

### Task 1: Case Study

**Due Date:** Term 2 Week 7 03.06.26

**Task Distributed:** 24.04.26

**Unit:** Textiles and Society

**Task Type:** Case Study Presentation

**Task Weighting:** 15%

**Outcomes:** TEX5-6, TEX5-7

#### Task Description

Successful textile designers bring together aspects of historical, cultural and contemporary perspectives to make their designs a relevant expression of the times. Understanding these perspectives will inform students for their own design practice in textile project work. Students need to be aware of the development of technology and its impact on the textile industry and society. Students will research and write a case study about a specific textile item, garment, or style that demonstrates historical, cultural, technological, and environmental influences. Students will explore how these factors have impacted its design, production and meaning, and discuss innovations and environmental impacts.

#### Case Study Presentation

##### Part A: Historical (16 marks)

Choose a textile item, garment or style relevant to a specific period in time and answer the following questions. Examples of textile items, garments or styles that you may choose include;

- 1920s Flapper Dress
- 1950s Poodle Skirt
- 1960s Mod Dress
- 1970s Bell Bottom Jeans
- 1930s Mens Leather Jacket
- 1970s Disco Style
- Victorian Era Style

1. Identify the textile item, garment or style and include photos that showcase your choice. State the year or era that your choice was popular during.
2. Outline relevant historical, technological and social influences (e.g., industrialisation, technological developments, globalisation) present at the time of your chosen item, garment or style.
3. Annotate an image of your chosen historical example, describing how the design features reflect their time (e.g., material, construction, embellishment).
4. Include an image and brief description of a contemporary textile item that reflects this historical influence.

##### Part B: Cultural (12 marks)

Choose a culture that has a distinct textiles tradition and answer the following questions. Examples of cultures that you may choose include;

- Aboriginal & Torres Strait Islander
- Japanese
- Indian
- Indonesian
- Maori
- Türkiye
- Nigerian

- Mexican

1. Identify the culture that you will be investigating, and include a photo collage to showcase this culture's textiles practices.
2. Describe the cultural significance and self-expression tied to textiles traditions within your culture.
3. Annotate an image of a textiles item from your chosen cultural example, explaining how the design features reflect their culture.

**Part C: Contemporary (17 marks)**

Choose a contemporary designer from one of the five focus areas (apparel, non-apparel, furnishings, textile arts, costume) and answer the following questions. Some examples of designers include:

- Iris van Herpen
- Stella McCartney
- Bethany Williams

1. Identify the contemporary designer you have chosen. Include a photo of them, and a photo of something they have designed.
2. Investigate and outline how the designer considers the impact of textile production on the environment.
3. Annotate an image of a design and describe how the designer has been innovative in their work (e.g., eTextiles, innovative fibres, dyeing with air, 3D printing)
4. Describe how innovation in textiles design can benefit consumers and/or society.

**Part D: Evaluation (5 marks)**

1. Critically self-evaluate your assessment based on depth of research, quality of work and time management
2. Bibliography

The case study should be recorded as an engaging video presentation (this can be done using Zoom) **(5 marks)**

Literacy **(5 marks)**

**Mark out of 55**

**Submit:**

- Powerpoint/Google Slideshow (you may wish to use the scaffold)
- Presentation recording

# NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- **Identify:** Recognise and name
- **Explain:** Relate cause and effect; make the relationships between things evident; provide why and/or how
- **Evaluate:** Make a judgement based on criteria; determine the value of
- **Describe:** Provide characteristics and features.

Check the NESA Glossary of Key Words for further guidance  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

## Details of Submission

The assessment will be developed at home during term 2.

**Case Study Presentation:** To be completed by using PowerPoint, Google Slides, Zoom, iMovie, and/or other. A scaffold will be provided along with a tutorial on how to record presentations. Uploaded to Google Classroom prior to the due date.

## Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through an annotated marking criteria.
- Students can clarify or seek further feedback by speaker with their teacher or the assessment marker.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for between 10% – 20% of the maximum task value.

Upon return of the task, students will also be expected to complete a self-reflection.

Students will be required to complete a self-reflection form at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of our performance, as well as areas that have been identified to strengthen in future tasks.

## How does this link to my learning?

- Successful textile designers bring together aspects of historical, cultural and contemporary perspectives to make their designs a relevant expression of the times. Understanding these perspectives will inform students for their own design practice in textile project work.

### Syllabus Outcomes:

- TEX5-6: analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
- TEX5-7: evaluates the impact of textiles production and use on the individual consumer and society

## Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

## Task 1: Mini Project & Folio

Marking Criteria	Descriptors				
<b>Part A: Historical</b>					
<b>Identification of Textile Item &amp; Era</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	No identification provided.	Textile item identified unclearly or photos missing/inappropriate; year/era inaccurate or missing.	Identifies textile item and era but with vague or incomplete photos or date information.	Identifies textile item with photos; year or era mostly accurate, minor detail lacking.	Clearly identifies a relevant textile item, garment or style with accurate and detailed photos. Specifies the correct year or era with clear context.
<b>Outline of Historical, Technological &amp; Social Influences</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	No meaningful outline of influences provided.	Influences mentioned superficially or inaccurately with minimal relevance.	Basic description of some influences, but lacks detail or clear connection to item.	Adequate explanation of several influences present, mostly connected to the item's context.	Comprehensive and well-explained outline of multiple relevant influences with clear links to the chosen item's context (industrialisation, technology, globalisation).
<b>Annotation of Historical Design Features</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	No relevant annotations.	Annotations are minimal, vague or not linked to the design's historical context.	Annotations identify some design features but analysis is basic or only loosely linked to historical context.	Annotated image includes clear descriptions of design features with reasonable links to the time period.	Annotated image contains detailed, insightful analysis of multiple design features linked clearly to the time period (material, construction, embellishment).

