



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

TEXTILE TECHNOLOGY AND DESIGN SYLLABUS

FORMS 1 - 4

2024 – 2030

Curriculum Development Unit
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Harare

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1.0 PREAMBLE

1.1 Introduction

Textile Technology and Design is an applied science that deals with indigenous and exotic knowledge systems in the construction, manufacturing and maintenance of textile articles made to meet individual, family and community diverse needs. This form 1 to 4 learning area focuses on the study of fibres and fabrics, construction of garments, crafts and soft furnishings. The syllabus seeks to develop knowledge in problem solving, design thinking, communication, technological, management, creativity and innovation, self-reliance and enterprising skills.

1.2 Rationale

Textile Technology and Design plays a vital role in the development of the diverse economy of Zimbabwe. The syllabus enables learners to develop skills related to self-reliance, enterprising and sustainability in textile related aspects of the economy while capitalizing on our heritage. It provides learners with opportunity to be exposed to industrial production systems, the use of Information and Communication Technologies (ICTs) in designing textiles items and to entrepreneurship. In addition, it promotes an understanding of cultural diversity, moral and values throughout human history. The needs of a society are therefore satisfied.

1.3 Summary of Content

Textile Technology and Design covers theoretical and practical aspects in areas such as production, construction, manufacturing, use, storage and maintenance of textile items and equipment. The four-year learning phase seeks to develop the following skills among others:

- critical thinking
- problem solving
- creativity and innovation
- technological
- psychomotor

- communication
- interpersonal
- evaluation and analysis
- decision making
- management
- enterprising

1.4 Methodology and Time Allocation

Methodology

For effective implementation of this syllabus, it is necessary that a participatory approach is used. The following are suggested participatory methods that may be used:

- Group discussion
- Experiments
- Educational tours
- Research/Investigation
- Role play
- Games
- Demonstration
- Projects
- Drama and Modeling
- Music
- Debate
- E-learning
- School on the shop floor
- Quiz
- Resource person(s)

The above suggested methods should be enhanced by the application of orthodidactic principles and multisensory approaches to learning. These include tactility, concreteness individualisation, self-activity, totality and wholeness. Teachers are encouraged to address the learner's compensatory senses.

Time Allocation

For the successful coverage of this syllabus, **at least eight** 40-minute periods per week should be allocated per class

1.5 Assumptions

It is assumed that learners:

- 1.5.1 are able to sew irrespective of gender
- 1.5.2 are familiar with various textile materials within their environment
- 1.5.3 have knowledge of the use of equipment such as irons, sewing machines, needles and scissors
- 1.5.4 have interfaced with knowledge on basic textile technology in primary school
- 1.5.5 are aware of social and cultural implications of various textile products

1.6 Cross Cutting Issues

This course will help learners to develop an appreciation of:

- 1.6.1 Health and wellbeing
- 1.6.2 Entrepreneurship
- 1.6.3 ICT
- 1.6.4 Children's Rights and Responsibilities
- 1.6.5 Disaster Risk Management
- 1.6.6 Environmental Management
- 1.6.7 Climate change
- 1.6.8 Gender Equality

3.0 Presentation of Syllabus

The Textile Technology and Design syllabus is a single document that covers Forms 1 to 4. It covers the preamble, rationale, methodology, aims, objectives, scope and sequence, competency matrix for each form and the assessment.

4.0 AIMS

The syllabus aims to help learners to:

- 4.1.1 develop and apply scientific knowledge of fibres and fabrics in relation to selection, use and care
- 4.1.2 demonstrate technological and creative skills in designing, use of patterns, construction and maintenance of textile artefacts
- 4.1.3 appreciate good workmanship and boost self-esteem in enterprising activities
- 4.1.4 initiate and create interest in constructing textile items in line with changing trends in textile technology
- 4.1.5 develop self-reliance skills and positive attitude towards the learning area irrespective of gender and ability

5.0 OBJECTIVES

Learners should be able to:

- 5.1.1 experiment with textile fibres, yarns and fabrics
- 5.1.2 select, use and care for textile products
- 5.1.3 design and draft patterns
- 5.1.4 apply skills acquired to solve problems in practical situations
- 5.1.5 apply managerial and organizational skills to efficiently use materials, time, money, labour and equipment
- 5.1.6 apply the knowledge and skills acquired in the course, in the construction of well finished articles, accessories and crafts
- 5.1.7 exercise consumer competencies
- 5.1.8 demonstrate the uses of various pieces of equipment including modern technology
- 5.1.9 observe safety precautions in textile production
- 5.1.10 apply first aid skills in attending to injuries in the workshop/laboratory

