



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

## **Exemplar for Internal Achievement Standard Technology Level 2**

This exemplar supports assessment against:

**Achievement Standard 91345**

**Implement advanced procedures using textile materials to make a  
specified product with special features**

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, students need to efficiently implement advanced procedures using textile materials to make a specified product with special features.</p> <p>This involves students undertaking techniques and tests in a manner that economises time, effort and materials.</p> <p>This student's project was to make a party wear dress. The student has completed a sketch and brief to describe the specifications and special features of the dress to be made (2).</p> <p>Techniques were selected and scheduled, and tests were undertaken to monitor special feature construction (3) (4) (5) (6) (7), all in compliance with health and safety regulations (6) (8). A garment that showed accuracy in the execution of techniques and tests (8) (9) was independently made to meet the specifications.</p> <p>The teacher notes validate that advanced procedures were efficiently implemented. The garment was completed in less time than was allowed for, materials were not wasted, and techniques did not need repeating once completed (1).</p> <p>Student work also showed evidence of efficiently implementing advanced procedures. For example, the student worked out in advance how much fabric was needed for the pleating (4), stitched the pleats closed in a way that made it efficient to reopen them at a later stage (3) (7), and undertook thorough testing (8) to ensure that techniques were correctly applied at the time.</p> <p>For a more secure Excellence, the student could more clearly show how the tests they carried out during construction ensured the efficient implementation of advanced procedures.</p>

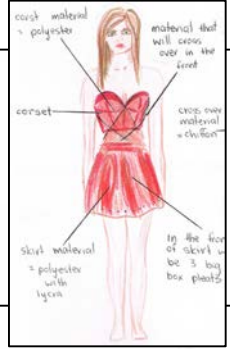
1

Teacher Notes: Evidence to support efficiency

- Scheduling shown for Special Features: Box Pleating and creating loops-feature on back. Evidence shown in portfolio and pictures of tests. **The teacher also observed the student completing these tests for the Box pleating many times and the loops to ensure they were correct. The most appropriate chosen.**
- Scheduling shown before production- **the techniques to be used are indicated in schedule, with health and safety considered and tests that will be conducted.**
- Evidence of schedule and pictures during production shown. **The teacher observed the manner in which the student complete each key stage independently and efficiently.**
- The garment was completed at school. The student did not ask for support during the making of this garment. **The garment has been completed using techniques indicated in schedule and the student was observed by the teacher as being organised and understood how to perform techniques accurately. Teacher guidance was not needed by the student.** The students garment was completed before the time allocated. When she asked a question it was only for clarification of the technique not to be shown what to do. **There was no wasting of material and the techniques were not repeated once completed so time and effort were economised.**

Dress: Techniques are shown in the portfolio schedule with evidence to support how skillfully completed.

- Box pleats are all even and are inserted into the waist band correctly demonstrating accuracy.
- Hem of skirt finished correctly using the machine stitching and hand to insure that it does not move. Trialled and tested to descide on most suitable.
- Waist band inserted evenly and correctly hand sewn into place. Hook and eye inserted to close waist band. Loops handmade and professionally completed. Testing carried out.
- Invisible zip used. This was inserted correctly, with some clarification required.
- Open seams overlapped, side of skirt all even.
- Top- all panel seams match accuratley.
- Lining inserted correctly on top, neckline and all panels.
- Clipping was observed being used for all round and pointed sections of the garment and under-stitching.
- Hooks and eyes inserted straight, evenly and correctly.



**Intent**  
 I am going to create a casual party wear dress that will be worn during the summer time, with will be worn around my family and friends when going out.

**Specifications**

- The design must include a look feminine and aesthetically pleasing.
- I must consider that my dress is appropriate for a casual outing wear with family and friends.
- I must consider that my dress will have to be comfortable to wear and move around in.
- I must consider that my dress is to be worn in the summer time, meaning the design that I create needs to be short so that I will be able to wear it in summer.
- I must consider that my garment must be durable and be able to last so the material that I use will be strong.
- I must consider that my dress is to be easy to wash.

**Constraints**  
 I must create a garment showing at least 2 special features

2

**My Plan for trialling and testing my two special features**

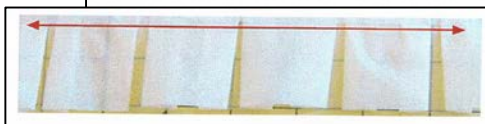
Box Pleating		
Planned trial		
	<ul style="list-style-type: none"> <li>The box pleats are going to have a size of 5cm wide in my full scale skirt.</li> <li>How far down I will stich the pleats close</li> <li>How I am hemming the bottom of the skirt</li> </ul>	
Hemming the skirt.	<p><b>Test/check</b></p> <p>I will trial different hems to find out which I like the most, and will good the best. I will trial 1 line 1.5cm away from the edge of the fabric that is folded over 1.5cm, with an over locked edge. Repeat the same, but folding the over locked edge under again so that the edge is no longer seen. I shell repeat the edge I most like (over locked edge or folded under edge). But instead of 1 line I shell do a double line.</p>	<p><b>Evidence/comment</b></p>
Stitching pleat closed.	<p>I will trial stitching as close to edge as possible, 0.5cm, and 1cm away from the edge.</p>	
Scheduling	<p>I will use pleating in the appropriate time in my construction of my dress</p>	<p>I will construct my skirt once I have completed my top, but it doesn't matter what order I am doing this in as my pieces don't connect.</p>

3

½ scale box pleating for skirt of my final design





To make the box pleats I used a size of 2.5cm for each pleat. I started off my marking out every 2.5cm then folded the paper into the box pleat. This make the material very short. Once I had created a long line of the pleats I got my tight waist measurement and halved it as I was doing a half scale. Then I figured out how many pleat I would be using and how much material I will be using. Once I had the correct amounts of pleat that would fit and knew how much material I would be using I added 1.5cm to the both sides of the pattern for when connecting the ends together.

4



The picture shows how I folded the pleats then measured across to find out how many pleats I would be using and how much material will be needed.

Task	What needs to be done?	How I will comply with relevant health and safety.	What tests (checks) will I need to apply and when?	Scheduled time given.
<p>5</p> <p>Cutting out my pattern pieces, for my top section of my pattern.</p>	Pin on cardboard pieces, so that the pattern isn't going to move when cutting out the pattern. Then cut around the edge of the pattern. Then mark in the notches and label the different pieces so that when stitching together the pieces go in the correct places.	When completing these steps to keep myself and others safe I shell make sure that no pins are left on the table or floor. And with the scissors I will carry them with the blades in my palm and also make sure they are not dropped on the floor by keeping them away from the edge of the table.	I will need to apply visual tests to make sure that the pattern pieces are placed on the grain line on the material. Another visual check are that the patterns are placed on the correct sides of the material. I will be continuous checking when cutting out my material so that I am getting the correct shape of the material as the pattern pieces.	15mins
<p>6</p> <p>Stitching all seams of my front section of my top together.</p>	For this step I shell have to place the correct pattern pieces together connecting the notches to make sure the pattern is placed in the correct position and in the correct place. The pieces will go correctly together by adding a Front side to either side of the Front piece and a Back side to either side of the Back. Stitch a line following the shape of the outside of the material 1.5cm away from the edge. Once all seams have been stitch I need to over lock the selvedge edges. I shell over lock two pieces in each seam as I am using open seams so that the pattern sits flatter when this material and the lining is placed together. Then iron these seams as well so that I can make the material sit as flat as possible.	When completing these steps to keep myself and others safe I shell make sure that no pins are left on the table or floor, and when taking the pins out of the material once I am done with them I shell make sure that they go straight back into the pin container. I shell also make sure that I keep my fingers away from the sewing machine needle when sewing, I shell do the same thing with over locker machine. When ironing the seams flat I shell make sure that when finished with the iron that it is turned off.	I will need to apply visual checks when sewing the pattern pieces together to make sure that I am always sewing 1.5cm away from the edge, this is also to make sure that I create the correct shape to my pattern. I will need to apply visual checks when over locking so that I am not cutting much or any material off.	25mins

<p>7</p> <p>Under stitching around the top of the seam just created to make sure that the seam sits flat.</p>	I pulled the lining material and the good material apart, and stitched on the good side of the lining material, when stitching this I pushed the 1.5cm seam allowance to the side of the lying to make sure that I stitched them together. By doing this it will make sure that the shape sits flat and the design pattern is created. Once this has been stitched I ironing the top part of the dress so that the seam would sit as flat as possible.	When completing these steps to keep myself and others safe I made sure that I keep my fingers away from the sewing machine needle when sewing. When ironing the seams flat I made sure that when finished with the iron that it was turned off.	I applied visual checks when sewing the under stitching to make sure that I was sewing close to the edge and the same distance the whole way around the edge, so that the top shape sits flat, but also so that the inside of the dress looks neat and tidy.	<p>9</p> <p>No problems occurred when under stitching the top</p> 
<p>8</p> <p>Stitching the bottom seam of the top of the pattern together (stitching the bottom of the good material and the lining together). Then under stitching the seam to make it sit flat.</p>	The same needs to be done to the bottom of the top to create a finished look. Follow the steps of stitching and under stitching the lining and good material together.	The same needs to be done to the bottom of the top to create a finished look. Follow the steps of stitching and under stitching the lining and good material together.	The same needs to be done to the bottom of the top to create a finished look. Follow the steps of stitching and under stitching the lining and good material together.	
<p>8</p> <p>Stitch the side closest to the front down to create a finished look.</p>	Pin the edges together to make sure that they line up, with the good sides of the materials together. Then sew 1.5cm seam allowance away from the edge. Then I flipped it the right way around again and ironed the edge flat.	When completing these steps to keep myself and others safe I make sure that no pins are left on the table or floor. And make sure that I keep my fingers away from the sewing machine needle when sewing. When ironing the seams flat I made sure that when finished with the iron that it was turned off.	I applied visual tests to make sure that I am always sewing 1.5cm away from the edge. Since this seam was straight edge I tried to make the line as straight as possible.	
<p>8</p> <p>Pinning the pleats together and closed and basting the pleats so that they won't move.</p>	I marked the points where the material needed to be folded, then pinned them in place so that the material couldn't move when stitching. I didn't want to stitch 1.5cm for the seam allowance yet as the waist band needed to be stitched in when that would be done. So I basted the pleats together by stitching using a very wide stitch with no back stitch so that when I stitched the waist band on it the basted line is seen I can just unpick and cut these bits out without affecting the waist band of the pleats.	When completing this step to keep myself and others safe I make sure that that no pins are left on the table or floor. I also make sure that I keep my fingers away from the sewing machine needle when sewing, I did the same thing with the over locker machine.	I applied visual checks when pinning and basting the pleats together to ensure that the basting line would be straight and then would be less likely to be seen under the waist band.	

	Grade Boundary: High Merit
2.	<p>For Merit, students need to skilfully implement advanced procedures using textile materials to make a specified product with special features.</p> <p>This involves students showing independence and accuracy in executing the scheduled techniques and tests.</p> <p>This student's project was to make a party wear dress. This student has outlined their proposed design, with special features that included a bow and double layer gathering (1) (2).</p> <p>The practices and decision making carried out by the student ensured they showed independence as they executed scheduled techniques and tests. For example, with minimal assistance they experimented and trialled techniques while constructing a toile (3) (4), scheduled and applied a logical order of construction and testing (5) and complied with relevant health and safety regulations (6).</p> <p>Accuracy was assured by practicing stitching techniques and trialling different sized bows before making the final outcome (7) and by determining detailed scheduling (8). Teacher notes also validate that the student showed accuracy when executing the scheduled techniques and tests (9).</p> <p>For Excellence, time and effort would need to be economised. For example, practicing stitching techniques on the fabric that was to be used could have ensured the student understood the nature of the fabric (6) (9). This may have eliminated the need to make adjustments later on, thus minimising time and effort.</p>



Final Design

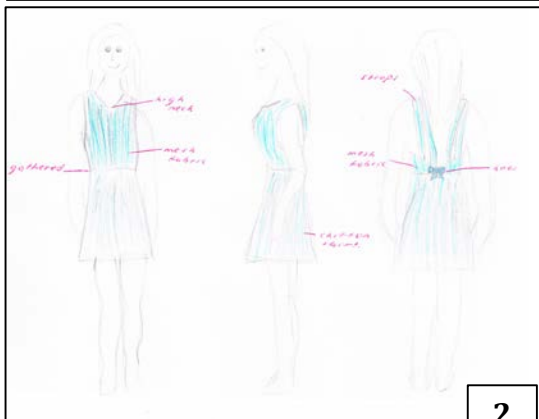
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My final dress includes a high neckline with a small slit on the collarbone. I will have no back except a thin strip of fabric that creates a contrast. The edges of the no back will be lined with lace and have a cute bow at the base to add femininity to the dress.

The top layer of the dress will use a sheer chiffon fabric with a lining underneath to keep the top fitted. For the skirt I will be using a stiff fabric lining with mesh fabric on top that has the lines in the fabric that give the impression of pleating. The fabric is quite sheer so I will be using a dark color for the lining. I will be coordinating the colours for the top and skirt lining to help the dress look connected. This will help the dress look nice/flowing and girly/feminine and keeping with the specifications of comfort, modesty and aesthetically pleasing.

I will be using a gather stitch at the waist. I will be using a hairline seam as I'm using a lightweight fabric and it is the most suitable seam for this fabric type. I'm using a stretchy mesh fabric to give the impression of pleats and using a French seam on these parts where the sheer fabric is on display as it's the most appropriate seam for this fabric and looks the most aesthetically pleasing. I will use a simple hem that won't interfere with the dresses femininity and flowing look.

