



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

Exemplar for Internal Achievement Standard Technology Level 3

This exemplar supports assessment against:

Achievement Standard 91626

Draft a pattern to interpret a design for a garment

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, the student needs to efficiently draft a pattern to interpret a design for a garment.</p> <p>This involves drafting the block and adapting the pattern for fit and desired design features in a manner that economises time, effort, and materials.</p> <p>The student is drafting a pattern to interpret a swimwear design.</p> <p>This student has created a production sequence to enable the bikini to be put together quickly (1) and has tried to make the best use of the fabric in the design of the pattern (2). The student has used a pattern drafting machine to efficiently create an accurate pattern (3).</p> <p>The teacher has supported the student at Excellence (4).</p> <p>For a more secure Excellence, the student could provide further evidence of how they achieve economies in drafting the pattern and constructing the toile.</p>

PRODUCTION SEQUENCE

1 CUTTING SWIMWEAR BLOCK PATTERN OUT:

- fabric
- pattern
- pins
- scissors

Cut the pattern out of fabric — on the fold for ones that need cutting on the fold.

2 CUTTING LINING OUT:

- fabric
- pattern
- pins
- scissors

First cut the pattern out. Unpin first piece then repin the pattern on to fabric to cut out the lining.

3 CHECKING ALL PATTERN PIECES ARE CORRECT:

- fabric
- pattern
- pins
- scissors

Lay out all pattern pieces to see if everything is there.

4 ADJUSTING PATTERN / MAKING PATTERN CHANGES:

- pins
- scissors
- ruler/set square
- pins
- pattern

Cutting the bottoms FR & B at the hips, as I forgot to make room for the hip frills.

3

These are pictures of my block on PDS — the pattern making machine.

① my pattern outline on the old one-piece swimwear block.

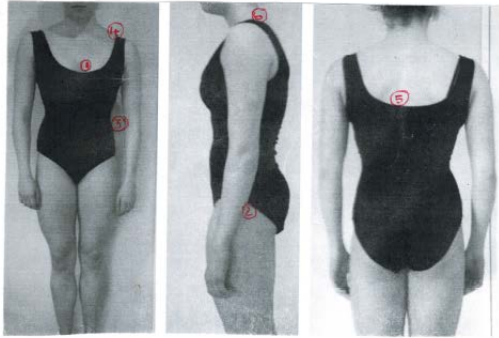
② my new pattern (made from/edited from the one-piece swimwear block).



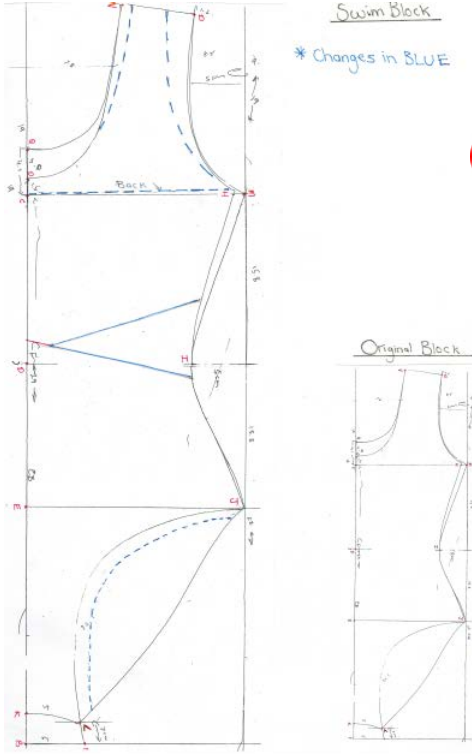
<p>Excellence The student has completed the task SKILFULLY and EFFICIENTLY</p>	<ul style="list-style-type: none"> • I worked independently and efficiently throughout the task • I completed an accurate adaptation to the pattern pieces independently • My construction plan was logical and efficient • I used all materials and resources economically • I produced the garment by the deadline 	<p>4</p>	<ul style="list-style-type: none"> • Annotated time management on construction plan • Physical presentation/teacher observation • Photographic documentation/ annotations/ observation 	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>
<p><i>Eye catching swimwear, [redacted], you have produced a pattern that meets the brief and specifications; shown accuracy and independence in execution. Fantastic work</i></p>				