<b>Contemporary Item and Historical Influence Description</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	No contemporary example.	Contemporary example or description is vague, unrelated, or image missing/unclear.	Contemporary example included with basic or unclear explanation of historical influence; image included but may lack clarity.	Contemporary example and description generally explain historical influence with appropriate image.	Provides a well-chosen contemporary textile example with image and detailed description clearly illustrating historical influence.

**Part B: Cultural**

<b>Identification of Culture &amp; Photo Collage</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	No culture identified; no photos provided or irrelevant.	Culture identified vaguely; photo collage minimal, unclear or poorly representative.	Culture identified; photo collage presented but lacks variety or clarity.	Clearly identifies culture; photo collage shows a reasonable range of relevant textile practices.	Clearly and accurately identifies culture; photo collage is diverse, well-organised and effectively showcases the culture's textile practices.

<b>Description of Cultural Significance &amp; Self-Expression</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	No description or irrelevant to the culture's textile traditions.	Basic or vague description; limited connection to cultural significance or self-expression.	Adequate description of cultural significance and self-expression but lacking depth/detail.	Clear and thoughtful description of cultural significance and self-expression with good detail.	Comprehensive, insightful explanation of how textile traditions convey cultural significance and self-expression.

<b>Annotation of Textile Item Image</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	No annotation or annotation irrelevant to culture or textile design.	Annotation vague, minimal or not clearly connected to cultural features.	Basic annotation identifying some design features with loose cultural relevance.	Clear annotation explaining design features and their cultural significance.	Detailed and insightful annotation connecting multiple design features closely to cultural meanings and traditions.

**Part C: Contemporary**

<b>Identification of Designer &amp; Images</b>	0	1	2	3	4
	No designer identified and irrelevant images.	Designer identified but images unclear or not relevant (missing photo of designer or design).	Designer identified with images but lacks clarity or context.	Clearly identifies designer with appropriate photo and relevant image of their design work.	Accurately identifies designer; images are clear, well-chosen and strongly representative of their work.
<b>Investigation of Environmental Impact Considerations</b>	0	1	2	3	4
	No relevant information on environmental impact.	Basic or vague mention of environmental factors with limited details.	Adequate explanation of how designer considers environmental impact, but lacking depth.	Clear, detailed outline of designer's environmental practices with good examples.	Comprehensive and insightful analysis of environmental considerations, including multiple relevant examples.
<b>Annotation of Design &amp; Innovation Explanation</b>	0	1	2	3	4
	No annotation or unrelated to designer's innovation.	Minimal or unclear annotation with weak link to innovation.	Basic annotation highlighting some innovative features without strong explanation.	Clear, relevant annotation describing innovative textile features and their significance.	Detailed, insightful annotation explaining multiple innovative aspects and techniques used by the designer.
<b>Description of Benefits of Textile Innovation</b>	0-1	2	3	4	5
	No description of benefits.	General or vague benefits mentioned without context.	Basic explanation of consumer or societal benefits with limited detail.	Thoughtful description of how textile innovation benefits consumers and/or society with examples.	Comprehensive and nuanced explanation of varied benefits of textile innovation for consumers and broader society.
<b>Part D: Evaluation &amp; Presentation</b>					
<b>Self-Evaluation</b>	0	1		2	3
	Student has not attempted this question	Students have reflected on the positive and negative aspects of their task.		Students have reflected on the positive and negative aspects of their task. Students evaluate	Students have critically reflected on the positive and negative aspects of their task. Students

				their; depth of research, quality of work and time management by rating themselves, identifying positives and areas to improve in future tasks.	critically evaluate their; depth of research, quality of work and time management by rating themselves, identifying positives and areas to improve in future tasks.
<b>Bibliography</b>	0		1		2
	Student has not attempted this question		Student provides some URLs to websites accessed.		Student provides URLs/links to all websites accessed in dot point form.
<b>Presentation</b>	0-1	2	3	4	5
	Student has not attempted this question	Student's presentation includes visuals and/or voiceover.	Student's presentation is engaging with aesthetically pleasing visuals and a voiceover.	Student's presentation is engaging with aesthetically pleasing visuals and clear, informative voiceover.	Student's presentation is highly engaging with aesthetically pleasing visuals and clear, informative voiceover that does not read only from the slides.

## Literacy Rubric

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
<b>Vocabulary</b> <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
	0	1	2	3	4
<b>Punctuation</b> <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
	0	1	2	3	4
<b>Sentences &amp; Cohesion</b> <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
	0	1	2	3	4
<b>Paragraphs</b> <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
	0	1	2	3	4
<b>Text Structure</b> <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of <b>all</b> the appropriate structural features of the text type.
	0	1	2	3	4
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation