

## Preliminary Box and Box Assessment Guidance



### Paperwork

<b>Brief of correct year included (or available).</b> If not included, briefs for previous years can be downloaded. Speak to the C and D team.		
<b>Self-evaluation form read.</b> Supplied by the student		
<b>ILP (Independent Learning Plan) read.</b>		
<b>Reasonable adjustment agreed (only when agreed by C&amp;D team and copy of agreement email included in paperwork).</b>		
<b>If yes what aspects of assessment are affected? Does the maximum total mark need to be adjusted?</b>	Speak to the C and D team if you need guidance on reasonable adjustment issues.	

### Marking scheme

No evidence or insufficient to assess	0 (0)	Satisfactory	3 (5-6)
Attempted	1 (1-2)	Very Good	4 (7-8)
Unsatisfactory	2 (3-4)	Excellent	5 (9-10)
For categories marked out of 10 intermediate marks may be given e.g.7,9. See figures in brackets above.			

### Preparatory work

	Max
<b>Items listed in the brief - preliminary sketches, list of pieces, order of work and source inspiration.</b> Has this work been done? Is there evidence of preparation and planning? The question is NOT whether you like the design. It is not necessary to have separate documents for each item e.g. a stitch plan and order of work might be together. The more that has been attempted and the more thoroughly it has been done the higher the mark.	10
<b>Mock up of main box</b> Evidence of sampling, testing, adjustments to the final design.	5

### General

<b>Cleanliness of work</b> Examples: Are there any alien materials such as hairs and fibres? Stains e.g. paint drops, dirty marks; Abrasion of the fabrics. The more types of problems or the severity of a single problem the lower the mark.	5
<b>Concealment of design lines, starting and finishing stitches etc.</b> Examples: Design lines (paint, pencil etc.) are concealed. Basting/tacking lines are concealed. Casting on or casting off is concealed. The more types of problems or the severity of a single problem the lower the mark.	5

### Stitches and techniques overview

There are two issues to think about - **accuracy of working** (the technical element) and **suitability of use** (the design element). The RSN Stitchbank is the reference source for technical questions. Criteria will vary depending on the stitch or technique. Examples;

**Accuracy:** Is the stitch worked the correct way? Are stitches even and smooth? Do stitch lines flow when they should? Are points sharp? Has a suitable thread been used? Is the tension correct?

**Suitability:** Is it an appropriate choice for the design (right stitch/technique: right place)? Does it recreate the right texture? Is it the right scale? Is it the right colour? Is there enough room for the stitch or technique?

### 1. Preliminary Box

<b>Construction</b> Card edges are cut straight. Corners at 90 degrees. Pieces meet correctly at joints. Lid fits. Slip stitches are small, neat and hidden, or where visible, worked in a sympathetic colour.	10
<b>Fabric</b> Suitable choice of fabric(s). Fabric covers the card. Corners are not exposed. Card not bowed.	10
<b>Use of padding.</b> Suitable placement of padding. Felt remains flat and evenly distributed under the fabric. Smooth finish.	5

### 2. Box

#### Construction

<b>Overall proportions.</b> Elements in proportion to each other. Final box is not over large.	10
<b>Cutting - straight edges.</b> All edges are straight and even. All cuts are vertical. Not chamfered.	10
<b>Cutting - corners.</b> All corners are at 90 degrees.	10
<b>Fitting of pieces - box</b> All panels fit together smoothly. Joints are not lumpy i.e. where a panel extends further or ends short of the joint.	10
<b>Use of padding / wadding.</b> Appropriate choice of padding. Used in suitable areas. Loft of padding/wadding appropriate to the design. Padding remains flat and evenly distributed under the fabric. Smooth finish.	10

#### Components

<b>Lid - Fitting of pieces</b> The lid panels fit together smoothly. Joints are not lumpy. The closed lid is correctly sized for the main box and sits securely. Any fittings used are suitable and have been attached securely.	10
<b>Lid - Movement</b> Lid opens smoothly without the need to force movement. Lifting and moving mechanisms work. Any fittings (hinges, handles, stay chains etc...) used function as intended and do not impede the open/close operation.	10
<b>Moving / removeable part - Fitting of pieces</b> The panels of the drawer/door/ tray fit together smoothly. Joints are not lumpy. The closed door / drawer / tray is correctly sized for the main box / cavity and fits securely. No large gaps. No panel overlaps. Any fittings used are suitable and have been attached securely.	10

<b>Moving / removeable part - Movement</b> Chosen element works smoothly without the need to force movement. Lifting, sliding or other movement mechanisms work. Any fittings (hinges, handles, stay chains etc...) used function as intended and do not impede the open/close operation.	10
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### Fabric and stitching

<b>Choice of fabric(s).</b> Suitability for the technique and chosen design. If more than one fabric used, are they complementary? Are patterns / textures appropriate for the overall design?	5
<b>Grain of fabric.</b> Fabric is on the grain on all pieces.	5
<b>Tautness of fabric.</b> Fabric is held taut on all pieces, to create a smooth and even finish. Not over taut to distort or bow the board.	5
<b>Coverage of the card</b> Fabric covers the card and does not add excessive bulk at the corners. Corners of the card are not protruding.	5
<b>Slip stitches</b> Stitches are small, neat and concealed.	5
<b>Embellishment</b> Modest amount and in keeping with the design. Worked neatly and accurately.	5

### Outcome

<b>Relationship of the finished piece to the original design</b> Examples: Does the design work with the technique? Have shapes been maintained individually and in relation to each other? Does it reflect the original idea/design. Is the box fit for purpose?	10
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### Assessor's pointers for the future

1	Please choose up to three matters to offer advice for the future. Comments must be objective and should be positive, aimed at helping the student develop their skills and confidence.
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3	