



Textiles

Key Stage 4 Framework for Learning

Year 11 2017-2018: I am Creative, Successful and Happy

Syllabus:

AQA GCSE Textiles, Specification number 4572

Autumn 1

<p>Knowledge</p>	<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>
<p>Skills</p>	<p>Students use an exam board given context and brief to solve a design problem. The CA task will involve students independently 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, motivated 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. 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 develop the following skills:</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. • Develop the skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge.
<p>Assessment</p>	<p>Marking Point 1 A piece of classwork: Although all of the CA is marked the following three main pieces of work within the portfolio will be used as the first marking point this term:</p> <ul style="list-style-type: none"> • Development research • Final idea / working drawing <p>Marking Point 2 A home learning task: Students will be given research elements of their CA that can be completed at home.</p> <p>Marking Point 3 A piece of classwork: Although all of the CA is marked the following three main pieces of work within the portfolio will be used as the first marking point this term:</p> <ul style="list-style-type: none"> • Manufacturing specification



	<ul style="list-style-type: none"> • Manufacturing flow diagram • Manufacturing timing plan
Cultural enrichment	<p>It needs to be remembered that students spend the entire Autumn term completing a controlled assessment. Within lesson time there is no opportunity for cultural enrichment activities for the cohort as a whole, however individual students will engage in personal enrichment activities as part of their CA research.</p> <p>Students will be encouraged to consider the needs for cultural awareness when designing. These links might be made through regional cuisine, designing products for a particular demographic etc.</p>
Character	 <p>Q of S Optimism 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.</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 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 independently 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, motivated 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 develop the following skills:</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. • Develop the skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge.
Assessment	<p>Marking Point 1 A piece of classwork: Although all of the CA is marked the following three main pieces of work within the portfolio will be used as the first marking point this term:</p> <ul style="list-style-type: none"> • Manufacturing of product. <p>Marking Point 2 A piece of classwork:</p>



	<p>Although all of the CA is marked the following three main pieces of work within the portfolio will be used as the first marking point this term:</p> <ul style="list-style-type: none"> • Testing of manufactured product against design specification • Final evaluation of design task. <p>Marking Point 3 At a time decided by the school management, all students will sit a College Entry test of 2 hours in length. The test will be in the format that will be encountered by students as part of their formal assessment later in this academic year. All work covered since the beginning of Year 9 will be assessed.</p>
Cultural enrichment	<p>It needs to be remembered that students spend the entire Autumn term completing a controlled assessment. Within lesson time there is no opportunity for cultural enrichment activities for the cohort as a whole, however individual students will engage in personal enrichment activities as part of their CA research.</p> <p>Students will be encouraged to consider the needs for cultural awareness when designing. These links might be made through regional cuisine, designing products for a particular demographic etc.</p>
Character	 <p>Q of S Empathy 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.</p>
Spring 1	
Knowledge	<p>Prerelease papers arrive in school during February and are issued to students at the beginning of March.</p> <p>As soon as the design context is known lessons will relate to the topic will be devised by the teacher.</p> <p>In addition, the teacher will recap knowledge on:</p> <p>Fabrics</p> <ul style="list-style-type: none"> • Types and their properties. • Construction methods • Finishes • Smart fabrics • Labelling and care of <p>Components</p> <ul style="list-style-type: none"> • Understand about the types of and suitable components for a variety of tasks. • Understand the working characteristics of a variety of components <p>Processes and manufacture</p> <ul style="list-style-type: none"> • 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 <p>Industrial Manufacturing</p> <ul style="list-style-type: none"> • Manufacturing methods – one off, batch and manufacturing in quantity. • Quality assurance and control
Skills	<p>Section A: Students will be given a design context for the examination. Students will have time in lessons to plan in advance 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>Throughout the course of revision lessons students will revisit key topics covered throughout the course and familiarize themselves with the knowledge required to complete examination questions.</p> <p>Practice exam questions, past papers and mark schemes will be used to allow students to demonstrate their understanding and awareness of the subject in an examined context.</p> <p>Students in the examination are expected to demonstrate skills in:</p> <ul style="list-style-type: none"> • Preparing for an exam with a given context. • Writing specifications and evaluations based on an examined context. • Designing (especially throughout section A) • Producing creative ideas. • Producing manufacturing plans for 1 product or for a small quantity of 10 products. • Complete examination answers which are designed to test students QWC skills (Quality of written communication). • Understanding of how to complete tables and charts which some minimal information given. • Be able to understand the context of an exam question and how to complete tasks suitably. <p>Support and information will be provided to help students fully explore Technology examinations in preparation for their summer exam.</p>
Assessment	<p>Marking Point 1 A piece of classwork: To complete a set of investigative tasks on fabric finishes and evaluate their findings</p> <p>Marking Point 2 A piece of classwork: To compare and examine a range of components</p> <p>Marking Point 3 A home learning task: Explain how the use of computers can enhance the design of products made from textiles and also their manufacture.</p>
Cultural enrichment	<p>Guest speakers or links to industry experts could be used to help develop enrichment opportunities for students. Students will be encouraged to consider the impact cultural needs can have on the outcome and design of a product. These links might be made through regional cuisine, designing products for a particular demographic etc.</p>
Character	<div style="text-align: center;">  </div> <p>Q of S Empathy Creativity and curiosity</p> <p>Creativity Students will develop this quality as they design and make a textile product. Creative problem solving, and use of ICT to present work, communicates ideas and research will also be challenged.</p> <p>Curiosity Research and investigation, trying and experimenting with new digital/creative media will help students to test their curiosity skills during this unit.</p>
Spring 2	
Knowledge	<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 the impact products have on lifestyle.