6.0 TOPICS

- Grooming and Personal hygiene
- Equipment and Safety
- Fibres, yarns and fabrics
- Textile design
- Patterns
- Construction processes
- Embroidery and Soft Furnishings
- Colour application
- Care and maintenance of clothes and other textile products
- Consumer education
- Gender sensitivity
- Enterprising
- Industrial textile and clothing production

SCOPE AND SEQUENCE

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Grooming and Personal hygiene	<ul style="list-style-type: none"> Grooming and culture Healthy habits Physical and biological changes within the body Personal hygiene 	<ul style="list-style-type: none"> Physical and biological changes within the body Personal hygiene Exercise, poise and deportment 	<ul style="list-style-type: none"> Appropriate beauty aids from different cultural perspectives 	<ul style="list-style-type: none"> Figure types and cultural differences
Wardrobe planning	<ul style="list-style-type: none"> Choice of clothes Types of clothes Cultural background 	<ul style="list-style-type: none"> Lingerie Accessories 	<ul style="list-style-type: none"> Children's garments Formal and informal wear 	<ul style="list-style-type: none"> Figure faults and irregularities Colour scheme
Equipment and Safety	<ul style="list-style-type: none"> Classification of equipment Choice, use and care of basic equipment Safety precautions in handling the equipment 	<ul style="list-style-type: none"> Protective clothing Environmental issues in textile production 	<ul style="list-style-type: none"> Choice, use and care of equipment Safety precautions in handling the equipment Protective clothing-care 	<ul style="list-style-type: none"> Machine attachments

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Fibres, Yarns and Fabrics	<ul style="list-style-type: none"> • Introduction • Classification • Sources of fibres 	<ul style="list-style-type: none"> • Properties of fibres • Fabric construction 	<ul style="list-style-type: none"> • Identification • Production of fibres and yarns • Construction of fabrics 	<ul style="list-style-type: none"> • Blending and mixing • Fabric finishes • Colour application
Textile design	<ul style="list-style-type: none"> • Designs drawing incorporating culture and tradition 		<ul style="list-style-type: none"> • Organisation • Application methods 	
Patterns	<ul style="list-style-type: none"> • Body dimensions and proportions • Types of patterns • Laying and cutting out • Transferring pattern markings 	<ul style="list-style-type: none"> • Simple pattern adaption • Pattern drafting 	<ul style="list-style-type: none"> • Tools and materials used for pattern making • Techniques in pattern making • Laying and cutting out • Transferring pattern markings 	<ul style="list-style-type: none"> • Use of patterns • Pattern development • Computer aided design (CAD)
Construction processes	<ul style="list-style-type: none"> • Stitches • Fullness • Seams • Pockets • Waistline finishes • Hems • Pressing 	<ul style="list-style-type: none"> • Yokes • Crossway strips • Openings • Fastenings • Neckline finishes • Collars • Armhole finishes 	<ul style="list-style-type: none"> • Pressing and ironing • Hem edge finishes • Fitting and sequence • Construction processes 	<ul style="list-style-type: none"> • Interfacing, lining and interlining • Construction processes

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Embroidery and Soft Furnishings	<ul style="list-style-type: none"> • Introduction to embroidery and soft furnishing • Equipment • Embroidery <ul style="list-style-type: none"> - Choice - Use - Care - Stitches 	<ul style="list-style-type: none"> • Elements of design • Embroidery techniques • Types of soft furnishings 	<ul style="list-style-type: none"> • Embroidery techniques • Soft furnishings <ul style="list-style-type: none"> - Techniques - Laundering - Storage 	<ul style="list-style-type: none"> • Embroidery techniques • Soft furnishings techniques
Colour application	<ul style="list-style-type: none"> • Classification of colours • Methods of colour application - traditional and contemporary 	<ul style="list-style-type: none"> • Colour wheel • Sources of dye 	<ul style="list-style-type: none"> • Colour combination • Equipment <ul style="list-style-type: none"> - choice - use - care 	<ul style="list-style-type: none"> • Dyeing and printing • Preservation of colour
Care and maintenance of clothes and other textile products	<ul style="list-style-type: none"> • Care labels 	<ul style="list-style-type: none"> • Laundry process 	<ul style="list-style-type: none"> • Repair work 	<ul style="list-style-type: none"> • Thrift work
Consumer education	<ul style="list-style-type: none"> • Consumer rights and responsibilities • Children's rights 	<ul style="list-style-type: none"> • Consumer rights and responsibilities 	<ul style="list-style-type: none"> • Budgeting and financial management 	<ul style="list-style-type: none"> • Laws and regulations • Economic aspects of textile manufacturing
Enterprising	<ul style="list-style-type: none"> • Enterprising and the entrepreneur • Characteristics of an entrepreneur 	<ul style="list-style-type: none"> • Needs assessment • Project identification 	<ul style="list-style-type: none"> • Business plans and records • Project implementation 	<ul style="list-style-type: none"> • Market research • Business viability
Industrial textile and clothing production	<ul style="list-style-type: none"> • Laboratory and factory set up 	<ul style="list-style-type: none"> • The cutting table 	<ul style="list-style-type: none"> • The production systems 	<ul style="list-style-type: none"> • Quality control

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
		<ul style="list-style-type: none">• Environmental issues		

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8.0 COMPETENCY MATRIX

FORM 1

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
Grooming and Personal hygiene	<ul style="list-style-type: none"> • identify physical and biological change within the body • explain good grooming habits • demonstrate good grooming habits • state the importance of exercise and health diet • explain how to care for the body 	<ul style="list-style-type: none"> • Puberty <ul style="list-style-type: none"> - Physical - biological changes within the body • Grooming and culture: <ul style="list-style-type: none"> - sitting posture - exercising - appearance management • Health habits • Personal hygiene 	<ul style="list-style-type: none"> • Describing physical and biological changes in the body • Demonstrating good grooming habits • Practicing personal hygiene and healthy habits 	<ul style="list-style-type: none"> • Textbooks • Resources person • Educational tours • Expert guest presentation • Multimedia
Wardrobe planning	<ul style="list-style-type: none"> • identify different items of clothing according to their types • suggest suitable clothes for specific occasions and weather 	<ul style="list-style-type: none"> • Types of clothes <ul style="list-style-type: none"> - Age - Gender - Purpose • Choice of clothes <ul style="list-style-type: none"> - Cultural background - Age - Style - Occasion - Colour 	<ul style="list-style-type: none"> • Grouping different clothing items according to their types • Drawing different types of garments • Labelling style features on drawn, given or actual garments • Choosing clothes according to the prevailing fashion, colour, figure type and occasion 	<ul style="list-style-type: none"> • Fashion catalogues • Print media • Sample garments • Multimedia • Textbooks

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
Equipment and Safety	<ul style="list-style-type: none"> identify various work room equipment classify the textile equipment according to use explain the choice of equipment describe the use and care of various textile equipment apply safety precautions in handling equipment in the workshop 	<ul style="list-style-type: none"> Equipment Choice, use and care of basic equipment Safety precautions in handling the equipment Sewing machines <ul style="list-style-type: none"> - Types - Parts - Choice - Threading 	<ul style="list-style-type: none"> Listing different pieces of equipment Demonstrating the correct use and care of equipment Drawing and labelling pieces of equipment including the sewing machine Practicing correct safety precautions Threading and using the sewing machine 	<ul style="list-style-type: none"> Sewing machine manuals Textbooks Sewing machines Workshop tools Charts Multi media Print media
Fibres, Yarns and Fabrics	<ul style="list-style-type: none"> define a fibre, yarn and fabric classify different types of fibres state sources of textile fibres list examples of fabrics from textile fibres 	<ul style="list-style-type: none"> Fibre, yarn and fabric Natural and man-made fibres 	<ul style="list-style-type: none"> Describing a fibre, yarn and fabric Illustrating the appearance of different types of yarn Grouping textile fibres according to their sources 	<ul style="list-style-type: none"> Samples of textile fibres, yarns and fabrics Charts Textbooks Print media Multimedia
Textile design	<ul style="list-style-type: none"> draft motifs that can be used as textile prints 	<ul style="list-style-type: none"> Designs drawing incorporating 	<ul style="list-style-type: none"> Generating designs for textile materials 	<ul style="list-style-type: none"> Print media Nature Realia