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to skilfully draft a pattern to interpret a design for a garment.</p> <p>This involves showing independence and accuracy when drafting the pattern.</p> <p>The student is drafting a pattern to interpret a swimwear design.</p> <p>This student has independently modified the block (1) and created a toile (2) that is an accurate representation of the final swimwear (3).</p> <p>The teacher supported the student as working independently (4).</p> <p>To reach Excellence, the student could demonstrate how they worked with economy, such as making sure the patterns include all pattern markings, labels, notches, and seam lines so that the garment can be put together competently and accurately.</p>

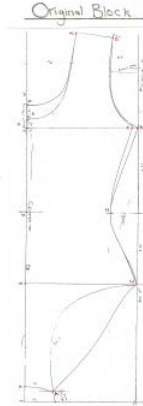
Changes



Susim Block
* Changes in BLUE

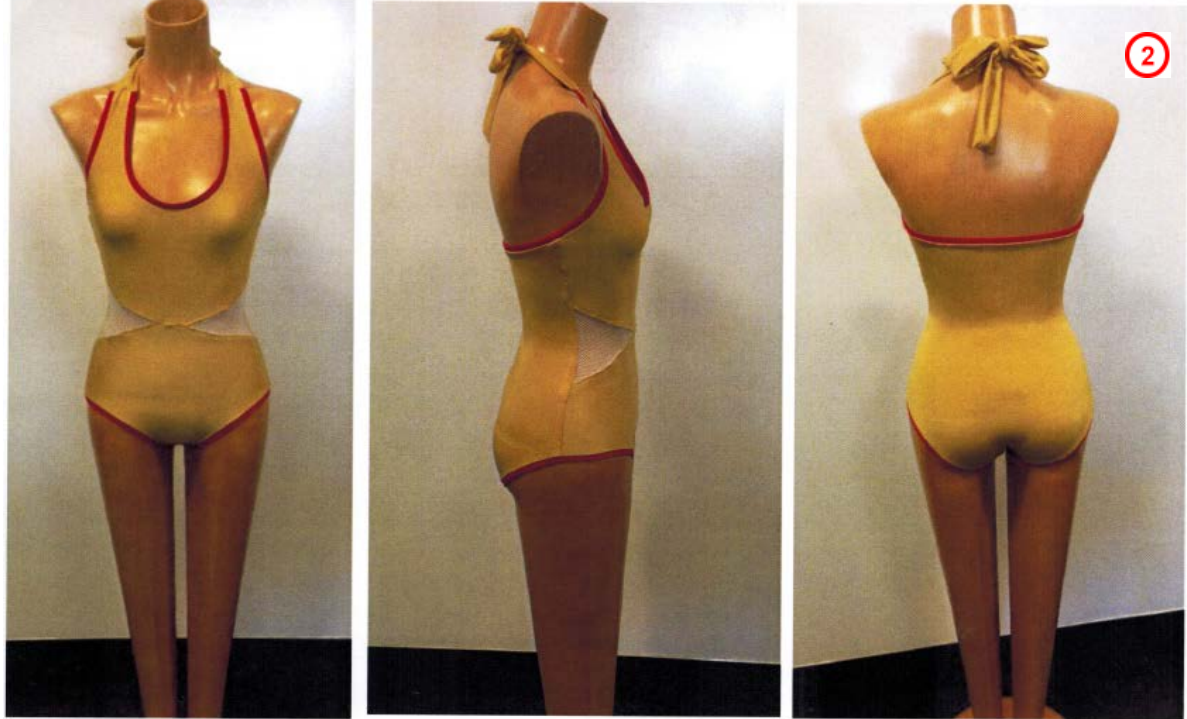


Original Block



Changes made to Original block.

- Neck line raised 3 cm ①
- Side seam lowered 2 cm ②
- Add inserts at Waist line in the shape of a isosceles triangle ③ with the base of the triangle at the side seam.
- Changed to a halter neck (from rounded neck) ④
- Straighten back line (positioned just under arms) ⑤
- Reduce Strap width by 1 cm ⑥

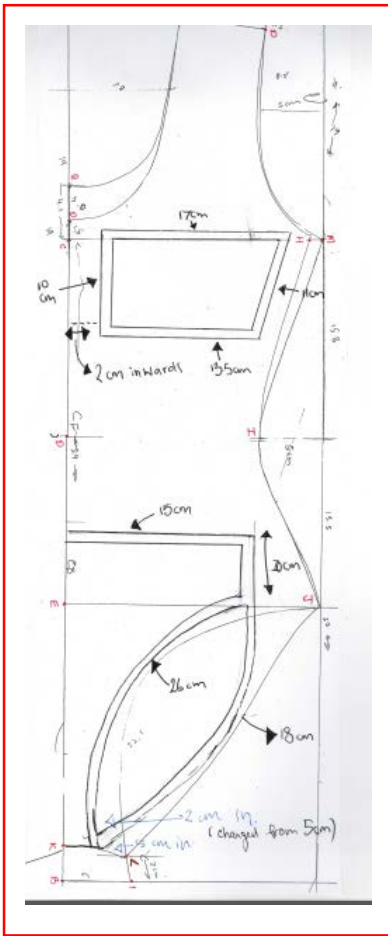




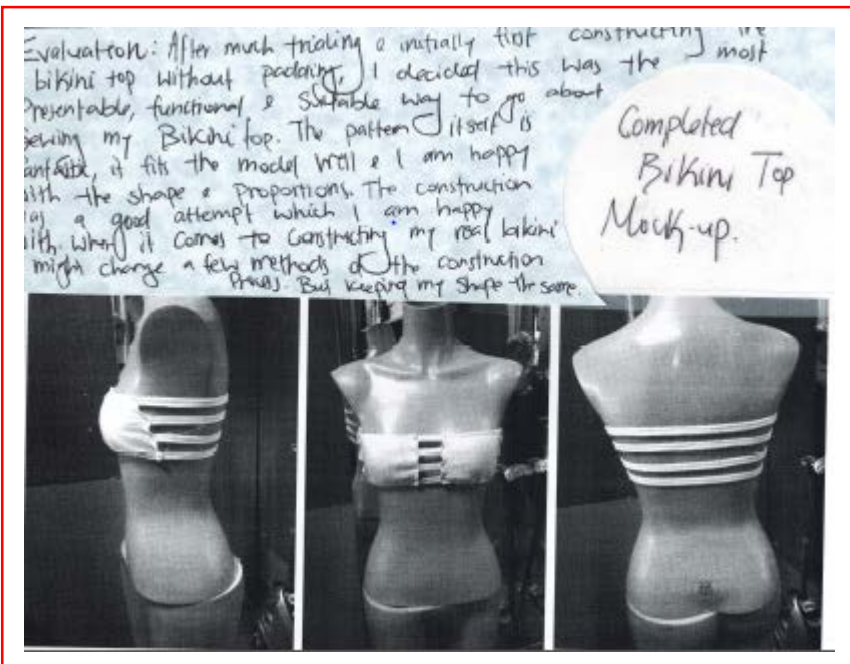
<p>Merit The student has completed the task SKILLFULLY</p>	<ul style="list-style-type: none"> • I worked independently throughout the task • I drafted the pattern with minimal help from the teacher • The adaptations were carried out accurately • The pattern guide sheet was completed with little teacher input • The toile was accurate and reflected the final swimwear design 	<ul style="list-style-type: none"> • Physical evidence/photographic documentation/annotations/teacher observation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <p style="text-align: right;">4</p>
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	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to skilfully draft a pattern to interpret a design for a garment.</p> <p>This involves showing independence and accuracy when drafting the pattern</p> <p>The student is drafting a pattern to interpret a swimwear design.</p> <p>This student has independently modified the block (1) and created a toile (2) that is an accurate representation of the final swimwear (3).</p> <p>The teacher supported the student as working independently (4).</p> <p>For a more secure Merit, the student could show how the Bikini bottoms were constructed accurately.</p>

