Pearson

Entry Level Certificate

Design and Technology (8911)

Textiles

Level 3 – Exemplar portfolio with commentary

Introduction

This material is provided for guidance only, it is by no means compulsory and centres can and are encouraged to use their own interpretation.

The examples are taken from real portfolios that have been presented for moderation in past years.

The notes that go with the slides are written to give guidance to centres so that it is clear what the Principal Moderator is looking for under each title in the Candidate Assessment Booklet.

The work shown does not necessarily cover all the assessment criteria but this does not exclude the award of a level 3. Care must be taken to ensure there is sufficient evidence to allow the award of level 3.

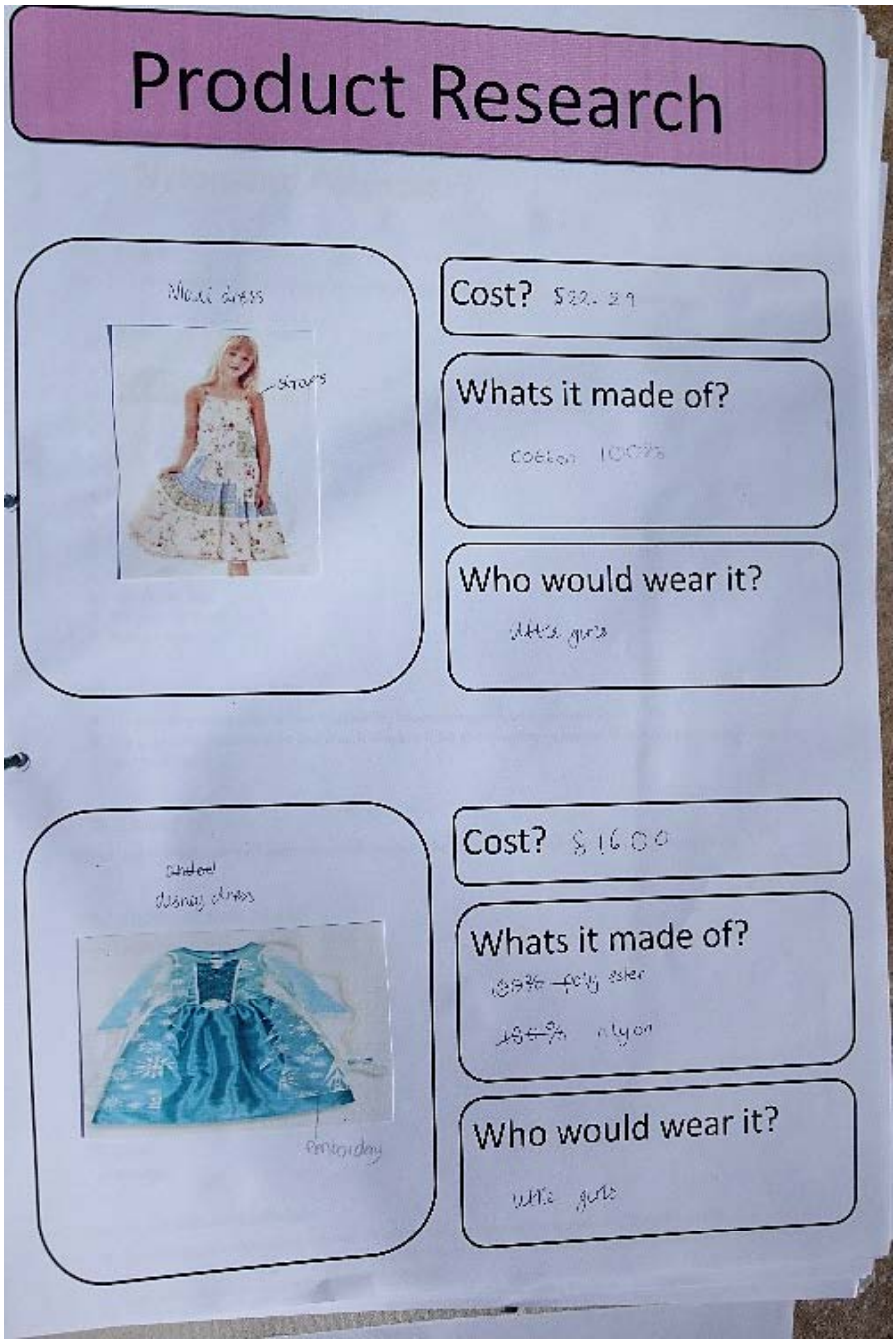
Investigate: Analysing the Brief

Analyse your design brief by identifying the design needs you will need to consider before designing your product.

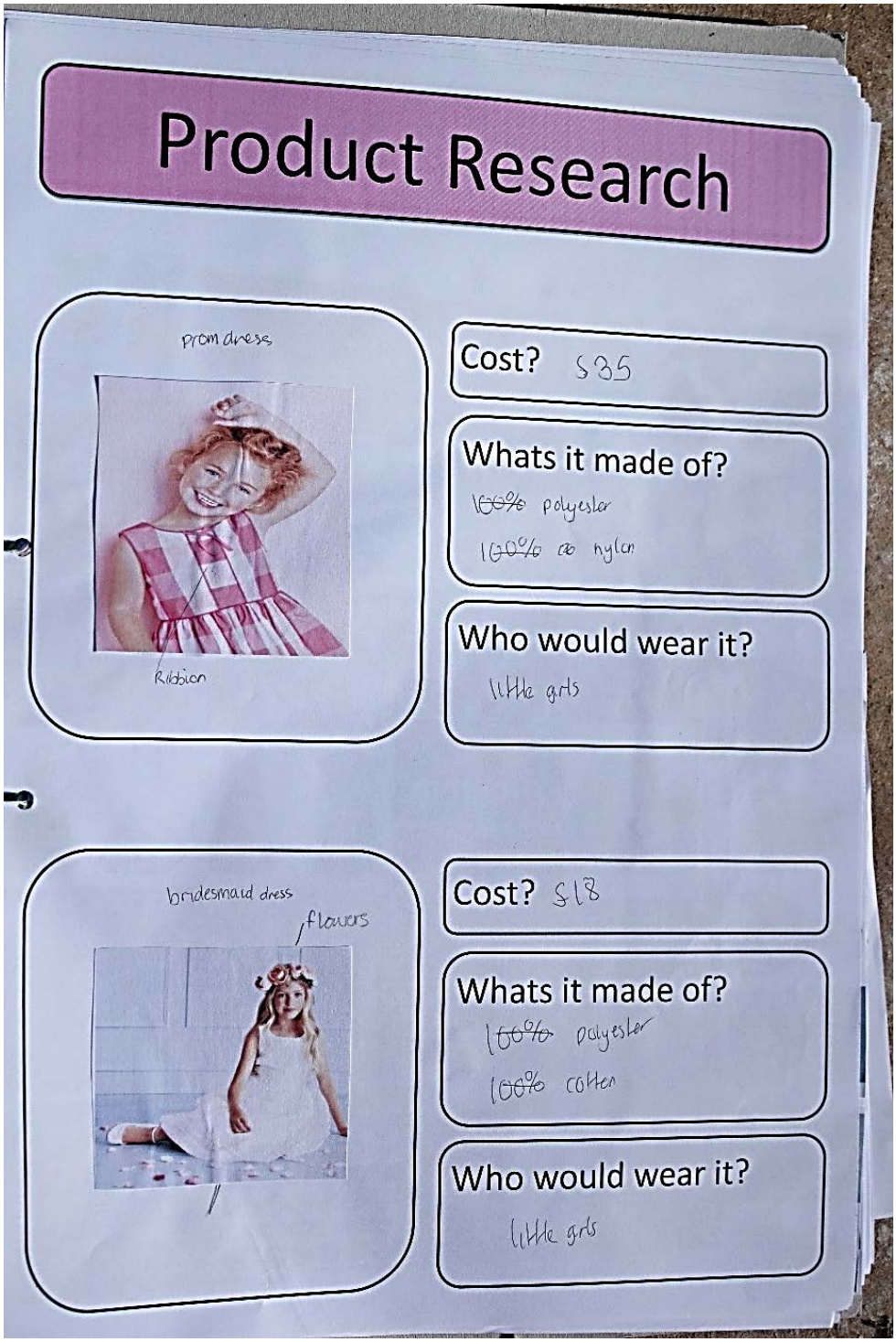
There is some analysis but it tends to be rather prescriptive. There are some areas that the analysis highlights that will need to be researched.