The special features I will be testing are the bow on the back of my skirt and the double layer gathering. My initial decorative feature included a low backless dress design but I decided to raise the back and add two straps to add to the comfort and security of my dress and add a bow for the girly look. I think that this design will better meet my specifications of comfort and modesty in my brief than my initial design.



2

Skills:

These skills would be suitable for a dress; French seam for a lightweight fabric as I am thinking of using this fabric on my skirt. I am thinking of having gathering on the skirt of the dress, using a hairline seam for my lightweight and translucent fabric on the skirt and the top of my dress. I may be using the mock felt fell seam on the skirt and maybe the front.

These skills are less suitable for a dress; Welt seam would only be appropriate for fabric like leather and I am using lightweight fabric for my design. I won't have shirring on the back of the dress as it isn't suitable for my dress design with no back. I won't use the lapped seam as it is suitable for thicker fabric and my dress is lightweight fabric. On my dress design I won't be using ruffles on the skirt instead I will be using gathering.

I place my lining inside my calico skirt and place the seams together. I pin the two layers together around the top and hand stitch this roughly. I then use the gathering stitch (increase length to 5 on straight stitch) around the top and then pull the strings to gather my skirt to the correct measurements of my waist.



I can visually check to see if the gathered skirt will fit and is at the correct measurement by trying it on. I can visually judge whether the seams are aligned.



3

Adaptations to Toile

Steps	Evidence
For my final design I want a high neckline so in my block dress I lowered the neckline so would sit on my collar bone. Because of the design I intend for the back of my dress the front neckline had to reach the straps that are suitable for the backless design. This is why I made the curve wider reaching the edge of my collar bones.	4


Reflection After Making My Calico Toile: After completing the top on my toile I realised that my top material is sheer so I could not have my lining wrong side with the wrong side of my top material because you would be able to see through it. So my solution was to stitch my top mesh fabric to the first lining after cutting my darts down around the edges and then treat this new piece as one front as attach this to my second layer of lining. On my toile it would be unnecessary for me to stitch my straps up with lining as the calico material isn't sheer. So on my final I would need to do something similar to my front. I will sew around the edge my top mesh fabric to my lining then turn it inside out and sew around two edges. On my toile the calico material isn't sheer so the technique I used was okay but because I am using chiffon fabric I need to sew the piece of fabric that is left when I sew up the dress into the same part of my lining. My top and my back triangles were too big so I had to make adoptions to my pattern to make it smaller so that it would fit. This dress meets my specifications by being formal enough for the party and is modest for wearing in public. This dress is girly and feminine and will be warm as it has double linings and appropriate lengths. The dress is comfortable enough to be worn for long time periods and is easily washable material.

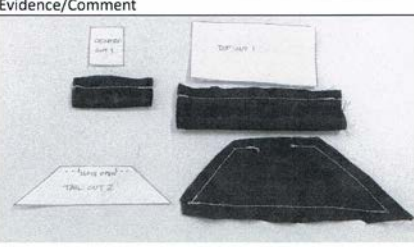


Steps	Evidence
The first step to sewing my dress is sewing my darts closed. I start with my lining an pin the darts closed, then sewing these up then continuing this process on my "top" fabric darts. To do this I don't back stitch at either end of the dart and follow the dart to the end.	5

Steps	Evidence
The first step to making my dress is the lining. I started with my top, I laid my pattern on my lining that is folded over and cut on the fold twice for my front pieces and cut two of the back triangles and one of each straps.	5

What needs to be done? What materials will I need?	How I will comply with relevant health and safety.	What tests (checks) will I need to apply and when?
I need to cut out all the cardboard pattern pieces and lay them onto the fabric. I will make sure that I fold the fabric to cut on the fold. I will pin these down and cut them out carefully following the edges. The front piece is cut on the fold and is just one complete pattern piece.	I will comply with the relevant health and safety by making sure to keep my fingers away from the pins and to collect all the pins once I'm finished so that they won't fall on the ground. I will keep my fingers away from my scissors and be careful with them.	I will do a visual check to make sure the front piece is laid and the fabric, which is folded over to ensure that it will be cut on the fold. I will check that the back pieces are all cut two and not on the fold.

6

<p>Cutting Out my back top pieces.</p> <div style="border: 1px solid black; width: 30px; height: 30px; text-align: center; margin: 10px auto;">6</div>	<p>This is similar to the front top pattern piece step. Although I did not need to complete and darts or anything as the back design is essentially backless. The straps were cut out separately and are only a cut one and the bottom part of the back design is cut two pairs.</p>	<p>I complied with the relevant health and safety by making sure to keep my fingers away from the pins and to collect all the pins when I finished so that they won't fall on the ground. I kept my fingers away from my scissors and was careful with them.</p>	<p>I visually checked that I have four separate straps for my back at alternating lengths. I visually checked that the two bottom back pieces are separate and match together with matching sides (both the good side facing upwards while the bad side both facing downwards) not one of each.</p>	<p>I had the same difficulties with my back pieces and ensuring all the lines were in the same direction I did this by pinning with room for stretching and laying it over the desks fully before pinning.</p> 
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<p><u>My Plan for Trialling and Testing my Two Special Features</u></p>		
<p>Bow</p> <p>Planned Trial</p> <ul style="list-style-type: none"> <li>The stitch distance from edge of fabric to sew together the bow.</li> <li>The various sizing for the bows.</li> <li>The seams which will be seen on the bow.</li> </ul> <div style="border: 1px solid black; width: 30px; height: 30px; text-align: center; float: right;">7</div>		
<p>Seams</p>	<p>Test/Check</p> <p>I will test the bow seams by first using the hairline seam</p> <p>I will test the seams for the bow by using a French seam.</p>	<p>Evidence/Comment</p> 
<p>Stitching</p>	<p>I will test three different sizes for the distance from the edge of the fabric when testing the hairline seam. (12mm, 13mm, 11mm)</p> <p>I will test three different distances from the edge of the fabric using the French seam. (6mm, 5mm, 5.5mm)</p>	
<p>Sizing</p>	<p>I will test four different sizes for my boy to see the different effects. I will measure the full length of the bow at 12cm, 15cm, 13cm and 10cm.</p>	
<p>Scheduling</p>	<p>The bow is scheduled into the correct stage in the overall garment construction to create the optimum quality.</p>	

<div style="border: 1px solid black; width: 30px; height: 30px; text-align: center; margin: 10px auto;">8</div>	<p>10. Now the bow needs to be made. Firstly cut out all the pattern pieces onto the lining material. For the triangles sew together leaving the middle of the top unstitched. The small square is to be folded with right sides together and sewn along the length. The large square is folded with right sides together along the length. Turn all the pieces the right way out. For the rectangle makes sure the seam is in the middle of the rectangle and sew the edges together. Turn the other way so that the seam that was just sewn is on the inside and ensure the small seam is in the middle. Squeeze the square in the middle and hand sew together. Place the small rectangle and wrap this around the middle of the bow and hand sew this on ensure this is not done too tightly as the triangle needs to be passed through here.. Using a pin or a safety pin, pin the edge of the triangle and pull it through the small rectangle on the middle of the bow.</p> <p>11. Hand sew the bow on the left side of the back and ensure this is secure so that the bow hangs in the middle of the back.</p>
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**Teacher Notes:**  
Scheduling shown for special features Gathering and Bow.