1



2



3



4

Merit The student has completed the task SKILLFULLY	<ul style="list-style-type: none"> I have skilfully implement complex procedures <ul style="list-style-type: none"> I have shown independence and accuracy in the following tasks Trialling and feedback to inform the selection of complex procedures Applying the selected techniques, tests and processes The production plan was completed with little teacher input 	Physical evidence/photographic documentation/annotations/ teacher observation Annotated construction plan	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
	<ul style="list-style-type: none"> I show independence in choosing appropriate visual and quality checks and executes them with accuracy 	Visual checks and quality checklist Schedule of tests with annotations	<input checked="" type="checkbox"/>

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to draft a pattern to interpret a design for a garment.</p> <p>This involves:</p> <ul style="list-style-type: none"> • establishing and taking key measurements • drafting blocks using these measurements • developing a pattern which interprets a design with special features • ongoing testing and refining of the pattern for fit and style • developing a pattern guide sheet to inform construction • constructing a final toile and/or mock up to ensure the final pattern correctly interprets the design. <p>The student has drafted a pattern to interpret a swimwear design.</p> <p>This student has established and taken key measurements (1), has drafted a block using the measurements (2) and has trialled the block (3).</p> <p>The student has developed a pattern (not shown here) and created a toile (4) which has been used for ongoing testing and refining of the pattern for fit and style.</p> <p>The student developed a pattern sheet to inform construction (not shown in this exemplar) and the created the final design which has special features (inserted panels and a zip) (5).</p> <p>The above is supported by the teacher (6).</p> <p>To reach Merit, the student could demonstrate that they have worked independently with minimal help from peers or teacher and with accuracy.</p>

Measurements

1

my measurements

Bust	89 cm
Hips	98 cm
Waist	70 cm

Guide line Sizes			
	10	12	14
Bust	82	87	92
Waist	62	67	72
Hips	92	97	102

Best size for me is 12

Block Trial

3

- legline is quite high, would like it a little more modest.
- quite low ~~to~~ neckline could be raised a bit.
- good fit.
- for my design I will have to raise neckline and add sleeves.

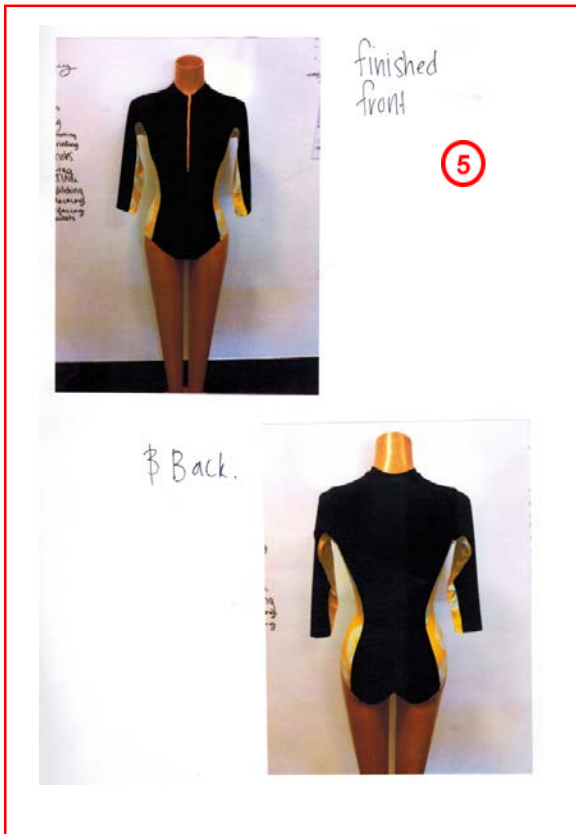
final Mock up

4

- need to add in zip.
- new leg line is much better.
- 3/4 length sleeves are a good length.
- panels are a good size.
- like the height of neckline and width of strip.

2

Changes made to original Block.





		6	Assessment strategies	Teacher sign off
Achieved The student drafted a pattern to interpret a swimwear design	Draft a pattern			
	<ul style="list-style-type: none"> I have drafted size 12 high stretch block and constructed a toile to check design features and fit 	High stretch block and toile	<input checked="" type="checkbox"/>	
	<ul style="list-style-type: none"> I have accurately taken measurements for the target market 	Measurement chart in visual diary	<input checked="" type="checkbox"/>	
	<ul style="list-style-type: none"> I have graded the high stretch block using these measurements 	Gerber grade chart Accurate size of high stretch block	<input checked="" type="checkbox"/>	
	<ul style="list-style-type: none"> I have constructed a toile to check and fit 	Physical evidence toile, photographic documentation	<input checked="" type="checkbox"/>	
	Develop a pattern to interpret a swimwear design			
	<ul style="list-style-type: none"> I have adapted the pattern block to interpret a swimwear design 	<ul style="list-style-type: none"> Working drawing Specification chart Physical evidence: adapted pattern pieces / photographic documentation 	<input checked="" type="checkbox"/>	
	Make a toile to test the adaptation			
	<ul style="list-style-type: none"> I have made a toile to check that the adaptations have worked and fit the body measurements and made alterations where necessary I have carried out visual checks and tested the pattern and toile for fit, tolerances, size and performance 	<ul style="list-style-type: none"> Physical evidence/ photographic documentation 	<input checked="" type="checkbox"/>	
	Develop a pattern guide sheet			
<ul style="list-style-type: none"> I have developed a pattern guide sheet to guide the construction of the swimwear design I have used guide sheet to complete my toile 	<ul style="list-style-type: none"> Pattern guide sheet Teacher judgement/sign off Final photo 	<input checked="" type="checkbox"/>		
Adaptation and fit				
<ul style="list-style-type: none"> I have constructed a final toile to ensure the final pattern correctly interprets the swimwear design. I have carried out visual checks and tested the pattern and toile for fit, tolerances, size and performance 	<ul style="list-style-type: none"> Teacher judgement/ sign off & photo 	<input checked="" type="checkbox"/>		


	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to draft a pattern to interpret a design for a garment.</p> <p>This involves:</p> <ul style="list-style-type: none"> • establishing and taking key measurements • drafting blocks using these measurements • developing a pattern which interprets a design with special features • ongoing testing and refining of the pattern for fit and style • developing a pattern guide sheet to inform construction • constructing a final toile and/or mock up to ensure the final pattern correctly interprets the design. <p>The student has drafted a pattern to interpret a swimwear design.</p> <p>This student has established and taken key measurements (1), has drafted a block using the measurements (2), and has trialled the block (3).</p> <p>The student has developed a pattern (4) and created a toile (5) which has been used for ongoing testing and refining of the pattern for fit and style (6).</p> <p>The student developed a pattern sheet to inform construction (not shown in this exemplar) and then created the final design (7).</p> <p>For a more secure Achieved, the student could have used special features more effectively.</p>

MY BLOCK PATTERN

Front - Bottoms
 I took my full piece block and traced it onto the cardboard. I then altered it to what I wanted. I made the seam line longer of 2cms which meant I could make the leg line bigger.


Back - Bottoms
 I then had to make the seam line longer on the back piece also because the seams had to line up. I then added 1cm all around for the seam allowance on both patterns.

Front - Top
 For the top I traced my full piece block. I then measured 15cm from the neckline and made that the edge of my bikini top. I took out the shoulders because I have straps and made the side seam open to the neckline. I straightened the neckline from  to  by removing and adding bias.


I used the full piece block and changed the shape. I made the seams both add to 10cm without 1cm allowance.  I altered with the size & shape of the back.

2


TOP ADJUSTMENTS

 → wanted the back part to go up higher


↓ added

 → Then I had to make the side seam bigger so I had to piece of cardboard


↓ added

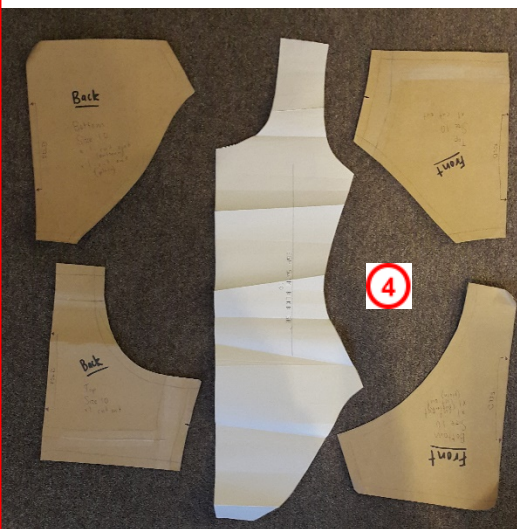
 → cut my mock fabric

BOTTOM ADJUSTMENTS


 → The leg line & going down to the crotch was too small

↓ added

 → I added pieces to create a better slope



4



3


Changes

On my shoulder straps were my too loose so I made and I added them into my top tighter so they fitted up well.