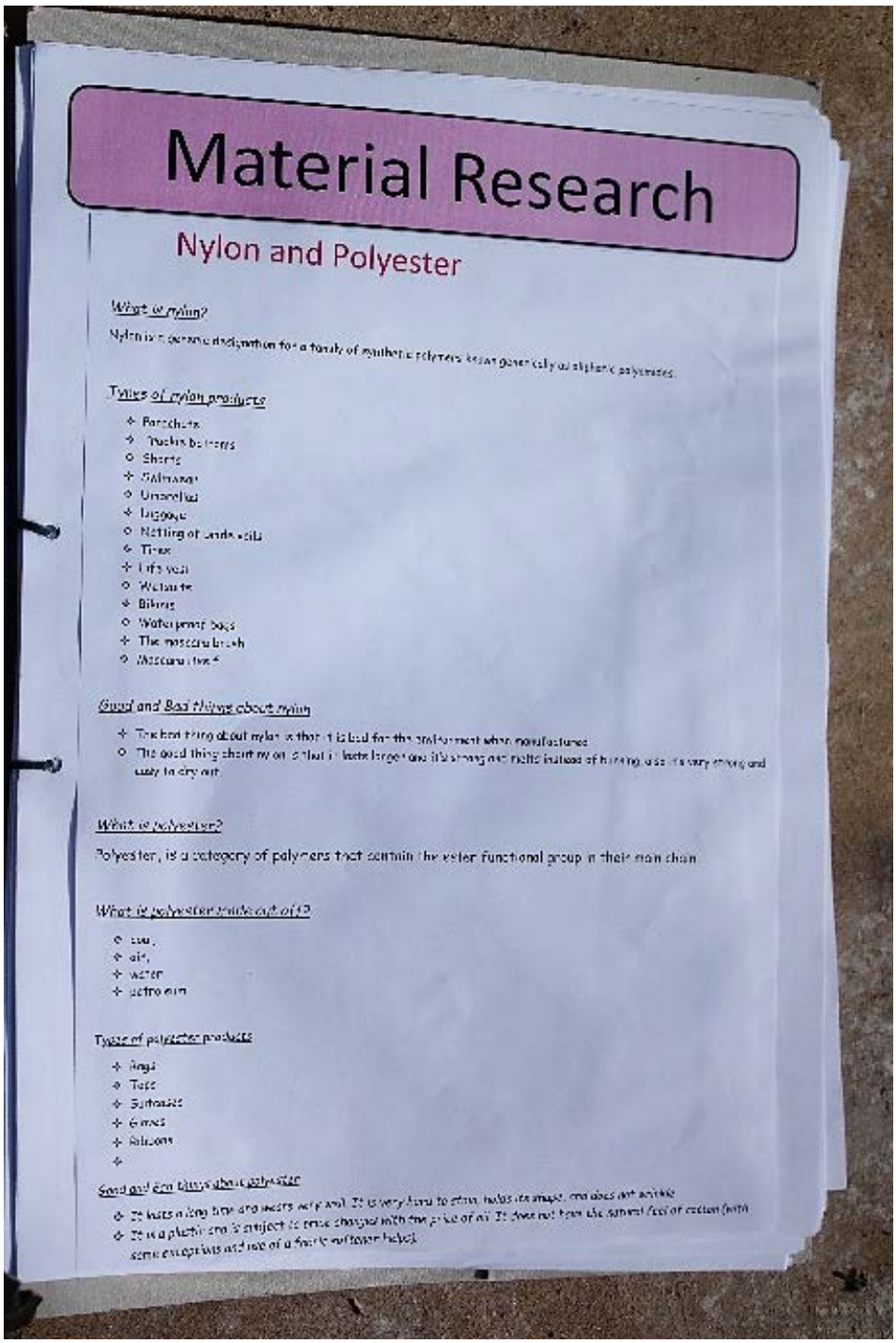
Research

Present selective and focused research that is guided by the analysis in your design brief. **Investigate** a similar existing product to find out useful information to use when designing, to include how it is made, what materials it is made from and how it is assembled.



Good use of a teacher prepared template to guide the student. These two sheets shows suitable analysis of existing products.


Product Research
prom dress
Ribbion
Cost? $35
Whats it made of?
100% polyester
100% co nylon
Who would wear it?
little girls
bridesmaid dress
flowers
Cost? $18
Whats it made of?
100% polyester
100% cotton
Who would wear it?
little girls



Here some research into materials is evidenced. Perhaps the inclusion of some user surveys to find out what the target audience would like may inform the project as would some research into fitting a zip.