9

Evidence shown in portfolio and pictures of tests. The teacher observed the student completing these tests for the gathering and the bow (7).

Scheduling shown before production - the techniques to be used are indicated in schedule, consideration of health and safety and tests that will be conducted (4) (5).

Evidence of production schedule shown – pictures and notes (6) (8). The teacher also observed the student complete each key stage as the garment was completed at school. The student did not ask for support during the making of this garment, only wanted advise on techniques (i.e. how to hem the bottom of the skirt on the overlocker correctly).

Dress: The techniques shown in the dress are shown in the portfolio schedule on how they were completed (3).

Gathers (2 layers) were all trialed and inserted evenly and correctly around the waist (4).

Hem of skirt not finished correctly using the overlocker as some parts not attached.

Invisible zip used. This was inserted correctly.

Open Seams overlocked side of skirt and waist to top

Side panel seams all match.

Lining inserted correctly top, neckline and arm holes.

Clipping was observed being used for all round and pointed sections of the garment.

Overall the garment has been completed using techniques indicated in schedule and was observed by the teacher. Teacher guidance was not needed by the student. The only issue with the garment was the hemming of the skirt and this was due to the nature of the fabric used. The students garment was completed on time.

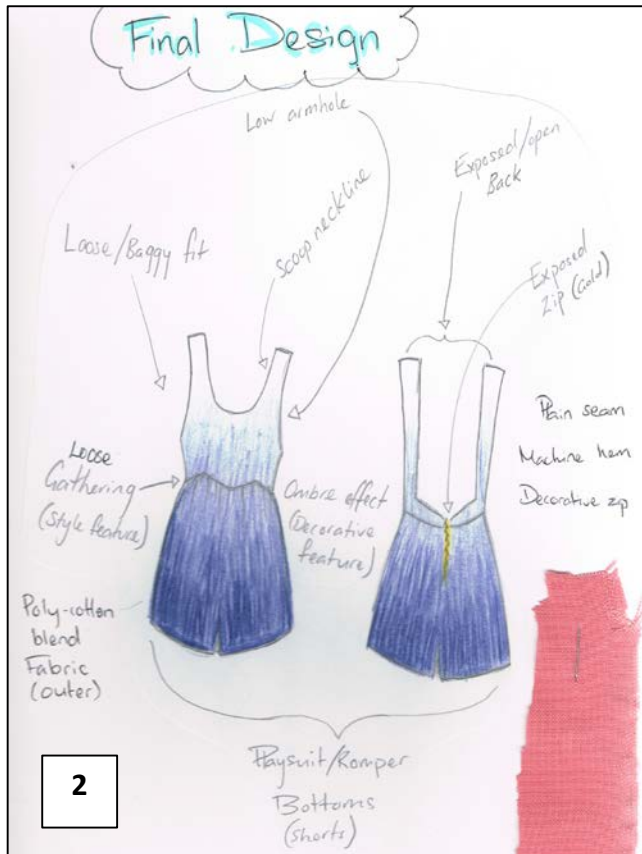
Final outcome was shown in portfolio as fitting the student and functional.

The student always showed independence throughout the development, was organised and understood how to perform the techniques. When she asked a question it was only for clarification of the technique, not to be shown what to do.

No wasting of material and the techniques not repeated once done. Confidence is shown in creating the final garment.

	Grade Boundary: Low Merit
3.	<p>For Merit, students need to skilfully implement advanced procedures using textile materials to make a specified product with special features. This involves students showing independence and accuracy in the execution of techniques and tests.</p> <p>This student's project was to make a party wear dress. This student has completed a final design that includes specifications and special features (2).</p> <p>Techniques were selected and scheduled (3), and special features were trialled and tested (4) before construction, and testing ensured construction was monitored (3). Health and safety regulations were complied (5) (6). Photos of the final garment (8) (9) and teacher commentary (1) indicate that specifications were met.</p> <p>Teacher notes state the student generally required minimal support when executing the scheduled techniques and tests (1). This was sufficient to verify that independence was shown.</p> <p>Accuracy was ensured when executing techniques and tests. For example, the student marked and cut the fabric correctly (5) (6). The teacher notes state that a quality outcome was made (1).</p> <p>For a more secure Merit, the student could show a greater level of independence and accuracy shown when executing techniques and tests. The student needed some assistance with deciding which techniques to apply (7), and some reminding to undertake testing (1). More accuracy could have been shown when attaching the waist and finishing the crotch section (1).</p>





**1 Judgements for Achievement with Merit**

The student has skilfully implemented advanced procedures using textile materials to make a specified product with special features.

The student has:

- Selected and scheduled techniques to achieve special features.

The student completed the party wear with at least two special features to meet the specifications.

- Shown independence and accuracy in executing the scheduled techniques and tests.

The student trialed the construction method for the special features, independently chose a method that allowed them to produce a quality outcome, and used this in the final product.

This was observed during the construction of the final outcome. Evidence is also shown in the portfolio that this was done during construction of Toile and tested when doing the 1/2 scale Toile.

Scheduling shown for Special Features. Evidence shown in portfolio and pictures of tests being carried out. The student needed reminding at times to complete tests.

The student planned the order of construction of both the special features, the order they would be completed within the product and the overall schedule of construction for the product with minimal teacher support. The student corrected any faults as they made the product.

- Gathers are even and are inserted into the waist and shorts correctly.
- Hem of shorts finished correctly using the machine stitching.
- ombre even on the front and correctly carried out
- Open seams overlocked mostly even throughout the garment. Teacher reminder. Top- all panel seams match.
- Lining inserted correctly top, neckline and all panels. All lining hand sewn correctly into place.
- Clipping was observed being used for all round and pointed sections of the garment and under-stitching.
- Invisible zip used and inserted correctly at 2<sup>nd</sup> attempt.
- The only part of the garment that was not over locked was the waist attachment.

The student knew the codes of practice for the various techniques and special features and checked against these as the party wear was constructed. The student was observed complying with relevant health and safety regulations.





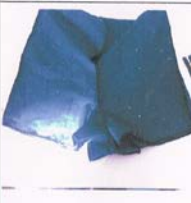

The student has completed the product with minimal input from the teacher to meet the specifications. The item has been made showing precision and accuracy. Overall the garment has been completed using techniques indicated in schedule and was observed by the teacher. The student overall required minimal teacher guidance. The only issue with the garment was the correct procedure used in the waist attachment and the catch section being over locked evenly.

