

Candidate 2 evidence



Higher Fashion and Textile Technology

Assignment

Candidate workbook

(for use in session 2024-25)

You must use this workbook to present your assignment. The wording in this template must not be altered in any way.

There are spaces for your responses for each part of the assignment. You may complete the workbook by hand or electronically. You can add links, extra space or extra pages if needed.

Brief chosen for your assignment.

Develop a fashion/textile **learning item** suitable for a **preschool child**.

Please tick (✓) the following checklist when you have completed each of the stages in your assignment to ensure you have submitted all the relevant information.

Stage	Instruction	Tick (✓)
1a	Explain two themes	✓
1b	Carry out three investigations	✓
1c	Present and justify an appropriate solution	✓
2a	Carry out one test	✓
2b	Evaluation of your solution	✓
2c	Improving/adapting your solution	✓

Scottish Candidate Number

Stage 1: Design (38 marks)

1a Themes (2 marks)

Identify two key themes to investigate from your chosen brief.
Explain why each theme is important for the brief.

Key theme	Explanation
Theme 1 Learning Item	I will have to investigate which learning items will help a child to develop. To help a child develop I will have to consider things like bright colours, numbers, letters and what their needs are. I will also have to consider things which are interactive such as zips, buttons and velcro which make children feel like they have responsibility over their learning and playing. I will have to investigate learning items and children's toys that are already available to buy. I will also have to consider what is popularly bought and why is that popularly bought?
Theme 2 Preschool child	I will have to consider the age of preschool children (3- 5-year-olds) and what will keep them entertained. I will have to consider something specific and relevant for a child of that age range. I will have to investigate what things children are interested in such as animals, cars, colours and characters. This will help them to engage and enhance the success of my design.

1b Investigations (18 marks – each investigation is worth 6 marks)

Carry out **three** investigations into the key themes, using a **different** investigative technique for each.

Your investigations must include research into **each** of the following, in relation to your chosen brief:

- ◆ textile technologies
- ◆ consumer needs/choices
- ◆ fashion/textile trends

Your evidence for **each** investigation must include:

- ◆ details of the research technique and source(s) used (1 mark)
- ◆ an explanation of the relevance of the investigation (1 mark)
- ◆ the results of your research
- ◆ the main points from your research (4 marks)

You can present the evidence from your investigations in a variety of ways.

Attach relevant evidence of your investigations here

Investigation 1-

Aim- The aim is to find out which products are already available to buy as children's learning items.

Method- I did research by using the online websites for Mamas & Papas, Next, Jojo Maman Bebe, Toys R Us, Smyths Toys and Amazon to gather a range of different learning items their colours, fabrics and what the child learns from it.

Explanation- I used online research to find out which products are selling, what colours are popular in children's toys, what are the most popular fabrics used and what skills can be learnt from each item. This is important information for my research to find the most common trends were. These things are most common for a reason so must be effective for the product and relevant to the target audience. I can use these answers to create suitable questions for my questionnaire in investigation 2.

Finding 1:

<https://www.mamasandpapas.com/products/hippy-chick-wheely-bug-mouse-6453b4r00>

Item- Ride on toy

Colour- Pink and grey

Fabric- Polyurethane leatheroid

Learning Use- promote self-confidence, spatial awareness and gross motor skills

**Finding 2:**

<https://www.mamasandpapas.com/products/tonies-pink-starter-set-9751st700>

Item- Musical story box

Colour- Pink, yellow, grey, peach, green

Fabric- "suitable fabric"- plastic

Learning use- Develops imagination

**Finding 3:**

https://www.mamasandpapas.com/products/soft-toy-bella-rag-doll-48551aw04?utm_term=36125022552229&utm_source=google&utm_medium=cpc&utm_campaign=uk+-+shopping+-+brand&gad_source=1&gclid=EALaIQobChMlq8eEksP6igMVdJVQBh1qRC6ZEAQYASABEgJKXvD_BwE

Item- Ragdoll

Colour- Brown, peach, grey, blue, green, pink

Fabric- "soft fabric"- cotton, linen

Learning use- stimulates imagination, encourages nurturing

**Finding4:**

<https://www.next.co.uk/style/st279005/c05924#c05924>

Item- Picnic basket and food

Colour- Red, brown, blue, white, pink, green, yellow, beige

Fabrics- wood, linen

Learning use- encourages imagination and role play

**Finding 5:**

<https://www.next.co.uk/style/st278990/c43554#c43554>

Item- Vet play set

Colour- Green, yellow, red, white, grey

Fabrics- 100% polyester, plywood, beechwood, lotus wood

Learning use- encourages imagination and role playing

**Finding6:**

<https://www.next.co.uk/style/st962795/464784#464784>



Item- Safari nesting animals

Colour- Blue, yellow, orange, white, brown, black, green

Fabric- Beechwood

Learning use- Encourages hand eye coordination, problem solving and concentration

Finding 7:



<https://www.iojomamanbebe.co.uk/style/su342028/e14762#e14762>

Item- Noah's ark playset

Colour- Blue, pink, yellow, orange, green, grey, brown, white

Fabric- wood

Learning use- fine motor skills, facial expressions and different animals, imagination

Finding 8:

<https://www.iojomamanbebe.co.uk/style/su304833/b04088#b04088>

Item- Lego Duplo- Peppa and tree house

Colour- Green, pink, red, yellow, pink, blue, purple, brown

Fabric- Plastic

Learning use- The practise of fine motor skills and sorting skills, problem solving skills



Finding 9:

<https://www.iojomamanbebe.co.uk/style/st764706/958491#958491>

Item- Animal, number puzzle

Colour- Green, pink, yellow, orange, green, grey, brown

Fabrics-plywood

Learning use- Developing hand eye coordination, helps the child remember what they've learned through puzzles, using numbers, problem solving, encourages concentration

Finding 10:

<https://www.toysrus.com/collections/3-4-years/products/splashfun-wash-up-kitchen-sink-play-set-with-running-water-pretend-play-kitchen-toy-set-with-working-faucet-and-color-changing-play-cups-and-accessories-g4897099390312>

Item- Interactive kitchen sink playset

Colour- Blue, green, pink, grey

Fabrics- Plastic

Learning use- Developing fine motor skills and hand eye coordination, real life skills, good habits



Finding 11:

<https://www.toysrus.com/collections/3-4-years/products/tiny-treasures-baby-doll-with-layette-set-brown-hair-kk5354-g812046025479>

Item- Baby doll

Colour- Blue, white, peach, brown

Fabric- "eco-friendly materials"- further research possibilities

Learning use- A sense of compassion and care, encourages nurturing skills

Fabric- "Eco friendly materials"



Finding 12: <https://www.toysrus.com/collections/3-4-years/products/sesame-street-potty-time-elmo-12-plush-stuffed-animal-sounds-and-phrases-potty-training-tool-16600883>

Item- Interactive Elmo potty time plush

Colour- Red, yellow, blue

Fabric- polyester, filling is 100% recycled

Learning use- Encourages healthy habits through phrases and songs

**Finding 13:**

<https://www.smythstoys.com/uk/en-gb/toys/construction-and-cars/car-toys/garages/play-mat-city-rug/p/167876>

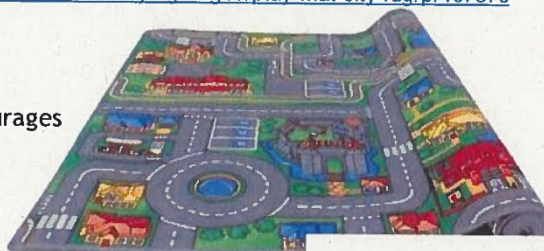
Item- Play mat

Colour- Grey, red, yellow, green, orange, blue

Fabric- 100% polyester, anti-slip latex backing

Learning use- Helps with learning places and encourages

Imagination, hand eye co-ordination

**Finding 14:**

<https://www.smythstoys.com/uk/en-gb/outdoor/play-houses-and-tents/play-tent-pop-up-3-in-1-set/p/236337>

Item- Pop up play tent

Colour- Red, orange, blue, green, yellow

Fabric- Polyester- breathable

Learning use- Sensory, adventure, stimulates imagination

**Finding 15:**

https://www.amazon.co.uk/Achiyway-Busy-Board-Montessori-Alphabet/dp/B0CL9KMVFW?source=ps-sl-shoppingads-tpcontext&ref_=fpifs&smid=ALBTS47U9WLHQ&th=1

Item- Learning activity book

Colour- Blue, yellow, green, orange, red, brown, purple, white

Fabric- soft felt cotton

Learning use- Teaches life skills such as shoe laces and buckles, helps with learning new words improving spelling and reading, develops creative thinking skills and problem solving, engages concentration



Main points to take forward:

From my research I found that many children's toys have faces on them whether it's human like things like the ragdoll or the baby doll but also on animals. With animal inspired toys, a lion or tiger may have an angry face, and a monkey could have a happy face. I may use faces in my learning item, but I will have to research what kinds of faces and emotions parents would most like to see on their child's learning item and the best way to attach eyes to the item so they will not fall off and become dangerous to a preschool child.

From my research, I found that majority of the toys were brightly coloured. For example, the sink set is blue, the pop-up tent is multi-coloured and the music box is pink. These bright colours are appealing to children and are likely to be played with more than dull coloured toys. This may inspire me to use a variety of colours in my learning item. I will have to further research which colours people think are best for children therefore which colours children will be drawn to and enjoy most.

From my research, I found that some learning items, such as the rag doll and the learning activity book, are made from eco-friendly materials like cotton and linen. I may choose to use eco-friendly fabrics while creating a learning item but I may have to further research if these fabrics absorb and hold dye well as children's learning items are often colourful. I will carry out an interview with my textiles teacher to find out which fabrics are eco-friendly and suitable.

From my research, I found that 4 of the 15 learning items such as the vet set and the play mat are made from polyester. This may inspire me to use polyester while creating my own learning item. I will have to further research the suitability of using polyester by carrying out an interview with my textiles teacher where I can ask how suitable polyester will be.

From my research, I have found that each learning item has very important skills for younger children to be learning and developing at preschool age. For example, 7 of the 15 learning items from my research help with developing imagination. I may use this as inspiration and create something that allows children to make up games and use their imagination to have fun. Many of the items also work on developing hand-eye co-ordination I may use this for inspiration in my learning item to create something that develops hand-eye co-ordination such as puzzles or throwing and catching. I will have to further research which types of toys and activities help develop important skills for a preschool child the most to help develop a suitable item.

From my research, I found that there are toys that mimic real life scenarios and teach children basic life skills. For example, the vet set, the play sink and the activity skills book. These are all learning items that teach children necessary skills that are useful for the growth and development in the early years of a child's life. I might use life skills and activities within my learning item, but I will have to further research the skills parents think are most important for children to learn and develop at this stage of their lives and then consider adding those into my learning item.

Investigation 2-

Aim- The aim is to carry out a questionnaire to 20 parents with young children in the target audience.
Method- I used the results from investigation one which highlighted the different things that are incorporated in existing learning items, and I made a questionnaire with a variety of questions and multiple choices for answers. My questionnaire included questions about what the people thought their child would benefit and enjoy most but also about what they wanted in terms of fabrics, skills to learn and colours.

Explanation- I will use the questionnaire aimed at my target audience in investigation two because the target audience would be the people involved in buying the product. The target audience know the child's needs, wants, interests and behaviours are best so having their voice included in the process means that the learning item will be tailored to the needs of the child.

1. Which fibre properties do you think are most important in a child's learning item?

Ease of care- 8 Durability-7 Strength- 4 Crease resistance- 0 Flame resistance- 1

2. Which fabric would you choose for a child's learning item?

Polyester- 6 Linen- 3 Cotton- 7 Silk- 1 Leather- 0 Corduroy- 2 Denim- 1

3. Is the texture of fabric important for a child's learning item?

Yes 20 - No)

4. Which colours would you most like to see on a child's learning item? (select 2)

Green-6 Pink-6 Red-5 Orange-4 Yellow- 9 Blue-8 Purple-2 Black-0 White-0

5. Which patterns would you most like to see on a child's learning item?

Polka dots- 4 Stripes- 5 Floral- 3 Zigzags- 4 Gingham- 2 Tartan-1 None- 1

6. What kind of item do you think a child would benefit most from?

Animals- 3 Dolls- 2 Real life/ roleplay- 4 Playmat- 5 Books- 6

7. If a child's learning item had a face, which emotions do you think are best to be shown?

Happy- 15 Sad-3 Angry- 0 Confused-0 Scared-1 Emotionless-1

8. What do you think is best to be added to a child's learning item? (select 2)

Buttons- 5 Beads- 2 Velcro- 9 Poppers- 8 Zips- 9 Laces- 7

9. Which of these skills do you think are most important for a preschool child to develop?

Imagination- 5 Fine motor skills-2 Problem solving-2 Concentration-3 Communication-1 Self-confidence- 5

10. Which of these everyday skills do you think are most important for a preschool child to learn?

Everyday tasks/ life skills (shoelaces, buttons, zips, etc)- 7 Brushing teeth- 2 Getting dressed- 4

Numbers- 2 Colours- 1 Letters and reading- 2 Emotions and faces- 2

Main points to take forward:

From my questionnaire, I found that the fibre property people thought was most important was durability and ease of care. This tells me that it is important to parents with young children that the learning item will last a long time, withstand being played with and be easy to wash and look after.