Specification

Develop a design specification for your product using the following headings:

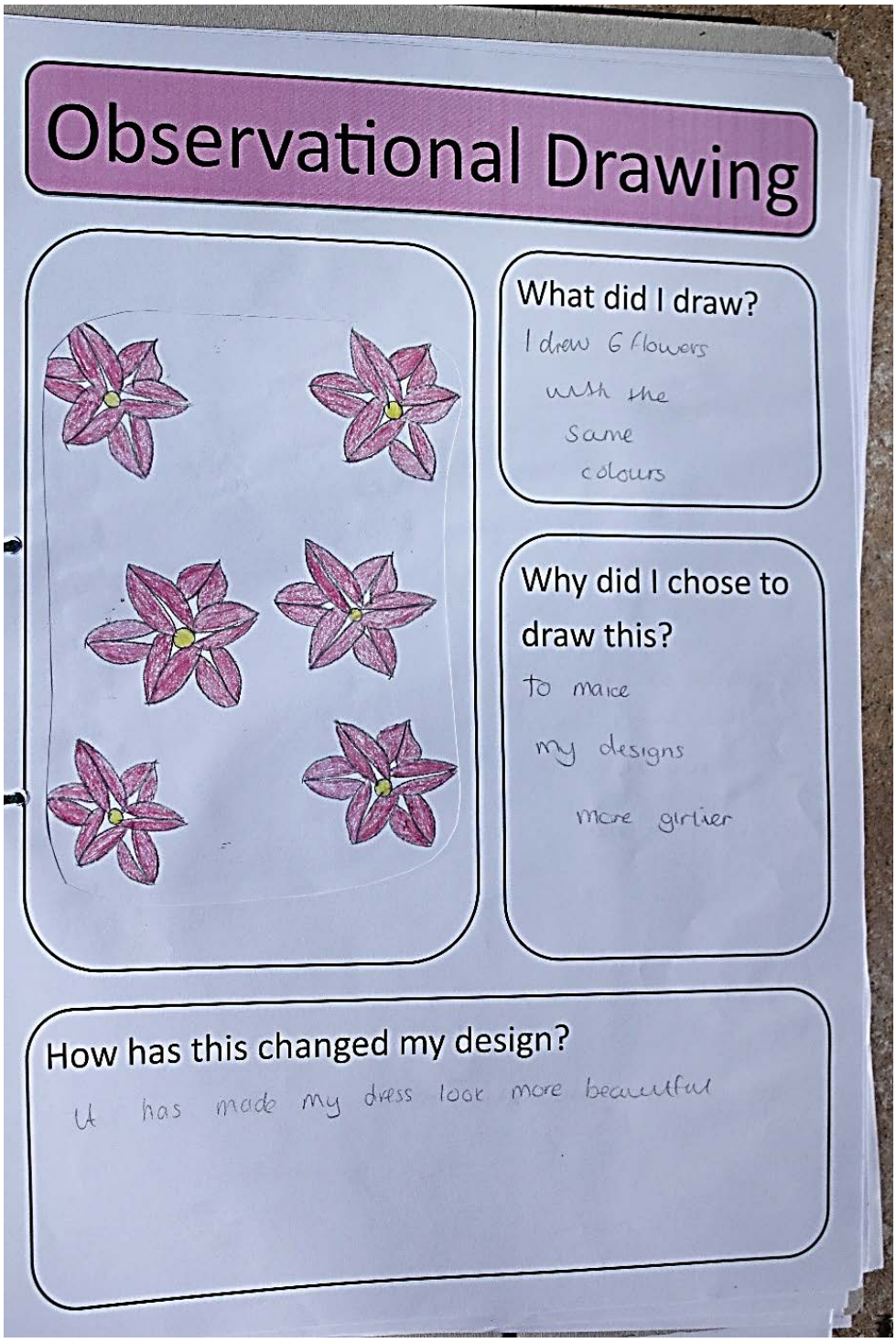
- form
- function
- user requirements
- performance requirements
- material and component requirements.
-

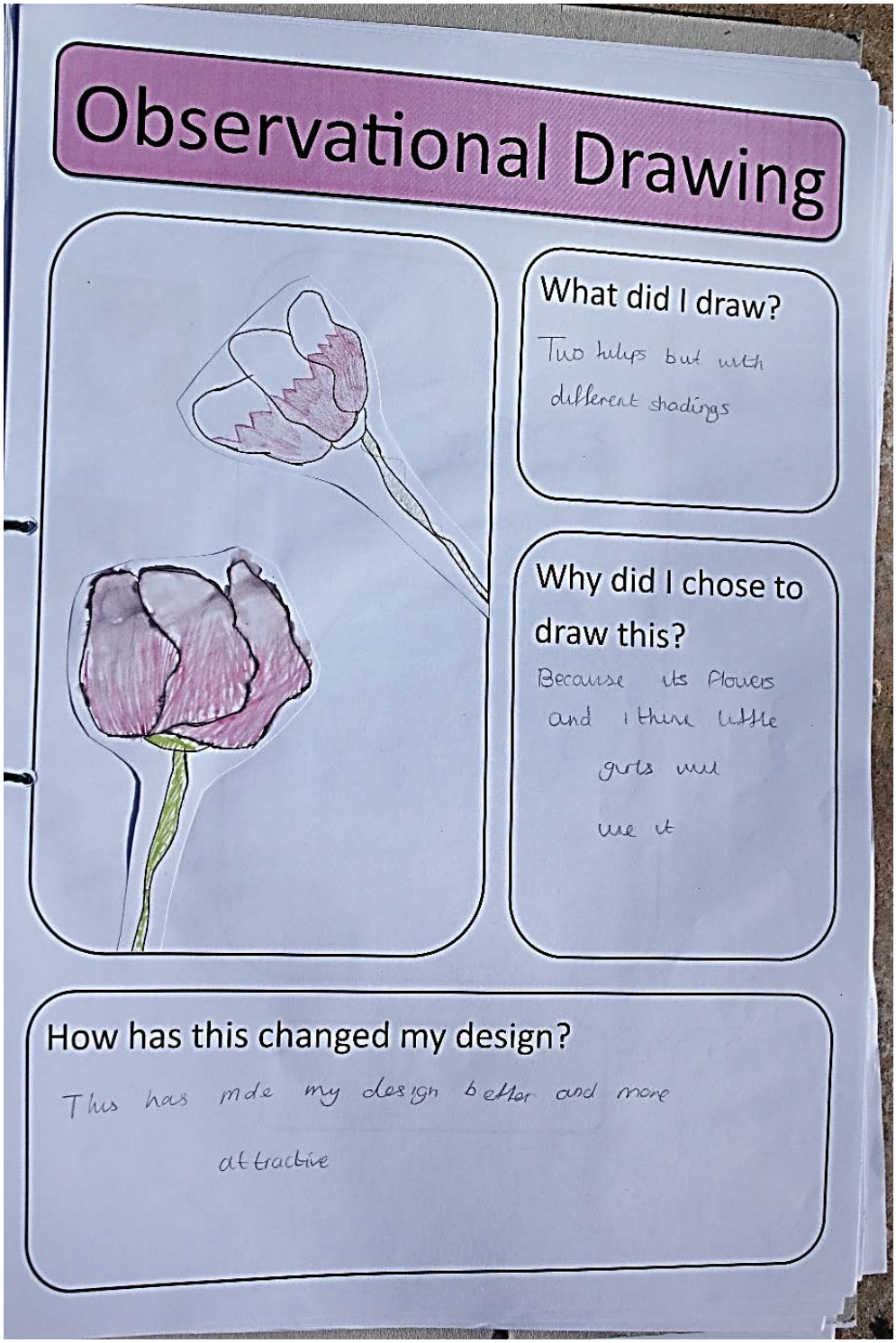
There is no specification on this project and it would help the student to focus the rest of the project if one was included.