<p>12. Join up the side seams and pin and sew them (1.5cm). Hem the shorts facing inside out.</p>	<p>When Trying on the shorts I realised that they were too short and needed to be longer upwards. I added 10cm to the top of the pattern because the body rise measurement +1.5 (ref. to 1/2 scale) was meant to be from the hip up not the waist down.</p>	
<p>13. After pinning and sewing the shoulder and side seams of the top gather the waist of both the shorts and top to 69cm.</p>	<p style="text-align: center;"><b>3</b></p>	

<p>Special Feature: Ombre (bleaching)</p>		
<p>Trials I plan to do</p> <ul style="list-style-type: none"> <li>Bleaching top half (mostly white)</li> <li>Bleaching bottom half (mostly blue)</li> </ul>		
<p>Test/check</p>	<p>What I am looking for</p>	<p>Evidence/comment</p>
<p>Appearance</p>	<p>The gradient of the colour should be approximately even</p>	
<p>Finish</p>	<p>No splotches or patches in either colour</p>	

Task	What Needs to be done? What materials will I need?	How I will comply with relevant health and safety?	What tests (checks) will I need to apply and when?	Schedule
<p><b>Step one:</b> Pinning and cutting pattern to fabric</p>	<p>Pin pattern securely to fabric. Cut out pieces accurately.</p> <ul style="list-style-type: none"> <li>Scissors</li> <li>Pins</li> <li>Pattern</li> <li>Fabric</li> </ul> <p>Cut out double the top pieces for lining.</p>	<p>Pin securely. Remove pins and put them back on the magnet. Walk with scissors correctly.</p>	<p>Ensure grain lines are the right way when pinning the pattern. Ensure the front top piece is placed correctly on the fold.</p>	<p>Time Given 45 mins</p>
<p><b>Step two:</b> Pin one front short piece to on back short piece</p>	<p>Pin inner leg seam of one front pattern piece and one back patter piece wrong sides facing outward.</p> <ul style="list-style-type: none"> <li>Pins</li> <li>Fabric</li> </ul> <p>Repeat with opposite back and front pattern pieces</p>	<p>Pin Securely. Line up fabric correctly.</p>	<p>Check the edge of the fabric is lined up correctly.</p>	<p>5 mins</p>

**5**

Task	What I did	How I complied with relevant health and safety.	What tests (checks) I did	Problems I occurred and overcame	Photo evidence
<b>Step one:</b> Pinning and cutting pattern to fabric	I Pinned pattern to fabric in correct positions (on the fold/cut 2) I Cut out pieces accurately. I Cut out double the top pieces for lining.	Pinned securely. Removed pins and put them back on the magnet. Walked with scissors correctly.	Ensured grain lines are the right way when pinning the pattern. Ensured the front top piece was placed correctly on the fold.		
<b>Step two:</b> Pinning one front short piece to on back short piece	I Pinned inner leg seam of one front pattern piece and one back patter piece wrong sides facing outward. I Repeated with opposite back and front pattern pieces.	Pinned Securely. Lined up fabric correctly.	Check the edge of the fabric is lined up correctly.		
<b>Step four:</b> Sew crotch	I Pinned seams with good sides together and backs and fronts on the same sides. I Used normal straight stich to sew the crotch seam with 1.5cm seam allowance. I Overlocked open seam	Pinned securely Back stitched to secure seams	Checked seams were sewn straight and seam allowance was 1.5cm	I was unsure whether to do an open or closed seam but a classmate advised me to do an open seam because I had a zip at the back.	
<b>Step five:</b> Sew side seams	I turned the shorts inside out matched up the seams and pinned them together. I used a normal straight stitch to sew the side seams with 1.5 cm seam allowance. I overlocked closed seams	Pinned securely Back stitched to secure seams	Checked seams were straight and seam allowance was 1.5cm		
<b>Step six:</b> Hem the shorts	I overlocked the edges of the fabric I ironed the hem up with fabric inside out I pinned the hem in place I used a normal straight stitch to sew the hems of both shorts	Kept fingers away from iron Pinned fabric securely Back stitched to secure hems	Ensured Hems were straight And were the correct length		
<b>Step seven:</b> Gather shorts waist	I set the sewing machine stitch length to the longest (5) I stitched all the way around the waist leaving long bits of thread at the ends to gather I pulled the top thread and pushed material along to gather the shorts. I tied off the gathers at both ends	Tied off gathers securely to prevent unraveling	Checked that gathers were even Checked that gathering was equal to waist measurement		

6

7

8



9

Adapting my pattern  
 When I was adapting my full scale pattern I used the dress block we made with ~~Don~~ to fit us. I cut the front and back pattern pieces at the waist line to create a front/back top and a front/back skirt. Then using my half scale instructions I added crotch rectangles to turn the skirt into shorts. For the front top I adjusted the neckline and arm hole. and for the back top I created the strap to the desired length.

	Grade Boundary: High Achieved
4.	<p>For Achieved, students need to implement advanced procedures using resistant materials to make a specified product with special features.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• selecting and scheduling techniques to achieve special features</li> <li>• undertaking testing to monitor special feature construction to demonstrate that the product meets specifications, and applying scheduled techniques to comply with relevant health and safety regulations.</li> </ul> <p>This student's project was to make a child's dress. This student has established specifications and special features for making the dress (4).</p> <p>The student correctly interpreted instructions from a pattern that suggested outdated techniques (3) and tested alternative techniques (for example, hand versus machine stitching) to select the best ones to use (2). Scheduling included points at which some testing was to occur (6). Relevant health and safety regulations were identified (5).</p> <p>Special features (piping, collar) were firstly trialled and then the established techniques were scheduled and implemented. Photographic evidence supports the accurate execution of techniques to achieve the special features (7).</p> <p>To reach Merit, the student would need to more skilfully implement advanced procedures. The teacher (as verified in the annotated assessment schedule) determined that more precision and accuracy could have been shown (8), particularly if the scheduled order of construction had been followed. The annotations also state that some prompting was given, indicating that more independence could have been shown.</p>



### Visual Diary 27/2

**1**

**Style Features:**

- Set in sleeves
- Fly front
- Collars

**Decorative features:**

- pintucking
- embroidery
- Shirring
- piping

**Peter pan collar:**


I have chosen to use the Peter Pan Collar because it finishes the garment off nicely and the piping will give the collar emphasis if it colour co-ordinates with the material which is white and red so I could use red or white piping. The Peter Pan collar is small so it lies flat on the garment, it won't irritate the child neck.

**Piping:**

I have chosen to use the piping as a decorative feature as it will make the collar stick out. When I went to the sewing shop to get my material the lady had pink, white, yellow and green bias piping but I thought it would look cooler with red piping so the lady said I would have to make it myself using red bias binding with cord, but I managed to find red piping in another shop.