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
		culture and tradition		
Patterns	<ul style="list-style-type: none"> list and take basic body measurements differentiate types of patterns explain points to consider when laying and cutting out patterns on fabric identify and transfer necessary patterns markings 	<ul style="list-style-type: none"> Body dimensions and proportions Types of patterns Laying and cutting out Transferring pattern markings 	<ul style="list-style-type: none"> Taking body measurements Sketching and labelling body measurements Identifying types of patterns Discussing advantages and disadvantages of different types of patterns Demonstrating laying, cutting out and transferring of patterns markings 	<ul style="list-style-type: none"> Measuring, marking and cutting tools Patterns Drawing tools Silhouettes Fabric Charts
Construction processes	<ul style="list-style-type: none"> identify and classify stitches demonstrate the working of temporary, joining and neatening stitches 	<ul style="list-style-type: none"> Stitches <ul style="list-style-type: none"> Temporary Permanent <ul style="list-style-type: none"> <i>joining</i>: back, machine, over sewing <i>neatening</i>: blanket, overcasting, zig-zag 	<ul style="list-style-type: none"> Illustrating the working of temporary, joining and neatening stitches Making a stitch sampler 	<ul style="list-style-type: none"> Textbooks Charts Stitch sampler Realia Multimedia Fabric

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> define the term disposal of fullness list methods of disposing fullness identify methods of disposing fullness demonstrate the working of darts, gathers and elastication explain the reasons for disposing fullness define a seam classify seams state and identify different seams and their uses demonstrate the working of different seams identify types of pockets list uses of pockets 	<ul style="list-style-type: none"> <i>decorative:</i> stem, chain, satin Fullness <ul style="list-style-type: none"> darts gathers elastic and casing importance of Seams <ul style="list-style-type: none"> <i>types</i> <ul style="list-style-type: none"> single open french <i>choice</i> <i>methods of working</i> 	<ul style="list-style-type: none"> Explaining the term disposal of fullness Stating methods of disposing fullness Working on selected methods of disposing fullness Justifying the need for disposing fullness Identifying different seams Listing seams according to their classes Making samples of selected seams Sketching working diagrams of seams Discussing uses of pockets Drawing diagrams on types of pockets 	<ul style="list-style-type: none"> Textbooks Charts Realia Multimedia Fabric Samples Textbooks Charts Realia Multimedia Fabric

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> prepare and attach patch pockets identify methods of finishing the waist edge prepare and attach a waistband sketch a waistband and an elastic in a casing list types of hems mark a hemline turn-up and secure a hem use a hem marker define pressing list pressing equipment 	<ul style="list-style-type: none"> Pockets <ul style="list-style-type: none"> patch inside insert Waistline finishes <ul style="list-style-type: none"> waistband elastic in a casing Hems <ul style="list-style-type: none"> plain narrow 	<ul style="list-style-type: none"> Collecting pictures and garments with different types of pockets Preparing and attaching patch pockets Illustrating waistband preparation Preparing and attaching a waistband Making samples of plain and narrow stitched hems Demonstrating the use of a hem marker Drawing working diagrams of hem Working a hem Describing pressing Demonstrating the use of pressing equipment Outlining general rules for pressing 	<ul style="list-style-type: none"> Samples Pressing equipment Textbooks Charts Realia Multimedia

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> explain rules and reasons for pressing use pressing equipment 	<ul style="list-style-type: none"> Pressing <ul style="list-style-type: none"> Equipment Rules Reasons 	<ul style="list-style-type: none"> Explaining reasons for pressing 	
Embroidery and Soft Furnishings	<ul style="list-style-type: none"> list types of embroidery and soft furnishing techniques identify suitable materials for embroidery and soft furnishings select and use appropriate equipment and material in the making of embroidery/articles 	<ul style="list-style-type: none"> Introduction <ul style="list-style-type: none"> Decorative techniques (traditional and contemporary): free style/ applique, and quilting Equipment Embroidery/Soft furnishings <ul style="list-style-type: none"> Choice Use Care Stitches 	<ul style="list-style-type: none"> Making embroidery and soft furnishing items using different decorative techniques Visiting craft centers Designing an article Costing and selling items made 	<ul style="list-style-type: none"> Embroidery and soft furnishings tools Textbooks Charts Realia Multimedia
Colour application	<ul style="list-style-type: none"> identify classes of colour explain how to dye textiles using both natural and chemical dyes describe the processes of printing fabric 	<ul style="list-style-type: none"> Classification of colour: <ul style="list-style-type: none"> Primary Secondary Tertiary 	<ul style="list-style-type: none"> Mixing primary colours to produce different colours Describing ways of preparing fabrics for dyeing 	<ul style="list-style-type: none"> Fabric dyes Fabric paints Colour wheels Fabrics Dyeing equipment Local environs

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
		<ul style="list-style-type: none"> Methods of colour application (traditional and contemporary): <ul style="list-style-type: none"> Dyeing Block printing 	<ul style="list-style-type: none"> Demonstrating ways of dyeing textiles Printing textiles 	
Care and maintenance of clothes and other textile products	<ul style="list-style-type: none"> identify different care labels interpret care label symbols explain the importance of care labels 	<ul style="list-style-type: none"> Care labels: <ul style="list-style-type: none"> Washing Bleaching Drying Ironing Dry cleaning 	<ul style="list-style-type: none"> Identifying care labels symbols on textile items Drawing and explaining care label symbols Justifying the need for care labels 	<ul style="list-style-type: none"> Textile articles Charts Textbooks
Consumer education	<ul style="list-style-type: none"> define consumer rights and responsibilities list consumer rights and responsibilities explain the value of knowledge on consumer rights and responsibilities 	<ul style="list-style-type: none"> Consumer/children's rights Consumer responsibilities 	<ul style="list-style-type: none"> Conducting case studies on consumer rights and responsibilities Discussing consumer rights and responsibilities Explaining the value of knowledge on consumer rights and responsibilities 	<ul style="list-style-type: none"> Textbooks Consumer handbook Print media Multi media

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
Enterprising	<ul style="list-style-type: none"> define the terms enterprising and an entrepreneur list the characteristics of enterprising and an entrepreneur demonstrate the ability to buy and sell 	<ul style="list-style-type: none"> Enterprising and the entrepreneur Characteristics of an entrepreneur 	<ul style="list-style-type: none"> Defining enterprising Outlining qualities of an entrepreneur Dramatising buying and selling activities 	<ul style="list-style-type: none"> Textbooks Educational tours Expert guest presentation Multi media
Industrial textile and clothing production	<ul style="list-style-type: none"> outline operation stations in a production line describe the school laboratory and factory setup sketch laboratory plan or setup 	<ul style="list-style-type: none"> Laboratory set-up Factory set up: Production lines 	<ul style="list-style-type: none"> Undertaking educational tours Making a flow chart of production lines Drawing plans on sequencing of work areas Conducting group projects on textile production lines 	<ul style="list-style-type: none"> Textbooks Charts Multi media

FORM 2

COMPETENCY MATRIX

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
Grooming and Personal hygiene	<ul style="list-style-type: none"> describe physical and biological changes within the body demonstrate good grooming habits explain the importance of exercise poise and deportment 	<ul style="list-style-type: none"> Physical and biological changes within the body Personal hygiene Exercise, poise and deportment 	<ul style="list-style-type: none"> describing physical and biological changes within the body Demonstrating good poise and deportment Practicing good grooming habits 	<ul style="list-style-type: none"> Textbooks Resources person Educational tours Expert guest presentation Multimedia
Wardrobe planning	<ul style="list-style-type: none"> define lingerie identify types of lingerie state suitable fabrics for lingerie explain the importance of lingerie define accessories list types of accessories name suitable materials for accessories illustrate the correct use of accessories 	<ul style="list-style-type: none"> Lingerie: <ul style="list-style-type: none"> Nightwear Foundation garments Fabric choice Care Accessories: <ul style="list-style-type: none"> Types Choice Use Materials Care and storage 	<ul style="list-style-type: none"> Explaining the terms lingerie and accessories Listing types of lingerie and accessories Selecting suitable fabrics and materials for lingerie and accessories Collecting accessories and pictures of lingerie Drawing different types of lingerie and accessories 	<ul style="list-style-type: none"> Fashion catalogues Magazine Realia Sample garments Multimedia Textbooks

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> explain the importance of proper care and storage of accessories 		<ul style="list-style-type: none"> Making accessories using locally available and recycled materials Designing accessories and lingerie for sale 	
Equipment and Safety	<ul style="list-style-type: none"> define protective clothing explain the value of protective clothing identify suitable fabrics for various protective clothing list the types of protective clothing explain environmental issues in textile production 	<ul style="list-style-type: none"> Protective clothing: <ul style="list-style-type: none"> Types Fabrics Importance Environmental issues in textile production 	<ul style="list-style-type: none"> Describing protective clothing Discussing the value of protective clothing Selecting fabrics for protective clothing Listing types of protective clothing Discussing waste management issues in textile production 	<ul style="list-style-type: none"> Sewing machine manuals Textbooks Realia Sewing machines Workshop tools Charts Multi media
Fibres, Yarns and Fabrics	<ul style="list-style-type: none"> list properties of textile fibres state methods of fabric construction demonstrate simple methods of constructing fabric 	<ul style="list-style-type: none"> Properties of different types of fibres Fabric construction: <ul style="list-style-type: none"> Weaving Knitting Crotcheting 	<ul style="list-style-type: none"> Outlining textile fibre properties Identifying methods of fabric construction Drawing simple weaves Weaving, knitting and crotcheting samples 	<ul style="list-style-type: none"> Realia Samples of textile fibres, yarns and fabrics Charts Textbooks Multimedia Weaving, knitting and crotcheting equipment and tools
Patterns	<ul style="list-style-type: none"> define pattern adaptation and drafting 	<ul style="list-style-type: none"> Simple pattern adaptation and drafting: 	<ul style="list-style-type: none"> Explaining pattern adaptation and drafting 	<ul style="list-style-type: none"> Pattern making tools Patterns Drawing tools

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> list tools for adapting and drafting patterns use the tools and equipment correctly 	<ul style="list-style-type: none"> Tools and equipment Pattern alterations Techniques Basic blocks 	<ul style="list-style-type: none"> Identifying tools and equipment for adaptation Adapting and drafting patterns Constructing basic block patterns 	<ul style="list-style-type: none"> Silhouettes Basic block patterns Charts
Construction processes	<ul style="list-style-type: none"> Define the term yoke name different types of yokes demonstrate the preparation and attachment of a yoke define crossway strip state advantages of using crossway strips demonstrate how to fold, mark, cut and join crossway strips define openings identify types of openings 	<ul style="list-style-type: none"> Yokes: <ul style="list-style-type: none"> Types Use Classification Attachment Crossway strips: <ul style="list-style-type: none"> The structure of woven fabrics Cutting, joining and use Advantages of using a crossway strip on curved edges Openings: <ul style="list-style-type: none"> Types Use 	<ul style="list-style-type: none"> Identifying different types of yokes Drawing diagrams of yokes Demonstrating the preparation and attachment of yokes on garments Collecting pictures and garments with different types of yokes Drawing and labelling diagrams on warp and weft threads Cutting and joining crossway strips Drawing diagrams on cutting and joining of crossway strips Binding and facing curved edges 	<ul style="list-style-type: none"> Textbooks Charts Realia Multimedia Fabric Samples

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> list factors that determine choice and uses of openings demonstrate correct working of openings identify different types fastenings list factors that determine the choice of fastenings close an opening with a suitable fastening identify methods of finishing the neck edge name types of collars and facing prepare and finish a neck edge using a collar or facing define armhole finish state points to consider on choosing an armhole finish identify methods of finishing armholes 	<ul style="list-style-type: none"> Choice Working Fastenings: <ul style="list-style-type: none"> Types- zip, button and button holes hooks and eyes, press studs, ribbons and tapes, Velcro, button and loop Uses Choice Neckline finishes: collars and facing <ul style="list-style-type: none"> Types Methods of attaching a collar, facing and binding Armhole finishes: 	<ul style="list-style-type: none"> Collecting pictures and garments with different openings Drawing and labelling different openings Working on samples Constructing openings Discussing and analyzing suitability of different fastenings Illustrating working of fastenings Working a suitable fastening to close an opening Making samples of different collars and facings Neatening a neck edge using a collar or a facing Drawing different types of collars Illustrating the working of a facing Illustrating with diagrams methods of finishing the armhole edge Drawing diagrams of different types of sleeves 	