Design: Initial Ideas

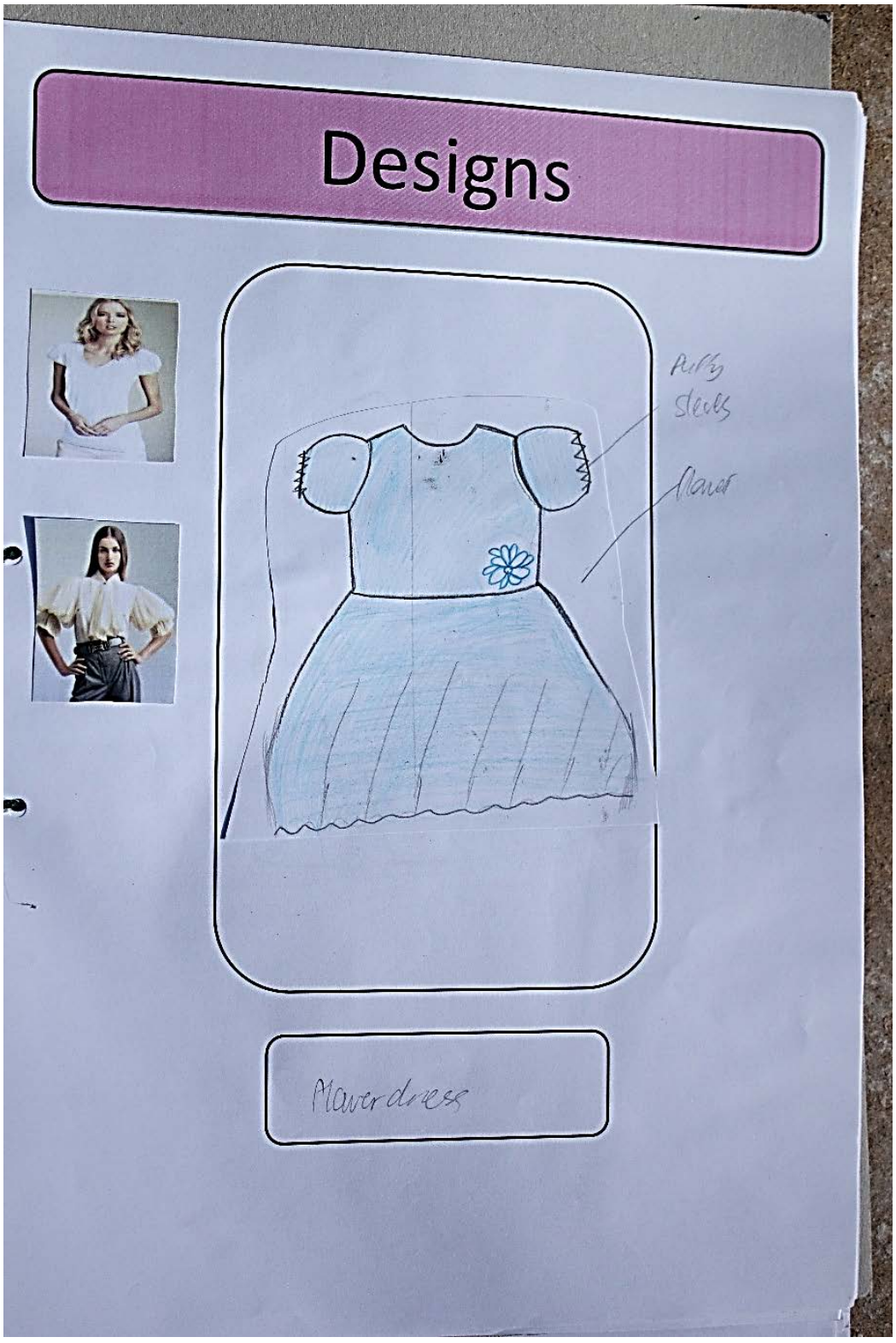
Present a range of different initial ideas for your product that are creative, realistic, workable and detailed and meet all the points in your specification. **Explain** your designs/plans using annotation to show the materials, components and processes you will need to make them. **Justify** your selection of specific materials, components. Explain how your designs meet your specification points. **Discuss** your designs with peers and gather general and technical information based on specification points to use in design development.

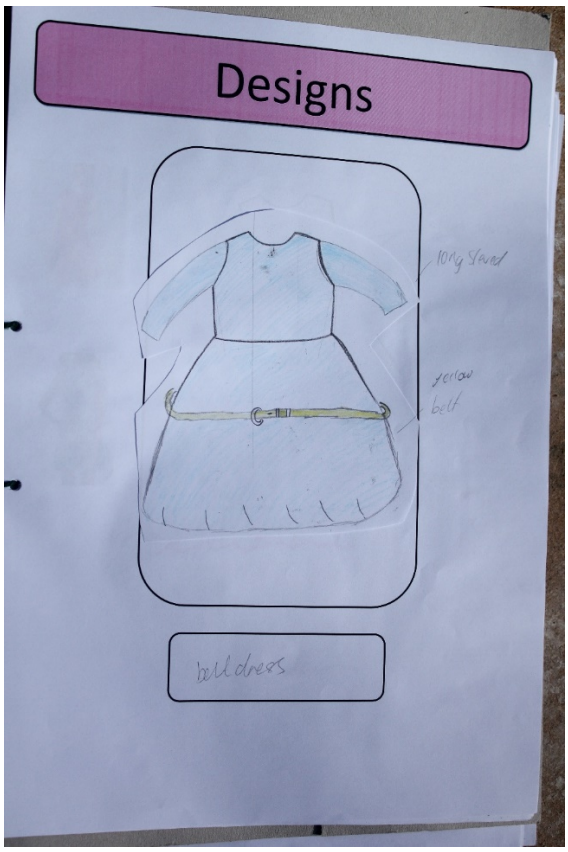
The two observational drawings show some potential decoration that could be used on the product. Some comment as to how this might be used would be good is it to be applied as embroidery or some other applique method?