**Set in sleeves:**

I have chosen to use set in sleeves as I really like the gathering effect also I think if I use piping around the sleeve edge it will really tie the garment together because I am using the piping around the bottom edge of the bodice and the collar. Also the puffy sleeve will be comfy for the child and hopefully not as irritating as normal sleeves.




### Testing - Seams

**Slip stitch**



I had to slip stitch when turning the cuff over when doing the set in sleeves. The slip stitch was used so that you can't see the stitching on the right side. If I picked really well, I had never done it before but I will use it more often.


**Plain seam**



The plain seam was used after putting the piping on and turning the over-laid edge of the fabric over. The plain seam was used just to turn over-laid edge over of stitching remaining in place. I think the plain seam worked well as it was a really neat seam.


### Testing - Hems

**First Hem**



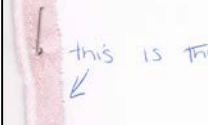
Overlapped along hem, turned up once I did not want to do this one because I like it better when the overlapping is enclosed it looks tidier, also with a little kid it could get caught and the seam could come undone.

**Second Hem**



This is the hem that the garment instructions suggest I do, but I thought that it was too much they used to do hems like this back in the day but not they're just turn up by like 1cm.

← this is the piping that I made



### 3 Assembly Instructions

VI. deal primarily with general order of assembly. Sleeve, collar, and hem variations are referred to in Section VII. It is important that you read instructions before beginning your garment. All seam allowances are 5/8".

**I. PREPARATION**

Tear the front and back skirt pieces. Wash and dry fabric before cutting. If, after washing and drying, the skirt pieces are not straight horizontally and vertically, you will need to block these pieces to bring the threads into alignment.

To make hemming easier, press up 1/4" on bottom edges of skirts and press up the stated hem allowance. If you have a serger, omit pressing up 1/4" and press up hem allowance only.


Construction of the Dress, Daygown, and Saque is the same. The difference between all the styles is the length which is explained below.

The Dress will hit approximately at the knee plus a 4" hem allowance. The Daygown length is the cervical height plus a 2" hem allowance. The Saque is 4" longer than the Daygown including a 1" casing.

If you wish to smock the front and back skirts, tear the skirt pieces as follows. (The smaller sizes may be smocked under the arm or not.) The skirt width for all sizes is 36". If you are not smocking the skirts, you might consider a fabric or ribbon sash or belt. This is a younger style and is recommended for smaller sizes.

**II. CUTTING AND LAYOUT**

This is one of the most important parts of constructing a well fitting garment. Cut all pieces exactly as shown on the layout diagram, and transfer ALL pattern markings such as shoulder points, dots, notches center front, center back, etc. These are included on the pattern pieces to serve as points of reference, and if you will refer to them, constructing your garment will be much easier. READ AND FOLLOW THE DIRECTIONS!! Mark armhole curves on skirt front and skirt back, and also mark center of the skirts. Find the specific view that you wish to make and select the appropriate pattern pieces.



**III. PLEATING**

*using machine to pleat the skirt because the pieces won't be right*

**A. Sleeves - Short & Long**

Pleat 4-6 rows, as desired, centering middle pleating row along the elastic placement line on each sleeve. Leave pleating threads long enough to spread sleeves out flat after pleating. Finish lower edge of sleeve (hemstitch and attach lace, narrow hem, entreeux and attach edging, etc.). Run two rows of machine gathering threads on the 1/2" and 3/4" seam allowance on the top of the sleeves. Pull gathering threads out at the \*s.

*only gather up top*


**B. Front and Back Skirts**

Pleat 8 rows (smock 6) on the front and back skirts pieces. This allows for 2 extra rows of pleating threads (one for the top to aid in constructing, as well as ease in smocking, and another for the bottom to aid while smocking). At the center of the back skirt, cut gathering threads and tie off, leaving 1 pleat free at the center back.

**A. Piping**

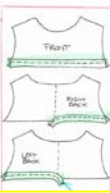
You may use wide bias tape in a contrasting or a matching color, or you may cut bias pieces out of the same fabric as the dress. True bias is cut by bringing selvage edges at right angles to each other, and cutting along the diagonal foldline. For 5/8" wide piping, cut bias strips 1 1/4" wide. For cording, use a 3 ply cotton package twine that has been separated and pre-shrunk, or kite string. Place twine in the middle of bias strip and sew close to cording. Check to see if your sewing machine has a special foot for cording, or use the zipper foot to sew close to the cording. If you are using bias tape, you can make one long continuous strip. If using pieces, be sure you make enough for all pieces that need to be piped. (Collars, cuffs and yokes) Ready made mini-piping is available from Susie's Ready to Smock. Check back of instructions for address.

*made piping with bias tape*



**B. Piping Yokes**

Pipe 1 front yoke matching lower edge of yoke to the raw edge of piping. Sew along the 5/8" seamline. Pipe right back yoke to the center back. At center back, facing inward on edge of back similar.



**4 Specifications**

- This product must include two special features.
- This product must be for a small child
- This product must be made out of a woven fabric.
- This product must include decorative features.
- This product must be appropriate for intended age.

**5 Safety**




- Use iron for intended purpose only ironing fabric
- Do not run with scissors.
- Do not cut towards your hand.
- When carrying scissors, point them down.
- Keep all pins together in a jar or pincushion.
- Do not aim any sharp objects at yourself or
- Do not leave any sharp objects unattended.
- Keep scissors closed when not in use.
- Do not put pins in your mouth
- do not lean to close into the sewing machine
- Unplug everything after its use.

**6 Test / Check**

**Pressing:** Pressing, used to make sure both the facing and the neck bodice are even and there aren't any tucks or gathers.

