



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Textiles
<b>Topic</b>	Cultural textiles
<b>Class Teacher</b>	A. Bright
<b>Head Teacher</b>	D. Wait
<b>Year</b>	9
<b>Date Given</b>	Week 9
<b>Date Due</b>	Week 2 Term 2
<b>Weighting</b>	25%

**Students are to create a poster about the cultural dress of a culture they have been given in class. The poster needs to include:**

- 1. Name of culture/country and picture of a male and female in traditional cultural outfit.**
- 2. Outline 3 design features of each outfit.**
- 3. Brief background about this clothing, (why was it developed or worn, what makes it unique to their culture)**
- 4. Describe how the culture uses textiles as an expressive medium.**
- 5. Identify 3 times fashion designers have used this culture as inspiration.**

### **Non-completion of Task:**

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

### **Plagiarism:**

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

**Failure to follow the above procedures may result in a zero award.  
The policies and procedures that are outlined on the ROSA booklet will be followed regarding the non-completion of assessment tasks.**

**Common grade scale Stage 4 TAS  
Task mark allocation**

A 10-9	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B 8-7	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C 6-4	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D 3-2	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E 1-0	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

**Outcomes Assessed**

**TEX5-3 Explains the creative process of design used in the work of textile designers.**

**TEX5-6 Analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use.**

**TEX5-8 Selects and uses appropriate technology to creatively document, communicate and present design and project work.**

## Textiles Technology

	<u>Outstanding</u> <u>30-25</u>	<u>High</u> <u>24-19</u>	<u>Sound</u> <u>18-13</u>	<u>Basic</u> <u>12-7</u>	<u>Limited</u> <u>6-1</u>
<p><b>Named culture and identified design features (10)</b> <b>TEX5-6</b></p>	<p>Students clearly identify the culture and the cultural costume worn by males and females.</p> <p>Student clearly identified 3 design features of each outfit.</p>	<p>Students identify the culture and the cultural costume worn by males and females.</p> <p>Student identified 4 design features of outfits.</p>	<p>Students identify the culture and the cultural costume worn by males and females.</p> <p>Student identified 3 design features of outfits.</p>	<p>Students identify the culture and the cultural costume worn by males or females.</p> <p>Student identified 2 design features of outfit.</p>	<p>Students identify the culture. No costume or features included.</p>
<p><b>Explanation of background and use of textiles within the culture. (10)</b> <b>TEX5-6</b></p>	<p>Outstanding explanation of the history of the cultural costume.</p> <p>Outstanding explanation of how the culture uses textiles.</p>	<p>Excellent explanation of the history of the cultural costume</p> <p>Excellent explanation of how the culture uses textiles.</p>	<p>Sound explanation of the history of the cultural costume</p> <p>Sound explanation of how the culture uses textiles.</p>	<p>Basic explanation of the history of the cultural costume</p> <p>Basic explanation of how the culture uses textiles.</p>	<p>Limited or no explanation of the history of the cultural costume</p> <p>Limited or no explanation of how the culture uses textiles.</p>
<p><b>Identify how this culture has been appropriated (5)</b> <b>TEX5-3</b></p>	<p>Selected images clearly show how this culture has inspired modern designers, this is supported with a brief explanation.</p>	<p>Selected images show how this culture has inspired modern designers, this is supported with a brief explanation</p>	<p>Selected images show several aspects of how this culture has inspired modern designers, a brief explanation.</p>	<p>Selected images show a few aspects of how this culture has inspired modern designers, basic explanation attempted.</p>	<p>Selected images do not show how this culture has inspired modern designers, no explanation</p>
<p><b>Uses subject specific language and appropriate layout for presenting information (5)</b> <b>TEX5-8</b></p>	<p>Correct terminology has been used consistently.</p> <p>Poster is easy to understand and read.</p>	<p>Correct terminology has been used across most of the poster.</p> <p>Poster is easy to understand and read.</p>	<p>Correct terminology has been used across the poster.</p> <p>Poster is finished and colourful</p>	<p>Correct terminology has been attempted in parts.</p> <p>Poster has been completed as a sheet of dot points.</p>	<p>Terminology has not been used.</p> <p>Poster is black and white, writing only</p>