Observational Drawing
What did I draw?
I drew 6 flowers with the same colours
Why did I chose to draw this?
to make my designs more girlier
How has this changed my design?
it has made my dress look more beautiful


Observational Drawing
What did I draw?
Two tulips but with different shadings
Why did I chose to draw this?
Because its flowers and i think little girls will like it
How has this changed my design?
This has made my design better and more attractive

The three designs have used some influence form existing products and show some decoration. More annotation detail would raise the level of these sheets with some commentary as to how the cut and paste designs have influenced the design.





Review

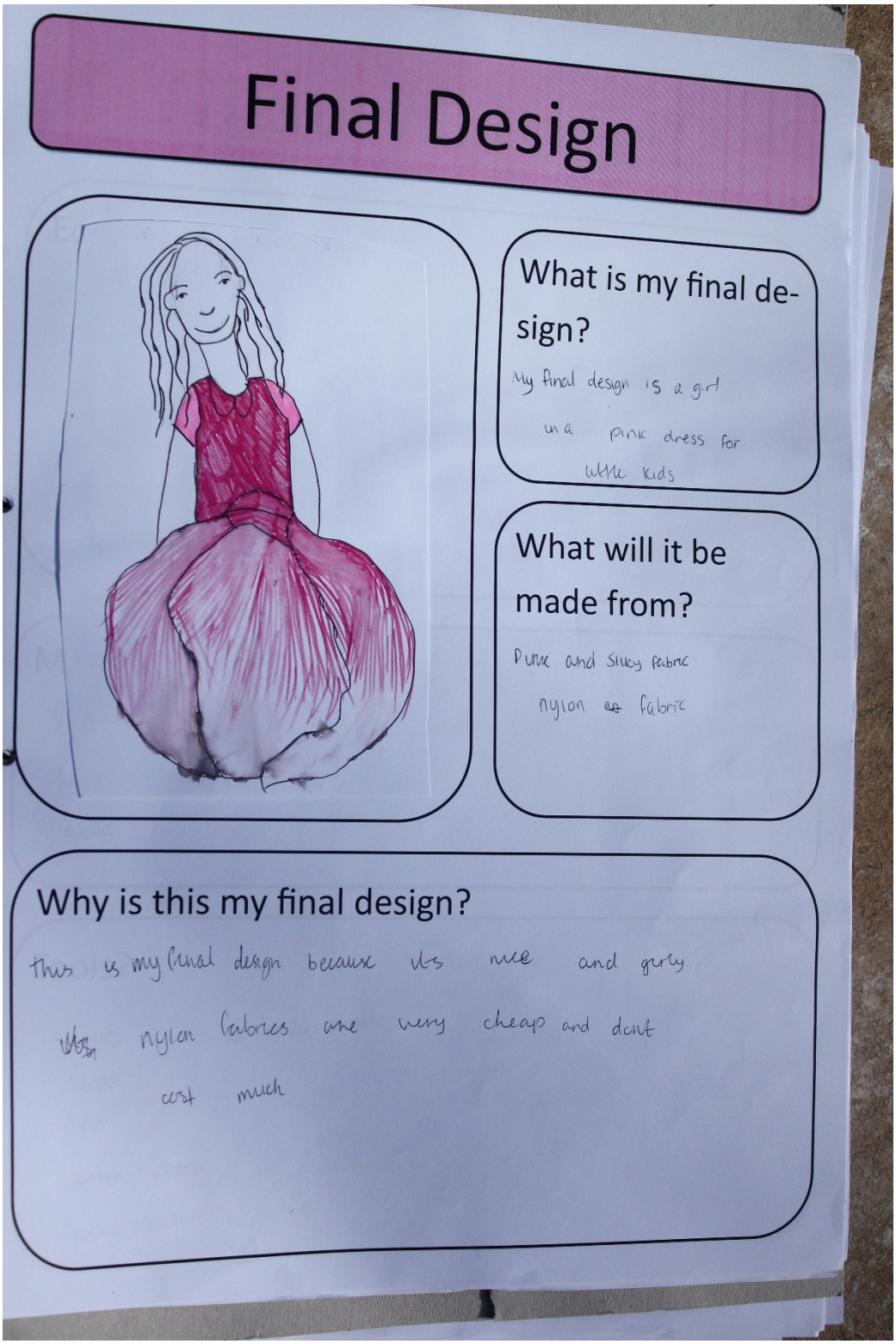
Review your design ideas against your original specification criteria and choose the best **one** to develop in more detail. **Explain** how feedback from peers will be used in development.

Develop

Develop your best design idea into a final design proposal that is improved and refined compared to the original. **Explain** how your design changes have improved your design. **Model and test** an important part of your design idea as it progresses. This could be a 2D/3D model using traditional materials and/or a 3D model using CAD. **Draw** your final design showing the major dimensions and the materials/ components it is made from.

The two final design sheets do give limited detail of what it is to be made but not sufficient to allow making, some inclusion of a pattern or size would make this more suitable.