On the white padding as I didn't see it to my mock front, this is a change I made.

When I tried on my bottoms I realised that the pattern of the hip/tummy edge was too high so I made it smaller shown in the photo, I folded and cut it so it sat better on me.

I thought that reverse side would be too difficult so I decided to add straps in at the side like I did change my pattern.



Bottoms CHANGES Top



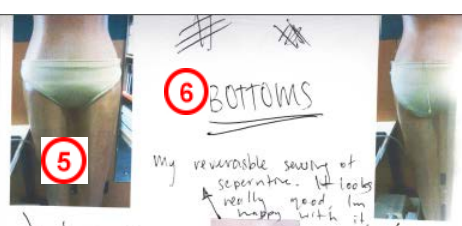
I was happy with the first time I cut it out. (6)

I added pieces in some areas to make it bigger or shape better. (cardboard)

This is my incomplete part mock up reversible bottoms. I have been trailing here to join the side seems to a high quality standard I still need to think about how I will do it so its even looking on both sides of the bottoms.

I tried lining but it didn't look very nice on both sides and its also quite hard to work with fabric with.

(5) (6) BOTTOMS



My reversible sewing of separate. It looks really good. Im happy with it.

I am happy with this pattern it fits really well. The crotch line isnt too small. It turned out much better than I thought.

This has good shape. It covers a and the is even.

MEASUREMENTS

My measurements


Bust: 88cm

Waist: 72cm

Hips: 84cm

(1)

Top:



Bottoms:

TOP

(6)

I really love the way the pattern was turned out it is exactly where I wanted it to fit. the neckline fits high enough and the bottom of it is just low enough.

The side seems line up really well and the under the arm cut is just low enough.

I need to make the straps tighter so they dont gather. I really like the shape how it goes across the shoulder blades and how high the back part goes.

pin of this straps come

place of the shoulder blades

(7)

Overall I am happy with my bikini. The trail mock up really helped me as I just repeated it to make my final piece. My pattern and method wasnt very complex and I managed to finish it before I thought I would. The only big change I made to my bikini was that I decided not to make it reversible so I had to alter how I would complete my side some straps I managed to attach them and not change my original pattern. I put lining in my final one and not my mock up so that took some time to work out at the start. Overall I really like my print, pattern and quality of my bikini. I am proud of what I have accomplished in the last two weeks. I look forward to wearing it.

My Finished Bikini

Evaluation

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to draft a pattern to interpret a design for a garment.</p> <p>This involves:</p> <ul style="list-style-type: none"> • establishing and taking key measurements • drafting blocks using these measurements • developing a pattern which interprets a design with special features • ongoing testing and refining of the pattern for fit and style • developing a pattern guide sheet to inform construction • constructing a final toile and/or mock up to ensure the final pattern correctly interprets the design. <p>A sample of student work is not available for this grade boundary</p> <p>A student could receive this grade, for example, by drafting a pattern for a pair of trousers, they would need to take the correct measurements to develop trouser blocks (such as waist, hip, seat, crotch length, inner and outer leg length).</p> <p>The student would use the measurements to draft a front and back for trouser blocks.</p> <p>The student would adapt the blocks by raising the waistline and adding a fly front. The student should mark the pattern with appropriate language and/or symbols.</p> <p>The student would develop a pattern guide for the trousers that includes the pattern layout for the fabric and how to construct them, including a step-by-step order.</p> <p>The student's photographic evidence of their final toile would typically show that the raised waist is a flattering fit and the fly front sits correctly.</p> <p>To reach Achieved, the student would need to test and refine the pattern to ensure that the pattern includes the special features of the high waist and fly front, and for fit.</p>