Explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making. • Analyse existing products and produce practical solutions to needs, wants and opportunities, recognising their impact on quality of life. • Develop decision-making skills through individual and collaborative working, understanding that designing and making reflects and influences cultures and societies and that products have an impact on lifestyle. <p>Develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge.</p>
Assessment	<p>As this term will be spent on the completion of their chosen GCSE examination no formal end of term assessment will be undertaken by the students.</p> <p>Controlled Assessment tasks are to be marked in line with the examining body's marking criterion which is separated into 5 criteria;</p> <ul style="list-style-type: none"> • Investigating the design context. • Design and Development (Including Modeling) • Making • Testing and Evaluating • Communication <p>Students work will be completed under controlled assessment conditions and where feedback can be provided to students this will be to enable them to develop strengths in these key areas.</p> <p>Classwork and Exam Practice/Preparation Summative: Students key pieces of assessed work will include Research, Design, Make and Evaluative pieces of work. Also IA's will help to form assessed work. Formative: Subject teachers to uses AfL to formatively assess students. <i>Assessment will also fall in line with the schools marking policy where feedback should be given to help improve students' performance.</i></p>
Reward & enrichment	<p>Rewards Classroom rewards and opportunities will follow CHS reward criteria for routine points, star of the lesson, praise postcards etc.</p> <p>The department has developed the use of Technology Triumphs that reward good work of all types within lessons. The framework allows for a series of rewards to be given as the students reach various points within the scale.</p> <p>Individual rewards could be used as incentives to engage and enthuse students further in lessons.</p> <p>At the end of each half term subject commendations will be awarded to students from within the group.</p> <p>Enrichment Enrichment opportunities might come in the form of wider experiences or further research opportunities. Guest speakers or links to industry experts could be used to help develop enrichment opportunities for students.</p>
Character	<p>As part of the tasks being completed in lessons there are plenty of opportunities for staff to link the learning in lessons to the CHS Qualities of Success.</p> <p>Qualities of Success:</p> <ul style="list-style-type: none"> • Practice - Students will develop this quality as they undertake a series of short focused tasks relating to the basic skills needed for the manufacture of products using CAD/CAM techniques. In addition they will undertake a series of examination questions based on the theory topics covered in class. • Creativity - Students will develop this quality as they design a product, 3D Souvenir. Creative problem solving, and use of ICT to present work, communicates ideas and research will also be challenged. • Resiliency - Students will develop this quality as they will have to work for a number of hours on their project. They will need to take criticism of their work from others and use it in a constructive way. They will have to show resiliency to 'keep going' and create the most effective product. • Empathy – Empathy can be displayed through the use of new technologies and learning strategies, as learners may at first struggle with concepts and problem solving tasks. Empathy for others will be actively encouraged. • Reflection – Evaluation tasks, reviews of work, analysis and progress checks will lend themselves to students developing reflection skills throughout this unit of work. • Curiosity – Research and investigation, trying and experimenting with new digital/creative media will help students to test their curiosity skills during this unit.



- **Optimism** – Teacher feedback, peer assessment and self-assessment tasks will help students aspire further with work completed in lessons as well as the encouragement to develop skills and techniques used throughout this unit of work.
- **Motivation** – Students can use motivation to support and encourage one another, this can be done through verbal communication, assessment tasks, peer assessment tasks, teacher feedback, as well as the feedback of outside sources, where possible.
- **Responsibility** – Students will be taught about responsible use of ICT, Facilities, working to meet deadlines, and being responsible for their own work throughout the unit of work.

Where tasks in lessons can be adapted and modified to suit the needs of the above QofS or CV these should be made by the classroom teacher and included in short term planning evidence.

Spring 1

Knowledge

Pre release papers arrive in school during February and are issued to students at the beginning of March.

As soon as the design context is known lessons will relating to the topic will be devised by the teacher.