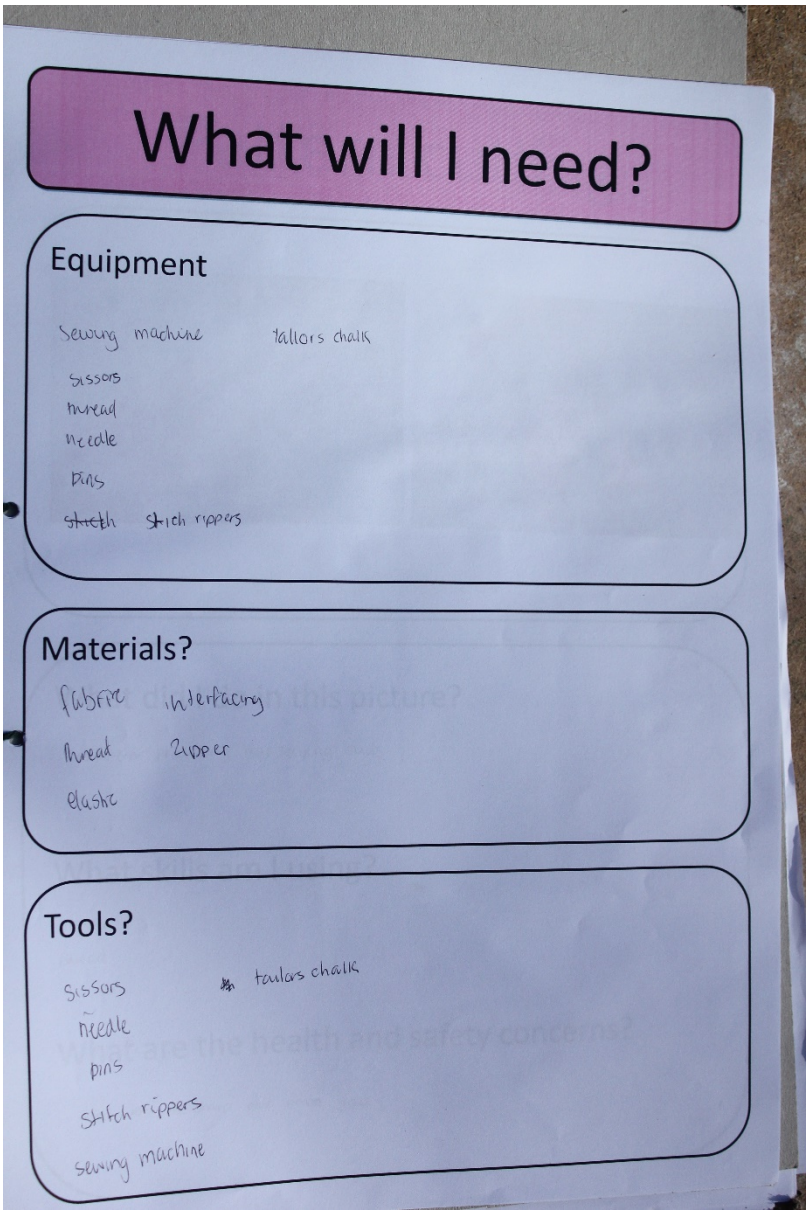

Final Design
Puffed sleve
Collar
gather the Skirt


Final Design
What is my final de-sign?
My final design is a girl in a pink dress for little kids
What will it be made from?
Pink and silky fabric nylon fabric
Why is this my final design?
This is my final design because its nice and girly its nylon fabrics are very cheap and dont cost much

Make: Production Plan

Outline a production plan that shows the main stages for making your product, including some quality control checks.

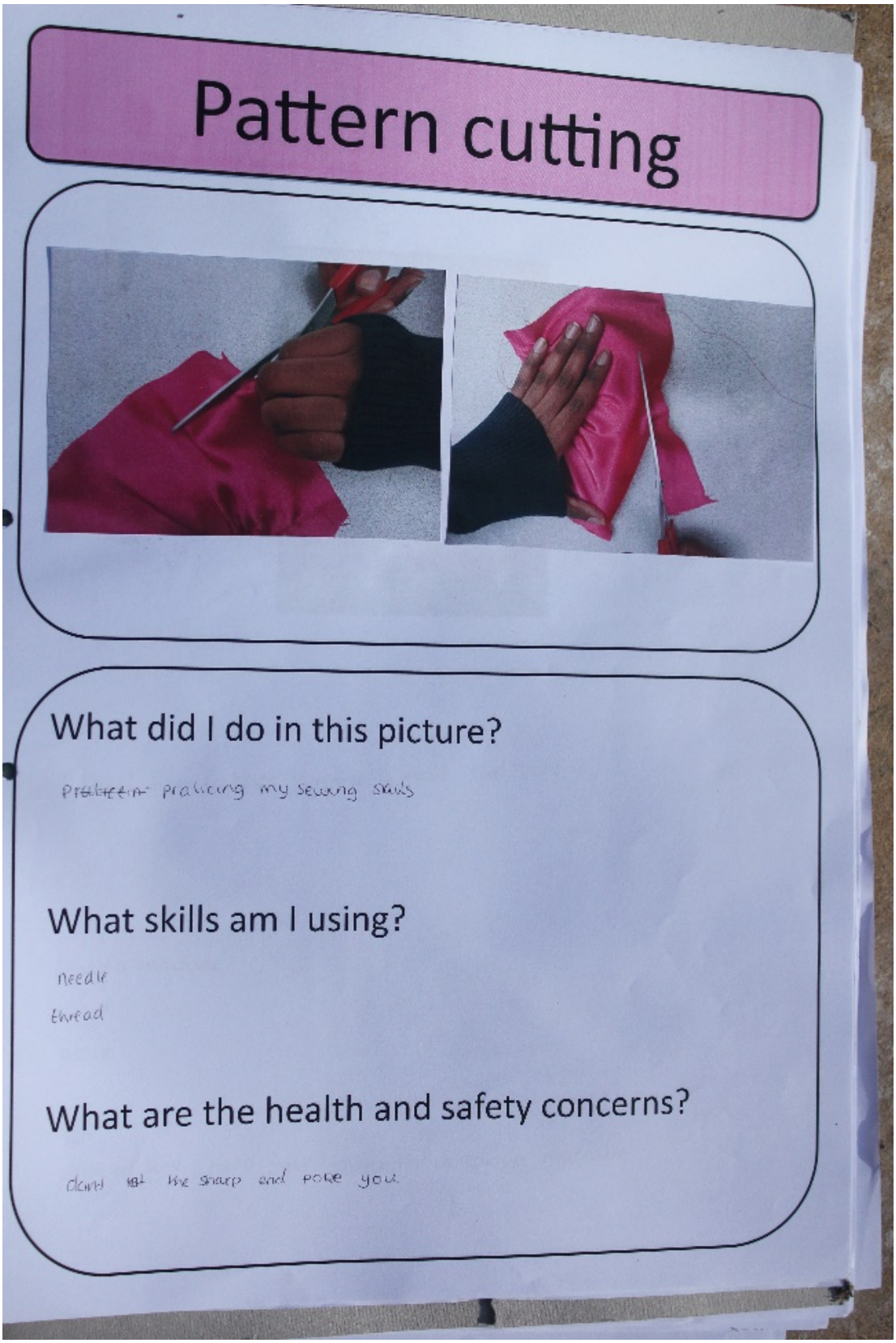
This equipment list goes some way to planning but with a more detailed final design there could be some inclusion of times for layout and cutting fabric, sewing component together, finishing etc. Some of this can be taken form the next section as it is presented in a stage by stage way.