**Stitching:** Even, same distance from raw edges, no jumps.



<b>7</b>	<p><b>Piping</b> planned trial -</p> <ul style="list-style-type: none"> <li>• Pin piping to the edge of the material having cord extend over seam line and flat edge within the seam allowance.</li> <li>• Baste or close to the cord as possible, without catching the cord.</li> </ul> <p style="text-align: center;">Test/Check</p> <p><b>Seams:</b> When basting, it is as close to the cord as possible so when you sew it for the final time you have a clearer outline of where to sew.</p> <p><b>Tapering:</b> Don't cut the end of the piping, it should extend past the seam line so you can fold them up, so when it gets turned through you don't have a raw edge at the end.</p> <p><b>Seam finishing:</b> No need for overlocking, the bias will get folded over by another bit of material. Trim seam to prevent bulking up underneath the seam.</p> <p><b>Baste:</b> Even, no skips, able to be seen clearly for the final stitching.</p> <p><b>Scheduling:</b> The piping is scheduled into the plan to allow the best quality outcome in the end.</p>	<p>Evidence:</p> <p>See annotated picture N°1</p> <p>See annotated picture N°2</p> <p>See annotated picture N°3</p> <p>See annotated picture</p> <p>See pattern instructions</p>	 <p>Finished pinning</p>  <p>Pinning piping to collar</p> 
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<b>8</b>	<b>Evidence/Judgements for Achievement</b>	<b>Evidence/Judgements for Achievement with Merit</b>
	<p><b>The student has implemented advanced procedures using textile materials to make a specified product with special features.</b></p> <p>The student has:</p> <ul style="list-style-type: none"> <li>• <b>selected and scheduled techniques to achieve special features.</b> Scheduling shown for Special Features: Piping and Collar. Evidence shown in portfolio and pictures of tests. The teacher also observed the student completing tests of piping techniques and the collar. Evidence of schedule and pictures during production shown. The teacher also observed the student complete each key stage. <i>The student has completed a garment with at least two special features to meet the specifications.</i> <i>Not all of the workmanship shows precision and accuracy and the student required reminding about how and what order to carry out some of the stages of the construction.</i> <ul style="list-style-type: none"> <li>• Piping inserted evenly and correctly</li> <li>• Hem finished correctly using the overlocker and machined.</li> <li>• The collar was inserted evenly - some sections were not overlocked on the edge until teacher advised.</li> </ul> </li> <li>• <b>undertaken on-going testing when developing the special features to demonstrate the product meets specifications for example.</b> This was observed during construction. There is also evidence shown in the portfolio that testing was done prior to construction to determine some techniques.</li> <li>• <i>The student planned and carried out testing/checks as they created their garment. The student needed reminding to carry out some checking and did not always do this with a high degree of accuracy.</i> Seams over-locked on side seams, skirt/top- this was done after the sewing and instructed by the teacher so not even. Over-locked edges were not completed for the armholes as this was sewn up before it could be completed.</li> <li>• <b>applied scheduled techniques to comply with relevant health and safety regulations.</b> <i>The student followed agreed classroom practice for health and safety as shown discussed in the classroom.</i> The student was observed complying with relevant health and safety regulations.</li> </ul>	<p><b>The student has skilfully implemented advanced procedures using textile materials to make a specified product with special features.</b></p> <p>The student has:</p> <ul style="list-style-type: none"> <li>• <b>selected and scheduled techniques to achieve special features.</b> <i>The student completed the garment with at least two special features to meet the specifications.</i></li> <li>• <b>shown independence and accuracy in executing the scheduled techniques and tests.</b> <i>The student completed the garment with at least two special features to meet the specifications</i> <i>The student trialled some construction methods for the special features, independently chose a method that allowed them to produce a quality outcome, and used this in the final product.</i> <i>The student planned the order of construction of both the special features, the order they would be completed within the product and the overall schedule of construction for the product with minimal teacher support. The student corrected any faults as they made the product.</i> <i>The student knew the codes of practice for the various techniques and special features and checked against these as the garment was constructed.</i> Scheduling shown before production of the techniques to be used and tests that will be conducted however health and safety is not indicated in schedule. <i>The student has completed the product with minimal input from the teacher to meet the specifications. The item has been made showing precision and accuracy.</i> Some teacher assistance required. Some sections of production the student needed support in, such as over-locking and completing edges of armholes and hem.</li> </ul>

	Grade Boundary: Low Achieved
5.	<p>For Achieved, students need to implement advanced procedures using resistant materials to make a specified product with special features.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• selecting and scheduling techniques to achieve special features</li> <li>• undertaking testing to monitor special feature construction to demonstrate that the product meets specifications, and applying scheduled techniques to comply with relevant health and safety regulations.</li> </ul> <p>This student has chosen to make a child's dress with special features (2). Suitable specifications were determined (2).</p> <p>The student used the commercial guide sheet as a basis for their scheduling (1). Techniques were applied (1) (5) (6) (7), health and safety regulations (3) were complied with, and the specified garment was made (4). This was verified by the teacher (5).</p> <p>The teacher verified that testing was undertaken to monitor special feature construction (5). Trials of special features were planned and undertaken (6) (7), and there was some recording of the results of tests (6).</p> <p>For a more secure Achieved, this student could schedule and apply techniques and undertake testing more carefully when making the specified garment. Further, to ensure that the completed garment more clearly met specifications, the student could have completed a construction plan that included more detail of how techniques should be applied, together with more careful identification of testing points.</p>

**V4 ROMPER**

1


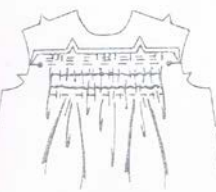


Note: When stitching seams trimmed with corded piping, use a zipper or cording foot.

**1. yoke front, piping and skirt/romper front**

*(I chose to buy piping)*

Out a piece of cord for piping the measurement of lower edge of yoke front. Encase cord in yoke front piping, with WRONG sides together. Stitch close to cord.

**STAY-STITCH** yoke front neck edge. On OUTSIDE, pin piping to lower edge of yoke front, having cording extend.

or, zig-zag sh.

7705  
SIZE A (NB-12M)

0 38363 12205 7

**Simplicity**

Classic Herkom Sewing



2

### Garments With Special Features

- Specifications:
- The product includes at least two special features
  - The product is to be for a child
  - The product is to be made using a woven fabric
  - The product is to have a decorative feature such as pin-tucking or smocking
  - Appropriate seams with seam finishes
  - The product is an appropriate fit for the intended age

### Research: Smocking Stitch

**Cable stitch**



Pick up every tuck in turn, keeping the needle absolutely straight.

This is the stitch I used at the top and bottom of the smocking block. In annotated photos you will see this stitch embroidered in light yellow thread.

**Wave stitch**



Start in the middle on the left. Take a stitch through two tucks and bring the needle out between them. Stitch over the next two tucks, continuing up in a diagonal. Bring the needle out below the stitches to work back down.

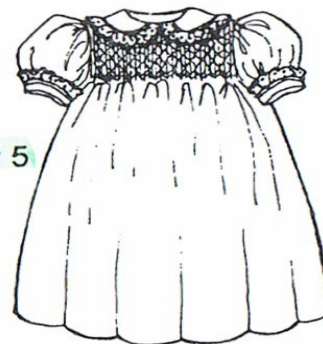
The wave stitch is the base of the heart shape I chose to stitch into the smocking block, the heart shape was simple to put into the garment.

3

### With the Machine/Overlocker

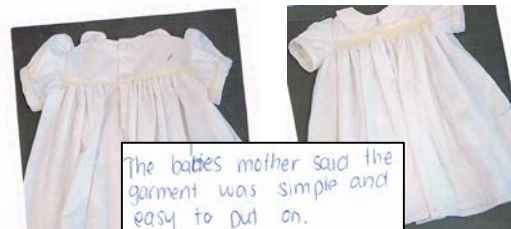
- Don't allow to be used as a toy, play close attention to what your doing on machine.
- Don't use if cord/pwg is damaged.
- Follow direct instructions when using machines.

View 5



4

Short Sleeve/Smocked High Yoke Daygown



The babies mother said the garment was simple and easy to put on.

Teacher Notes:

5

- Scheduling shown for Special Features: smocking and set in sleeves. Evidence shown in portfolio and pictures of tests. The teacher also observed the student completing tests of the smocking detail and set in sleeves.
- Scheduling of tests before production was not shown - However a construction plan (pattern sheet) was used and health and safety followed when making the garment.
- Evidence of schedule and pictures during production shown. The teacher also observed the student complete each key stage.
- The garment was completed at school. Some sections of production the student needed support: in buttonholes, lining of top correctly, attaching the skirt to the top. Hand sewing the lining and completing the smocking detail was done by the student.

Dress: The techniques shown in the dress are shown in the portfolio schedule, it did not state how the test were to be done or how she was to comply with tests and health and safety, however I did observe her working and considering the above. She also has covered all the techniques required for this standard.

- Hem finished using the overlocker and machined. This is not even all the way around and is too wide.
- Buttons used. Buttonhole not inserted correctly as some puckering and there was not always enough allowance to fit button accurately. Teacher supported student completing this.
- Seams overlapped but are not overlapped in some section in top and skirt.
- Arm hole seams matched but sides did not match as uneven on waist.
- Hand sewing of smocking, yellow thread was used.

Overall the garment has been completed using techniques indicated in schedule and was observed by the teacher. Teacher guidance was needed at many sections of construction.

Final outcome was shown in portfolio fitting the child and functional so therefore the student has implemented advanced procedures using textile materials to make a specified product with special features.

Set In Sleeve: planned trial

6

- Between the two marked dots on your fabric, stitch two rows of gathered stitch.  
- Pull up the stitching until happy with the amount of gathering to fill the shoulder holes.

	Test/Check	Evidence
Insertion	- No tucks/pulls are apparent in the sleeve. - The gathers must be evenly spread, and match both sleeves. - The sleeves fit well in armholes.	See Picture
Seams	- Seams were all 1cm in width & curves were clipped to give extra ease.	" "
Seam Finish	- The sleeve finish is finished with an overlapped edge.	" "
Pressing	- Pressing was used to manipulate the sleeve head the seams were pressed down.	" "
Fit	- The sleeve is the correct fit for the intended wearer & allows for movement.	" "
Scheduling	- The sleeves were scheduled to be set in the garment at the correct time to allow for the best out come.	" "

Smocking: planned trial

Decorative Feature

- 1 cable stitch and the rest are a heart shape.  
- Take up with a machine  
- Once stitched pull out threads and cut out pattern block (armholes)

	Test/Check	Evidence
Stitching	- Stitching looks evenly spaced & straight.	See Picture
Pull up	- I chose to get my garment pulled up on a machine as I believe it left a nicer finished look.	" "
Fit	- It fitted well in the yokes and matched up the notches exactly.	" "
Scheduling	- The smocking was done at the correct time to ensure best results.	" "

Samples of techniques:

7

This is a gathering stitch that I used around top of skirt.

This is how I did the side seam instead of the instructed French seam I chose this because it is called a close seam.

This is how I chose to do the hem, it leaves a tidy edge finish and was easy to complete.

A sample of all the finished seams (this is overlapped).

Step 2) Over locked all the way around bottom.

Step 3) Turn up twice & stitch.



	Grade Boundary: High Not Achieved
6.	<p>For Achieved, students need to implement advanced procedures using resistant materials to make a specified product with special features.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• selecting and scheduling techniques to achieve special features</li> <li>• undertaking testing to monitor special feature construction to demonstrate that the product meets specifications, and applying scheduled techniques to comply with relevant health and safety regulations.</li> </ul> <p>This student's project was to make a child's dress.</p> <p>This student tracked their progress and the modifications they made (5) as they followed pattern instructions (6) to make the dress (4). Special features (piping, set-in sleeves, and a collar) were selected (1) and constructed (3) in accordance with health and safety regulations (2).</p> <p>To reach Achieved, the student would need to schedule and apply appropriate techniques and testing to make a garment that met specifications. Because a construction plan that suggested outdated techniques was the basis of the student's scheduling, trialling may have determined that different techniques were selected to ensure success of the final garment.</p> <p>More rigorous testing could have also ensured that the construction of special features was closely monitored.</p>

**Style Features ~** 1

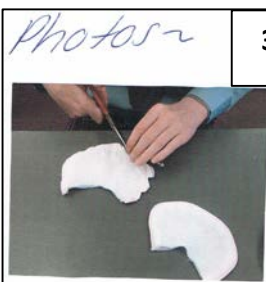
**Piping** - I chose piping, because it make the baby gown look more finished, tidier and cute.

**Set In sleeves** - I chose to do set in sleeves, because when I researched them, most of all the baby gowns had them, and only a few didn't have any sleeves.

**Collar** - I chose to do a ~~etc~~ collar, because it just makes the baby gown look tidier and finished

**Safety around machines ~** 2

- Never operate this appliance if it has a damaged cord.
- Never operate this appliance any air openings blocked.
- Keep fingers away from all moving parts.
- Do not use bent needles
- Never drop or insert any objects into any opening.
- Always unplug sewing machine after use.



**Diary ~**

6/3 - start to cut material out.

7/3 - schedule the instructions for sewing.

9/3 - cut the rest of the pattern pieces out.

12/3 - shoulder seams (ordinary seams).

13/3 - side seams (ordinary seams).

15/3 - Gathered up my front skirt.

16/3 - stitched and cut my slash opening at the back.

19/3 - Continuous lap.

20/3 - Continued with my continuous lap.

21/3 - Continued with my continuous lap.

23/3 - Gathered up my back skirt.

26/3 - Gathered up my back skirt.

27/3 - Sewed one side of the front & back skirt together.

29/3 - Did my portfolio work.

30/3 - did my portfolio work.

**3. collar and ruffle** 6

Make corded piping the measurement of unmarked edge of two collar sections. See **GENERAL DIRECTIONS FOR PIPING.**

On **OUTSIDE**, pin piping to unmarked edge of two collar sections, having piping extend beyond seam line and flat edge within seam allowance, as shown. Taper ends 5/8" (1.5cm) from neck edge of collar. Baste along seam line.

Fold collar ruffle in half, lengthwise, with **WRONG** sides together.

**GATHER** raw edge of ruffle. On **OUTSIDE**, pin ruffle to unmarked edge of collar (over piping), having raw edges even. Pull up gathering stitch to fit. Baste along seam line.

With **RIGHT** sides together, stitch facing to collar sections, leaving unmarked edges open. Trim seam; clip curves.

**Changes ~**

\* In step 7, it tells you to use an french seam but I didn't use the french seam, instead I used an ordinary seam.