This makes sense as children with play and use things they enjoy lots therefore it it's useful if the learning item is durable and will last a long time. Children can get dirty and mucky therefore, a material that is easy to care for and clean is also useful. As my target audience think durability and ease of care is the most important fibre properties to include so I will fabrics that are durable and easy to care for. In my third investigation I will have to ask my textiles specialist which fabrics are the most durable and the easiest to care for.

From my questionnaire, I found that 7 out of 20 people would like a pattern on their child's learning item. The most popular patterns people wanted for a child's learning item was stripes, zigzags and polka dots. The use of patterns within a child's learning item can help the children to understand sequences and notice similarities and differences between designs. As many of my target audience wanted a pattern included in a child's learning item, I will use patterns. I will have to ask my textiles teacher which fabrics will hold dye well and not leak into the surrounding fabric to ensure the pattern is clear and neat.

From my questionnaire, I found that 6 of the 20 people I asked thought that a book would be the most beneficial item for a child's learning item. Learning to read simple words with the help of pictures helps children to improve their reading and language skills from an early age with the aid of association through pictures. My target audience think that this is the kind of item children would benefit most from therefore I will be making my learning item a book so I will discuss suitable construction techniques with my teacher.

Results from my questionnaire show that a 7 out of 20 think it is important for children to develop self-confidence. I will choose to incorporate something into my learning item that develops self-confidence. I will have to research the milestones for preschool children so I can identify which tasks are manageable for a preschool child to learn but also testing enough to teach them something and build resilience.

From my questionnaire, I found out that 5 out of 20 think that learning everyday skills such as zips, buttons, shoelaces, poppers and velcro is most important to be included in a child's learning item. I will incorporate everyday tasks into my learning item. I will have to further find out the best ways to attach velcro and popper to ensure it doesn't come off when being used or the safest way to attach buttons to ensure they don't fall off become a hazard.

From my questionnaire, I can see that 4 out of 20 people think that children would benefit most from the learning item being based on real life scenarios. Teaching children things that they will see in their day to day lives such as brushing their teeth, washing their hands and getting their clothes on is beneficial as these are things that will be done every day and is especially important for a preschool child as these are tasks they will have to carry out without parental help when they begin school. I therefore may consider including everyday tasks into my learning item.

Investigation 3-

Interview with a textiles teacher -

Aim- The aim is to have an interview with my textile's teacher to get her opinion on the questions linked with suitable fabrics and construction features.

Method- I created a list of questions that I still had regarding my children's learning item features. These were questions that couldn't be answered fully from research or from a questionnaire. I used

information from both investigation one and investigation two to make relevant questions. Once my textiles teachers answered the questions, I was then able to take information from all three investigations and make a children's learning item that incorporates my finding from all three investigations and links well with the needs of the brief.

Explanation-

- **For my children's learning item I am planning to make an activity book made from cotton or polyester, which of these fabrics would be best for a learning book?**

For a children's learning activity book, both cotton and polyester fabrics could work, but there are some key differences that might influence your decision

- Cotton is a more natural fibre and so can feel softer against the skin, especially for younger children, cotton would be a great choice, though you might want to consider a cotton blend for added durability.
- For better durability and a more polished look (resistant to wear, water, and wrinkles), polyester could be the better choice, especially if you're looking for something that will last longer with frequent handling.

You could consider a cotton-polyester blend for a balance of softness and durability. This could offer a good compromise between comfort and longevity.

- **For my learning item, I would like to use a durable and easy to care for fabric so it will last a long time, withstand being played with lots and be easy to clean when children get messy. Which fabric is best to use?**

If your main priority is durability, ease of care, and longevity, polyester (or a polyester blend) is likely the best fabric for your children's learning item. It will hold up well to frequent play, resist stains, and be easy to clean, making it a practical and long-lasting choice

- **In my children's learning item I would like to use eco-friendly material. Is polyester a suitable choice? Does cotton have more eco-friendly characteristics?**

If eco-friendliness is a top priority for your children's learning item, organic cotton is likely the better choice compared to polyester. Organic cotton has a lower environmental impact, is biodegradable, and can be sustainably produced. However, if durability and ease of care are key factors for you, recycled polyester could be a more eco-friendly option than regular polyester, but it still won't be as sustainable as natural fibres like organic cotton.

- **What is the best way to attach poppers and buttons to ensure children can play safely without the risk of choking?**

- When attaching poppers (snaps) and buttons to children's items, safety is the top priority, especially to prevent any risk of choking. You could use child-safe poppers and buttons that are designed to be securely attached and difficult for children to remove. These should be made from non-toxic materials and have a robust fastening mechanism to prevent them from easily coming loose.
- Consider using a double row of stitching or even a box stitch (a square around the button or snap) for extra security. This will help ensure that even if one stitch comes loose, the fastener stays securely attached.

- Sew with heavy-duty thread: Use a heavy-duty thread, like nylon or polyester, which is strong and resistant to wear and tear.
- Size matters: Use larger-sized buttons or poppers that are more difficult for small children to detach and swallow. For poppers, use high-strength plastic or metal ones that cannot be easily pried apart by little hands.
- If you're looking for safer alternatives, Velcro strips or hook-and-loop fasteners are a good option. These are easy for children to use and much less likely to pose a choking hazard. They can also be securely attached and are washable.

- **By preschool age, children should become more independent in tasks they carry out, be able to help dress and undress themselves, concentrate on tasks, learn numbers, recognise patterns, ask questions and use their imagination. Do you think that an activity book will help children to achieve and practise these milestones?**

Yes, an activity book is a fantastic way to help preschool-aged children practise and develop these milestones! This will help the build independence by practising fine motor skills and hand-eye coordination.

Dressing and undressing skills are very important life skills You could include interactive pages with flaps, zippers, or buttons to mirror real-life dressing tasks. The book could have attachable clothing pieces could help children practise coordination and sequencing skills related to dressing.

- **In my children's learning item, I plan to use quilting to make my book and some of the other pieces thicker and padded. Is quilting the best way to achieve this or is there another way to get that effect?**

Quilting is a great way to add thickness and padding to your children's learning book, as it creates a soft, durable, and tactile feel, which is perfect for little hands. It also offers the flexibility to add texture and patterns, making the book visually engaging.

Main points to take forward:

From my interview with my teacher, I found out that polyester is a much more durable fabric than cotton. Polyester can withstand wear and tear as well as lasting a long time especially while being played with and handled lots. Overall, in terms of durability I know that using 100% cotton is not a suitable fabric for a child's learning item. Polyester is much more durable and therefore this will be used.

From my interview with my textile teacher, I found out that organic cotton is an eco-friendly option for fabric due to it being biodegradable and being produced sustainably. Polyester is a less suitable fabric as it can have chemicals in it. This tells me that 100% polyester isn't the most suitable fabric to use and cotton is a much better option for a fabric that is eco-friendly so i plan to use a blended fabric.

From my interview with my textile teacher, I found out that a cotton- polyester blend is a good fabric to use for a children's learning item. I wanted a fabric that would be suitable to use for a book but

also soft against the child's skin, eco-friendly and will last a long time. My teacher advised that cotton is a softer fabric, better for the environment, nicer to touch but polyester will ultimately last longer and hold quality. As a compromise so I can have all the characteristics I would like in my learning item, I will use a cotton- polyester blend as the main fabric for my book.

From my interview with my teacher, I found out the safest ways to attach small components such as buttons and poppers to my learning item. If these small pieces were to come off while a child is playing with my learning item it can be extremely dangerous as it is a choking hazard. My textile teacher recommended using larger buttons as they're harder to swallow and will be harder for a child's little fingers to pull off. She also recommended using a heavy-duty polyester or nylon thread to ensure it will not break. I plan to use larger buttons and heavy-duty thread in my learning item. In addition - My textiles teacher advised a double row of stitching when attaching buttons and poppers to ensure that if one stitch comes loose the piece will still be securely attached. I will attach with a double row of stitching to make them more secure.

From my interview with my teacher, I found out that quilting is a good way to make my book thicker and more padded. It will be more visually engaging and appealing to a preschool child and good for their little hands whilst feeling spongy. So I will add Quilting to my book to add flexibility and texture.

From my interview with my textile teacher, I found out that learning to get dressed and undressed is also an important skill to learn as a young child. I will take this information forward and create an activity book that help the child understand the steps of getting dressed while encouraging them to carry out tasks. This will help them to gain independence and confidence in their ability to do basic tasks and help prepare them for school.

1c The solution (18 marks)

Present an appropriate solution (4 marks)

You could present your solution as a description, a labelled diagram, a computer-generated image, samples of fabrics and components to be used with written commentary, or a combination of these.

You must provide enough detail to allow your solution to be clearly visualised.

Attach evidence of your solution here

Please see attached

Justify the features of the solution (14 marks)

You must identify fourteen features of your solution and explain why each is important in meeting the needs of the brief. Each point of justification must be based on evidence generated from the investigations.

Your identified features must include:

- ◆ at least four design features of the solution
- ◆ at least four properties and/or characteristics of the textile(s)
- ◆ at least four construction and/or finishing techniques

Features	Justification
Design features of the solution (minimum of 4)	<ul style="list-style-type: none"> • Bright colours- Throughout investigation one, it was evident that many of the already existing learning item's included bright colours. In investigation two, all of the colours that parents voted for were bright colours, particularly yellow and blue. In my learning item I have included a variety of colours such as pink, yellow, orange, red, blue, purple and green. I have used many bright colours as they are appealing to children, they help with encouraging curiosity and will keep the child's attention throughout the whole book. • Activity book- Investigation one has many toys which help develop skills such as hand eye coordination and fine motor skills. As my learning item is a book, I can include many activities which will help develop a variety of skills due to having different pages. In investigation two it was highlighted that many parents thought an activity book would be the best item for a child's learning item. I used an activity book as it allowed me to help develop skills but also encourage children to start recognising and following along with words. • Texture- In investigation 2 parents thought texture of items was important. Throughout the activity book there are numerous different textures of fabrics. The main book is made from a cotton- polyester blend, the dungarees are made from denim, the skin is made from felt, the shoes are made from leather and corduroy and the jacket is made from nylon. These are all different textures of fabric which not only makes the design more appealing particularly to the child but also exposes them to different textures. This helps the children to develop understanding of the world around them by engaging with new experiences through touch. • Patterns- In my learning item but particularly on pages 5-8 there are patterns. In investigation two 7 of 20 parents thought that patterns were an important feature to add. There are a variety of patterns within these pages. The use of patterns helps to familiarise children with patterns and sequences and gets their brains thinking what could come next. Matching patterns together helps children to recognise things that

Features	Justification
	<p>are similar. The use of patterns also helps children to become familiar with different shapes.</p>
<p>Properties and characteristics of the textile(s) (minimum of 4)</p> <p>Cotton / Polyester Blend</p>	<ul style="list-style-type: none"> • The fabric I chose for the main part of my activity book was a cotton- polyester blend: • In investigation two, in my questionnaire asking which fabric parents would use for their learning item the top two choices were cotton and polyester with 6 votes for polyester and 7 for cotton out of 20 parents. I took this information into investigation three where my textiles teacher recommended a blend of cotton and polyester to ensure that I could have all of the things I wanted in my fabric. This included having a durable fabric that would ensure a long life for my learning item, an eco-friendly fabric that would be sustainable to the environment, a fabric that was soft on a child's skin and something that was easy to care for to make it more appealing to parents. Therefore, my teacher recommending a cotton- polyester blend of 50% each was exactly what I was looking for. • Durability- In investigation two, in my questionnaire 7 of 20 parents thought that durability was the most important fibre property for a child's learning item. When polyester is added in with cotton the fabric becomes much stronger. In investigation three, my textiles teacher speaks about the good durability of polyester and how this works well for a cotton- polyester blend. The fabric has good resistance to wear and tear. A cotton- polyester blend means that the fabric will withstand being used often by children who can be rough and keep its original quality. • Ease of care- In investigation two, in my questionnaire 8 of 20 parents thought that ease of care was the most important fibre property for a child's learning item. A cotton- polyester blend is an easy fabric to care for as it washes easily. Polyester also has poor absorbency which

Features	Justification
	<p>means that it is less likely to absorb stains and therefore easier to care for. Children can be mucky and have messy hands sometimes so a fabric that isn't going to stain easily but will be easy to clean if it does is an important characteristic for a child's learning item.</p> <ul style="list-style-type: none"> • Comfort- In investigation three, my textiles teacher mentions that cotton is a very soft fabric. Although the fabric I have used is a cotton- polyester blend, it is still a soft fabric. This is important for a child's learning item as children have soft and often sensitive skin therefore a learning item that is soft and gentle for them to touch and play with is relevant to the target audience. • Eco- friendly- A cotton polyester is a good option for an eco- friendly fabric. In investigation three my teacher explains that the cotton in the cotton- polyester blend helps with ensuring there are still eco- friendly characteristics in my fabric.
Construction/ finishing techniques (minimum of 4)	<p>Buttons and poppers- On page 6 of the activity book the child will have the opportunity to practise doing buttons. Here there will be a button attached onto one piece of denim and the other piece of denim will have the button hole. This gives the child the idea they are doing up the persons dungarees. In investigation two 5 of 20 parents thought everyday tasks such as buttons was important for a child to learn. In investigation three my textiles teacher advised to use a heavy duty thread and larger buttons to ensure the buttons would stay on well and not become a hazard.</p> <p>Velcro- On pages 7 and 8 the child is encouraged to find pairs within the socks patterns. Each sock is attached by velcro. In investigation two 9 of 40 parents thought that velcro was best to be added to a children's learning item. In investigation three, my teacher suggested doing a double row of stitching to ensure the velcro was securely in place. This ensures that even when the velcro is being attached and detached from each other it will stay securely in place and not fall off.</p> <p>Quilting- To make the book feel a bit thicker and padded the pages will be quilted with wadding in the middle. In investigation three my textiles teacher recommended quilting as its more appealing, adds flexibility to the book and is good for little hands.</p> <p>Covered button and rouleau loop- My covered button will be on the front cover of the activity book and the rouleau loop will be on the back of the activity book. This will ensure that the book will be able to be kept shut especially because it has thicker pages. The covered button was made using a cover button tool. This makes sure that the button is smooth and the whole button is covered. The button will be securely attached once again using heavy duty thread. The rouleau</p>

Features	Justification
	<p>loop is smooth, flat and an appropriate size for the button on the front.</p> <p>Bias binding- There is bias binding around the front and the back cover of the activity book. This gives the activity book a clean, finished look. The stitching on the bias binding is close to the edge, lies flat and isn't twisted to ensure it does neaten the edges of the book cover.</p> <p>Applique- Throughout the book there are many appliques. For example, the girl shown in each page is an applique. My appliques are all cut neatly and accurately and the stitching around the edges is even and looks neat. The main purpose of the applique is to add design, but it must be created and attached correctly for the design to look good.</p>

Stage 2: Evaluation (8 marks)

2a Testing (3 marks)

You must produce evidence of carrying out **one** test to provide relevant information about your solution.

Your test must include:

- ◆ the technique and source(s) used to gather the information (1 mark)
- ◆ clearly presented results (2 marks)

Aim What information will you collect?	Technique How will you collect the information?	Source Where will you find the information?
I plan on collecting information on the design of my children's learning item I will find out if I need to make any changes to my children's learning item to make it more suitable for them.	Sensory test and questions	I will ask 10 of the parents who answered my questionnaire in investigation two.

You can present evidence from your test in a variety of ways, such as a written report, graphs, charts, tables, notes from an interview, photographs or any other relevant format.

Attach relevant results of testing here

Rating scale-

VERY POOR-1

POOR-2

OK-3

GOOD-4

VERY GOOD-5

Parent	COLOURS	FABRIC CHOICE	SAFTEY	LEARNING ASPECT	SUITIBILITY FOR AGE
1	5	4	3	5	4
2	5	5	4	5	4
3	5	5	5	4	4
4	5	4	4	5	2
5	5	5	3	5	4
6	4	5	4	4	3
7	5	5	5	5	3
8	4	5	4	5	3
9	5	4	5	5	4
10	5	5	4	5	3

1. Do you like the activity book?

Yes- 9 No- 1

2. Would you buy the activity book for your child?

Yes- 8 No- 2

3. Do you think the activities in the book are relevant for a preschool child?

Yes- 9 No- 1

4. Would you make any changes to the activity book?

Yes- 3 No- 7

5. If you what make changes, what would they be?

Comment 1: I would probably suggest adding in extra instructions, even visual instructions, for some of the tricker tasks like shoelaces. Some children have never tied shoelaces therefore it may be confusing what to do especially for a child 3-5 years old.

Comment 2: I would make some of the language simpler as it may be tricky for preschool children to read some of the words in the book.

Comment 3: I think that if a child is alone with the activity book unattended and they pulled hard enough they could pull things, particularly buttons off of the book. Although their has been steps taken to ensure safety, I worry that it could become a choking hazard and actually be dangerous.

2b Evaluation of the solution (3 marks)

You must evaluate your solution, with reference to the results of the testing you carried out.

Evaluation

I found out from my sensory test that the rating for my colour choice was positive (F). Eight out of ten people thought it was very good and two out of ten people thought it was good. I think that using a large variety of colours was a positive choice for my learning item (O) This tells me that my children's learning item has been successful in meeting the brief as parents find bright colours appealing so would like to use this with their children.

From my sensory test, I found out that the learning aspect in my activity book was suitable. Eight out of the ten people asked thought that the learning aspect was very good and two of the ten people thought it was good (F) I think I have taken feedback from my questionnaire in investigation two well and incorporated it successfully into my learning item (O) in term of which skills parents would like their children to learn. I have managed to include many different skills that are useful for preschool children to learn into my one learning item. This means that it is relevant for my target audience and will help children to gain new skills ready for school (C)

I found out from my sensory test that my fabric choice was positive. Seven out of the ten people thought it was very good, and three out of the ten people thought that it was good. (F) I used information from question two in investigation two where I asked parents which fabric they would like the best. The top two votes were cotton and polyester. From investigation three I used feedback from my teacher where she recommended a cotton- polyester blend as a suitable fabric for my children's learning item. I think I acted on the feedback given in both investigation two and investigation three very well. (O) This means my final fabric of a cotton-polyester blend provide many positive characteristics for my learning item as both cotton and polyester have good qualities. (C)

2c Amending the solution (2 marks)

You must suggest two adaptations, improvements or further developments that might be made to your solution.

Each point of justification must be based on evidence generated from your testing.

Amendment	Justification
Suitability for age	<p>From the sensory test I found out that five of the ten parents asked thought that the suitability for the preschool age was only ok and one parent thought it was poor. In my questions I asked the parents if they would change something and one of the parents thought that extra instructions were needed on some of the tasks and simpler vocabulary would be helpful so the child can read it themselves. This tells me that the parents who voted ok or poor for suitability for age in the test may have thought the tasks were too tricky for their child's age.</p> <p>Therefore, I will need to carry out a further investigation through a questionnaire to collect information of the ability of preschool children and how I can make my learning item more suitable for a preschool child in particular.</p>
Safety	<p>From the questions I asked, one parent thought that the buttons could still be a safety and choking hazard even when attached with heavy duty thread.</p> <p>However, in my sensory test only two parents thought that the safety of my learning item was ok and the other eight had voted positively, five of the ten parents thought the safety was good and the remaining three parents thought the safety of my learning item was very good.</p> <p>As there is still concern of the safety of the way the buttons are attached, I will do further research through a second interview with my textiles teacher about other possible ways to attach buttons securely.</p>

Children's Learning Item

PAGE 1 # 2

quilted pages

backstitch

french knots

30cm

20cm

This is Madi. Can you help her to get changed into her clothes?

cotton

felt

blanket stitch

applique

cotton-polyester blend

Can you help me please?

PAGE 7 # 8

running stitch

chain stitch

machine stitched

cotton-polyester blend

brown felt

Match each sock to its pair.

quilted

attachable detachable pieces

attached by velcro

velcro machine stitched on

PAGE 13 # 14

polyester fleece

real zip

poppers

Put on Madi's hat, scarf and gloves

attachable detachable pieces

attachable detachable poppers

machine stitched

PAGE 3 # 4

french knots

backstitch

machine embroidery

cotton-polyester blend

applique

sequins

Madi pulled her t-shirt over her head. How many spots can you count?

quilted pages

machine stitched

cotton-polyester blend

PAGE 9 # 10

machine stitched

quilted pages

Can you tie Madi's shoelaces.

denim

cotton-polyester blend

corduroy

leather

real shoelaces

eyelets

PAGE 15 # 16

polyester fleece

nylon

applique

denim

Madi is now all ready! Thank you for helping her.

machine stitched

PAGE 5 # 6

applique

french knots

backstitch

cotton

large buttons

felt

buttonholes

denim

Next, Madi pulled on her dungarees. Put the buttons through each hole.

machine stitched

embroidery

cotton-polyester blend

PAGE 11 # 12

Madi has her coat on. Can you ZIP it up?

machine stitched

semi concealed real zip

nylon

cotton-polyester blend

BACK COVER

bias binding

machine stitched embroidery

applique

covered button

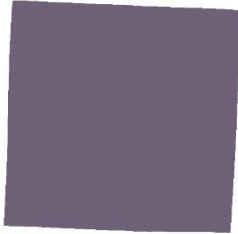
Go through the steps of getting dressed with Madi while learning new skills.

Learn To Get Dressed!

FRONT COVER

applique

Fabrics



Polyester - cotton blend



Denim



Leather



Corduroy



Nylon



Felt



Polyester fleece