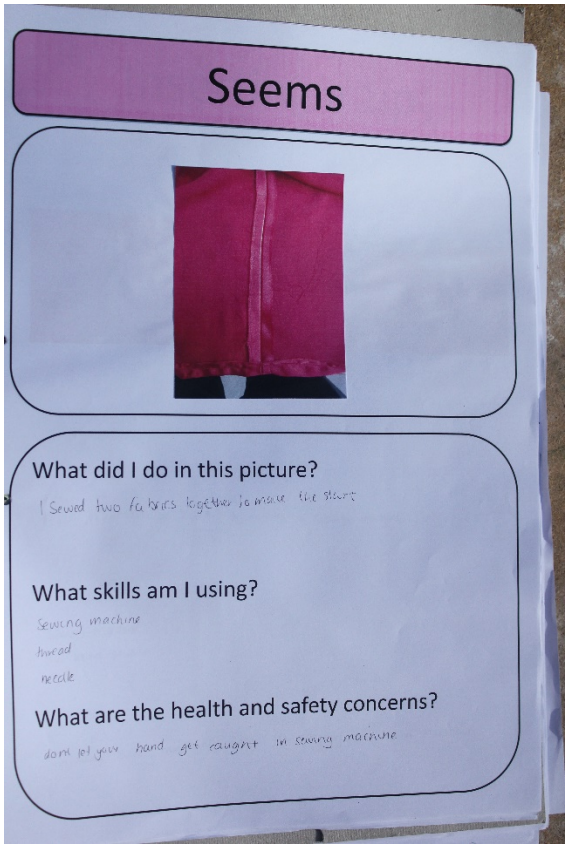


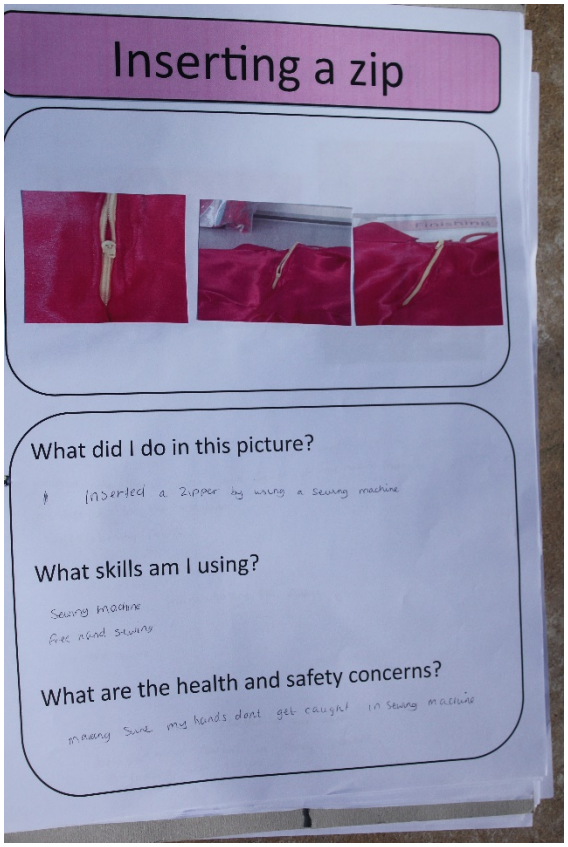
Making Skills

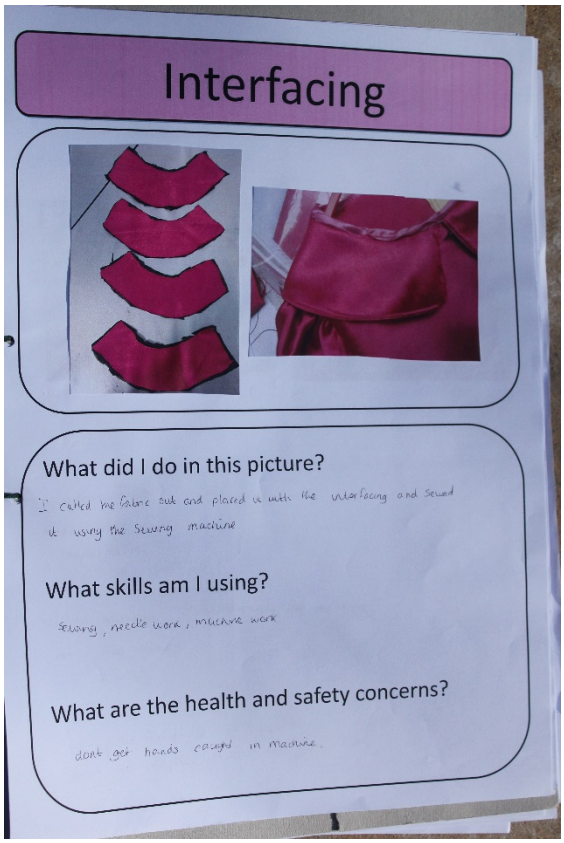
Make a product that involves different component parts using different materials, components, equipment, techniques and processes that functions fully and matches most specification points. **Select** the correct tools, equipment and processes, including CAD/CAM where appropriate, for specific uses. **Use** different making skills that demonstrate precision and accuracy in manipulating and using materials, tools, equipment and processes. **Make** your product safely.

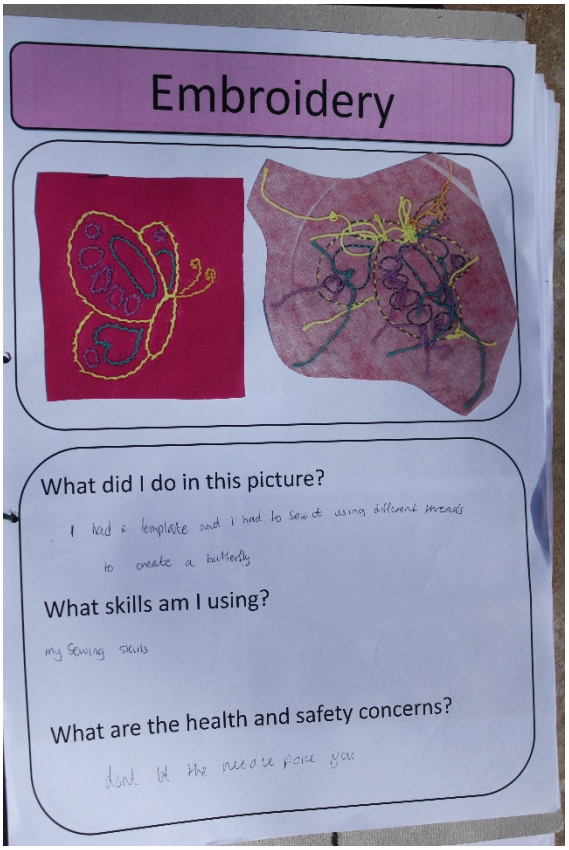
The photographic evidence below shows the product being made though it could show more had it been in more of a diary format rather than the large sheets that the teacher had prepared. Some of the pictures show processes that are not obvious on the finished article. There is no direct reference to making other than the individual processes shown then the completed product.