In addition the teacher will recap knowledge on :

Fabrics

- Types and their properties.
- Construction methods
- Finishes
- Smart fabrics
- Labelling and care of

Components

- Understand about the types of and suitable components for a variety of tasks.
- Understand the working characteristics of a variety of components

Processes and manufacture

- Understanding decorative and manufacturing processes used within the manufacture of textile items.
- CAD/CAM within textile design and product manufacture.
- Selection and use of a variety of tools and equipment

Industrial Manufacturing

- Manufacturing methods – one off, batch and manufacturing in quantity.
- Quality assurance and control

Skills

Section A:

Students will be given a design context for the examination. Students will have time in lessons to advances plan and prepare for this as this will contribute towards approximately 40% of the examination unit grade.

Section B:

This section of the exam paper will allow students to complete a variety of questions which are designed to test students' knowledge and information acquired through the course. This will be a variety of questions which required subject specific information to be used to answer questions.

Assessment

Examination questions and sample questions will be used to help familiarize students with the examination format and the methods of marking used by examiners.

Students will unpick the mark schemes as well as possible responses to questions to structure the answers to the marks available.

Teachers will also mark and assess work in this time in line with CHS marking policies.

Peer Assessment opportunities and self-assessment tasks will help students with the assessment protocols for examinations.

Reward & enrichment

Rewards

Classroom rewards and opportunities will follow CHS reward criteria for routine points, star of the lesson, praise postcards etc.

The department has developed the use of Technology Triumphs that reward good work of all types within lessons. The framework allows for a series of rewards to be given as the students reach various points within the scale.

Individual rewards could be used as incentives to engage and enthuse students further in lessons.

At the end of each half term subject commendations will be awarded to students from within the group.



	<p>Enrichment Enrichment opportunities might come in the form of wider experiences or further research opportunities. Guest speakers or links to industry experts could be used to help develop enrichment opportunities for students.</p>
<p>Character</p>	<p>As part of the tasks being completed in lessons there are plenty of opportunities for staff to link the learning in lessons to the CHS Qualities of Success.</p> <p>Qualities of Success:</p> <ul style="list-style-type: none"> • Practice - Students will develop this quality as they undertake a series of short focused tasks relating to the basic skills needed for the manufacture of products using CAD/CAM techniques. In addition they will undertake a series of examination questions based on the theory topics covered in class. • Creativity - Students will develop this quality as they design a product, 3D Souvenir. Creative problem solving, and use of ICT to present work, communicates ideas and research will also be challenged. • Resiliency - Students will develop this quality as they will have to work for a number of hours on their project. They will need to take criticism of their work from others and use it in a constructive way. They will have to show resiliency to 'keep going' and create the most effective product. • Empathy – Empathy can be displayed through the use of new technologies and learning strategies, as learners may at first struggle with concepts and problem solving tasks. Empathy for others will be actively encouraged. • Reflection – Evaluation tasks, reviews of work, analysis and progress checks will lend themselves to students developing reflection skills throughout this unit of work. • Curiosity – Research and investigation, trying and experimenting with new digital/creative media will help students to test their curiosity skills during this unit. • Optimism – Teacher feedback, peer assessment and self-assessment tasks will help students aspire further with work completed in lessons as well as the encouragement to develop skills and techniques used throughout this unit of work. • Motivation – Students can use motivation to support and encourage one another, this can be done through verbal communication, assessment tasks, peer assessment tasks, teacher feedback, as well as the feedback of outside sources, where possible. • Responsibility – Students will be taught about responsible use of ICT, Facilities, working to meet deadlines, and being responsible for their own work throughout the unit of work. <p><i>Where tasks in lessons can be adapted and modified to suit the needs of the above QoS or CV these should be made by the classroom teacher and included in short term planning evidence.</i></p>
<h2>Spring 2</h2>	
<p>Knowledge</p>	<p>Design and Market Influences</p> <ul style="list-style-type: none"> • Understand how to analyse products and processes. • Consider how Design and Technology affect the manufacturer, user and environment, and the importance of health and safety issues. • Consider the advantages of working collaboratively as a member of a design team to design and make products. <p>Sustainability of design</p> <ul style="list-style-type: none"> • How materials and processes impact on the life cycle of products. • Social, cultural, moral, environmental, sustainability, economic issues. Fair trade. • Social and cultural influences on the consumer market • Understand that designing and making reflect and influence cultures and societies. • To recognise that products have an impact on lifestyle. • Understand the sustainability and environmental issues associated with the designing and making of products; • 6 Rs: repair, reduce, recycle, reuse, rethink, refuse. • Moral, ethical and economical issues <p>Consumer choice</p> <ul style="list-style-type: none"> • Understand the factors involved in consumer choice. • Understand market research to establish consumer preferences. • Understand target market(s) and how to use this information to influence the design. • Consumer rights Legislation, Product maintenance and codes of practice. • Legal requirements concerning consumer rights and codes of practice relating to safety
<p>Skills</p>	<p>Section A: Students will be given a design context for the examination. Students will have time in lessons to advances plan and prepare for this as this will contribute towards approximately 40% of the examination unit grade.</p> <p>Section B: This section of the exam paper will allow students to complete a variety of questions which are designed to test students' knowledge and information acquired through the course. This will be a variety of questions which required subject specific information to be used to answer questions.</p>