	<ul style="list-style-type: none"> • Understand the sustainability and environmental issues associated with the designing and making of products; • 6 R's: repair, reduce, recycle, reuse, rethink, refuse. • Moral, ethical and economic 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
Skills	<p>Section A: Students will be given a design context for the examination. Students will have time in lessons to plan in advance 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>Throughout the course of revision lessons students will revisit key topics covered throughout the course and familiarize themselves with the knowledge required to complete examination questions.</p> <p>Practice exam questions, past papers and mark schemes will be used to allow students to demonstrate their understanding and awareness of the subject in an examined context.</p> <p>Students in the examination are expected to demonstrate skills in:</p> <ul style="list-style-type: none"> • Preparing for an exam with a given context. • Writing specifications and evaluations based on an examined context. • Designing (especially throughout section A) • Producing creative ideas. • Producing manufacturing plans for 1 product or for a small quantity of 10 products. • Complete examination answers which are designed to test students QWC skills (Quality of written communication). • Understanding of how to complete tables and charts which some minimal information given. • Be able to understand the context of an exam question and how to complete tasks suitably. <p>Support and information will be provided to help students fully explore Technology examinations in preparation for their summer exam.</p>
Assessment	<p>Marking Point 1 A piece of classwork: Sustainability exam question</p> <p>Marking Point 2 A home learning task: What are the main principles of Fair Trade and how can they impact on textile products sold in the United Kingdom?</p> <p>Marking Point 3 Final grade awarded for Investigating the Design context using the AQA marking scheme</p>
Cultural enrichment	<p>Guest speakers or links to industry experts could be used to help develop enrichment opportunities for students. Students will be encouraged to consider the impact cultural needs can have on the outcome and design of a product. These links might be made through regional cuisine, designing products for a particular demographic etc.</p>
Character	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Q of S Responsibility & Reflection</p> <p>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>



	<p>Curiosity Research and investigation, trying and experimenting with new digital/creative media will help students to test their curiosity skills during this unit.</p>
<h2>Summer 1</h2>	
<p>Knowledge</p>	<p>GENERAL REVISION</p> <p>TERMINAL EXAM.</p> <p>Topics as highlighted by students covered over course of lessons proceeding examination. The focus will be mainly topics that could appear in the final exam. Predominately Section B</p> <p>Fabric decoration techniques</p> <ul style="list-style-type: none"> • The application of colour – domestic and industrial methods • Appliqué • Hand and machine embroidery • Quilting <p>The origins and production of materials specifically:</p> <ul style="list-style-type: none"> • Natural fabrics • Synthetic fabrics • Smart fabrics <p>Textile manufacture:</p> <ul style="list-style-type: none"> • Pattern and template making • Layout plans to assist in the estimation of fabric quantities. • Methods of manufacture relating to domestic and industrial production methods. • Quality assurance and control. <p>Issues within textile / textile product manufacturing</p> <ul style="list-style-type: none"> • Examine social and cultural influences and their effects on product design and consumer demand. • Explore the terminology “ethical trading” and consider the influence of ethical issues on textile product development. • Investigate the world of textile recycling. • Consider issues related to textile product design and sustainability <p>Health and safety within the textile industry</p> <ul style="list-style-type: none"> • Consumer rights • Industrial equipment and machinery used in textile product manufacturing • Health and safety – rules and regulations • Risk assessments <p>Product safety and labeling</p> <p>ICT and digital media within the Textiles industry</p> <ul style="list-style-type: none"> • Using ICT to collect information • Using ICT to plan work • Using ICT to present information • Use of CAD/CAM
<p>Skills</p>	<p>Section A: Students will be given a design context for the examination. Students will have time in lessons to plan in advance 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>Throughout the course of revision lessons students will revisit key topics covered throughout the course and familiarize themselves with the knowledge required to complete examination questions.</p>



	<p>Practice exam questions, past papers and mark schemes will be used to allow students to demonstrate their understanding and awareness of the subject in an examined context.</p> <p>Students in the examination are expected to demonstrate skills in:</p> <ul style="list-style-type: none"> • Preparing for an exam with a given context. • Writing specifications and evaluations based on an examined context. • Designing (especially throughout section A) • Producing creative ideas. • Producing manufacturing plans for 1 product or for a small quantity of 10 products. • Complete examination answers which are designed to test students QWC skills (Quality of written communication). • Understanding of how to complete tables and charts which some minimal information given. • Be able to understand the context of an exam question and how to complete tasks suitably. <p>Support and information will be provided to help students fully explore Technology examinations in preparation for their summer exam.</p>
Assessment	<p>Marking Point 1 A piece of classwork: Practice exam question on; selection of equipment</p> <p>Marking Point 2 A piece of classwork: Practice exam questions on: Labelling on textiles products</p> <p>Marking Point 3 A home learning task: Section B of past paper 2015</p>
Cultural enrichment	<p>Guest speakers or links to industry experts could be used to help develop enrichment opportunities for students. Students will be encouraged to consider the impact cultural needs can have on the outcome and design of a product. These links might be made through regional cuisine, designing products for a particular demographic etc.</p>
Character	<div data-bbox="395 1240 624 1346" data-label="Image"> </div> <p>Q of S Practice & Resiliency</p> <p>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.</p> <p>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.</p>