Pattern cutting
What did I do in this picture?
Practicing my sewing skills
What skills am I using?
needle
thread
What are the health and safety concerns?
don't let the sharp end poke you.


Seems
What did I do in this picture?
I Sewed two fabrics together to make the skirt
What skills am I using?
Sewing machine
thread
needle
What are the health and safety concerns?
dont let your hand get caught in sewing machine


Inserting a zip
What did I do in this picture?
I inserted a zipper by using a sewing machine
What skills am I using?
Sewing machine
free hand sewing
What are the health and safety concerns?
making sure my hands dont get caught in sewing machine


Interfacing
What did I do in this picture?
I cutted the fabric out and placed it with the interfacing and sewed it using the sewing machine
What skills am I using?
sewing, needle work, machine work
What are the health and safety concerns?
dont get hands caught in machine.


Embroidery
What did I do in this picture?
I had a template and I had to sew it using different threads to create a butterfly
What skills am I using?
my sewing skills
What are the health and safety concerns?
dont let the needle prick you

Quality of Final Outcome

Make component parts that are accurate, well finished and well assembled into an intended product or demanding sub-systems of the product. **Produce** a product or demanding sub-system of the product that matches the specification criteria and functions as intended.

The photographs on the CAB should be clear close-up pictures of the product. There should be some indication of scale included and it would be helpful if there were pictures showing details like the quality of the sewn seams or the inclusion of the zip.

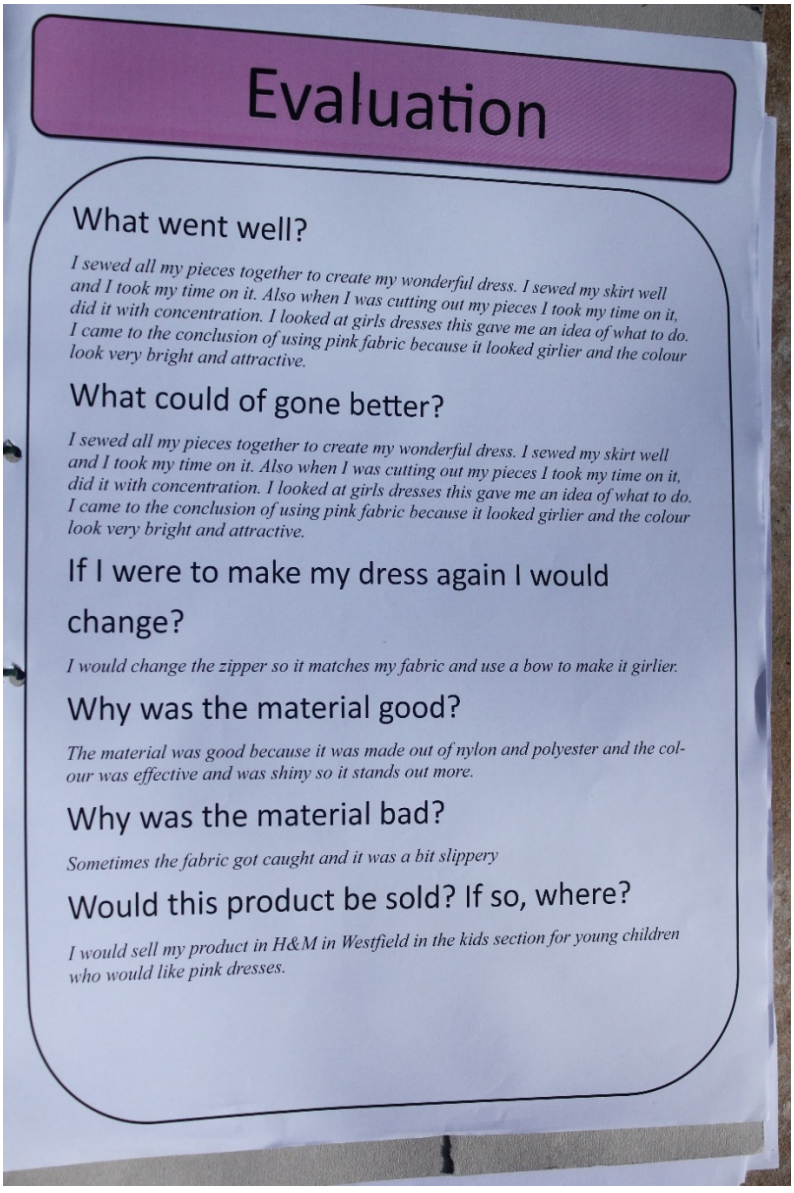
Test and Evaluate: Test and Evaluate Final Outcome

Test and evaluate your final product against the measurable points of your specification criteria.

Suggest Improvements

Suggest and sketch how your product could be modified to improve its performance and/or quality if it were made again.

There is a reasonable attempt at and evaluation here and some comment of possible improvements that could be made. All this is carefully guided by the teacher prepared sheet asking relevant questions. The evaluation could have been improved had there been a specification to work with.



Evaluation

What went well?

I sewed all my pieces together to create my wonderful dress. I sewed my skirt well and I took my time on it. Also when I was cutting out my pieces I took my time on it, did it with concentration. I looked at girls dresses this gave me an idea of what to do. I came to the conclusion of using pink fabric because it looked girlier and the colour look very bright and attractive.

What could of gone better?

I sewed all my pieces together to create my wonderful dress. I sewed my skirt well and I took my time on it. Also when I was cutting out my pieces I took my time on it, did it with concentration. I looked at girls dresses this gave me an idea of what to do. I came to the conclusion of using pink fabric because it looked girlier and the colour look very bright and attractive.

If I were to make my dress again I would change?

I would change the zipper so it matches my fabric and use a bow to make it girlier.

Why was the material good?

The material was good because it was made out of nylon and polyester and the colour was effective and was shiny so it stands out more.

Why was the material bad?

Sometimes the fabric got caught and it was a bit slippery

Would this product be sold? If so, where?

I would sell my product in H&M in Westfield in the kids section for young children who would like pink dresses.