Assessment	<p>Examination questions and sample questions will be used to help familiarize students with the examination format and the methods of marking used by examiners.</p> <p>Students will unpick the mark schemes as well as possible responses to questions to structure the answers to the marks available.</p> <p>Teachers will also mark and assess work in this time in line with CHS marking policies.</p> <p>Peer Assessment opportunities and self-assessment tasks will help students with the assessment protocols for examinations.</p>
Reward & enrichment	<p>Rewards Classroom rewards and opportunities will follow CHS reward criteria for routine points, star of the lesson, praise postcards etc.</p> <p>The department has developed the use of Technology Triumphs that reward good work of all types within lessons. The framework allows for a series of rewards to be given as the students reach various points within the scale.</p> <p>Individual rewards could be used as incentives to engage and enthuse students further in lessons.</p> <p>At the end of each half term subject commendations will be awarded to students from within the group.</p> <p>.</p> <p>Enrichment Enrichment opportunities might come in the form of wider experiences or further research opportunities. Guest speakers or links to industry experts could be used to help develop enrichment opportunities for students.</p>
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Summer 1

Knowledge	<p>Health and Safety Issues</p> <ul style="list-style-type: none"> • Understand safety in the working environment • Understand that the safety of the individual is essential • Understand how to minimise hazards and the working environment so it is safe to use • Be aware of health and safety regulations when working with tools, equipment, components and materials including the use of Personal Protective Equipment (PPE). • Safety for the consumer <p>Drawing skills</p> <ul style="list-style-type: none"> • Revise and practice drawing skills and techniques using colour. • Recap the requirements of good annotation when producing design ideas.
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<p>Skills</p>	<p>Section A: Students will be given a design context for the examination. Students will have time in lessons to advances plan and prepare for this as this will contribute towards approximately 40% of the examination unit grade.</p> <p>Section B: This section of the exam paper will allow students to complete a variety of questions which are designed to test students' knowledge and information acquired through the course. This will be a variety of questions which required subject specific information to be used to answer questions.</p>
<p>Assessment</p>	<p>Examination questions and sample questions will be used to help familiarize students with the examination format and the methods of marking used by examiners.</p> <p>Students will unpick the mark schemes as well as possible responses to questions to structure the answers to the marks available.</p> <p>Teachers will also mark and assess work in this time in line with CHS marking policies.</p> <p>Peer Assessment opportunities and self-assessment tasks will help students with the assessment protocols for examinations.</p> <p>Terminal Examination Summer 2016 GCSE Product Design examination worth <u>40%</u> of Final Grade.</p> <p>Exam will consist of Section A and Section B questions. Pre Release materials for section A will be released to students from the 1st March to help contextualize the examinations.</p>
<p>Reward & enrichment</p>	<p>Rewards Classroom rewards and opportunities will follow CHS reward criteria for routine points, star of the lesson, praise postcards etc.</p> <p>The department has developed the use of Technology Triumphs that reward good work of all types within lessons. The framework allows for a series of rewards to be given as the students reach various points within the scale.</p> <p>Individual rewards could be used as incentives to engage and enthuse students further in lessons.</p> <p>At the end of each half term subject commendations will be awarded to students from within the group.</p> <p>Enrichment Enrichment opportunities might come in the form of wider experiences or further research opportunities. Guest speakers or links to industry experts could be used to help develop enrichment opportunities for students.</p>
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