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> name types of sleeves state suitable sleeve edge finishes 	<p>methods of finishing</p> <ul style="list-style-type: none"> Sleeves Facing Binding <p>sleeves</p> <ul style="list-style-type: none"> Choice Types Sleeve edge finishes 	<ul style="list-style-type: none"> Setting-in sleeves into an armhole 	
Embroidery and Soft Furnishings	<ul style="list-style-type: none"> define embroidery and soft furnishings list types of embroidery and soft furnishings identify suitable materials and notions for embroidery and soft furnishings explain the elements of design 	<ul style="list-style-type: none"> Elements of design Embroidery techniques Types of soft furnishings Materials and notions 	<ul style="list-style-type: none"> Explaining the terms embroidery and soft furnishings Identifying types of embroidery and soft furnishing items Selecting suitable materials used for embroidery and soft furnishings Demonstrating different techniques used in embroidery and soft furnishings Making embroidery and soft furnishing articles 	<ul style="list-style-type: none"> Embroidery and soft furnishings tools Textbooks Charts Realia Multimedia

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
Colour application	<ul style="list-style-type: none"> identify sources of natural and chemical dyes list ingredients used for producing dye liquor describe how different colours are produced explain the effect of colour on different textile objects describe equipment used for dyeing 	<ul style="list-style-type: none"> Sources of dye <ul style="list-style-type: none"> natural and chemical ingredients in the dye liquor equipment used in the dyeing process Colour wheel <ul style="list-style-type: none"> colour combination effects of colour 	<ul style="list-style-type: none"> Stating the sources of natural and chemical dyes Identifying the ingredients used in making dyes Drawing and making a colour wheel Colouring different textiles Demonstrating the use of dyeing equipment Visiting textile production industries 	<ul style="list-style-type: none"> Textbooks Charts Realia Multimedia Dyes and fabric paints Fabrics
Care and maintenance of clothes and other textile products	<ul style="list-style-type: none"> list different types of stains identify methods of removing common stains in textiles interpret the care labels correctly describe the steps in the laundering of articles explain correct storage procedures for different textile articles 	<ul style="list-style-type: none"> Laundry process <ul style="list-style-type: none"> stain removal soaking washing ironing storage 	<ul style="list-style-type: none"> Demonstrating the correct process laundering of textile articles Illustrating the correct use of soaps, detergents and stain removal agents Demonstrating the correct storage of various textile articles Naming various stains and proper removal methods discussing effects of soaps and detergents on health 	<ul style="list-style-type: none"> Laundry soaps Detergents Stain removing agents Laundry equipment Textbooks Fabrics Realia Multimedia Local environs

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
Consumer education	<ul style="list-style-type: none"> explain consumer rights and responsibility identify laws and regulations pertaining to textile technology 	<ul style="list-style-type: none"> Consumer rights and responsibilities Laws and regulations pertaining to textile technology 	<ul style="list-style-type: none"> Discussing consumer rights and responsibility Outlining laws and regulations pertaining to textile technology 	<ul style="list-style-type: none"> Consumer handbook Textbooks Expert guest presentation Multi media
Enterprising	<ul style="list-style-type: none"> identify gaps or needs relevant to textiles within their communities describe stages of needs assessment and market research design suitable textile related projects to address their community needs 	<ul style="list-style-type: none"> Needs assessment Market research Project identification 	<ul style="list-style-type: none"> Carrying out market research on textile needs of the community Outlining elements of a business plan Implementing suitable textile projects Conducting educational tours Carrying out a case study 	<ul style="list-style-type: none"> Textbooks Multimedia Expert guest presentations
Industrial textile and clothing production	<ul style="list-style-type: none"> differentiate between the small scale cutting and the factory cutting methods explain the use of the cutting table describe the activities at the cutting section of the factory illustrate the methods of marking and stamping as done by cutting section 	<ul style="list-style-type: none"> The cutting table: <ul style="list-style-type: none"> Tools and equipment Marker planning Methods of cutting Set-up of the cutting section Marking Environmental issues 	<ul style="list-style-type: none"> Visiting production companies Explaining the difference between the small scale cutting and the cutting section methods Describing the use of the cutting table 	<ul style="list-style-type: none"> Textbooks Expert guest presentation Multi media Charts

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> explain the importance of proper disposal of waste materials 		<ul style="list-style-type: none"> Identifying tools and equipment used Developing marker plans Discussing appropriate methods of disposing of waste material 	

FORM 3

COMPETENCY MATRIX

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
Grooming and personal hygiene	<ul style="list-style-type: none"> identify beauty aids explain reasons for using beauty aids demonstrate use of beauty aids 	<ul style="list-style-type: none"> Appropriate beauty aids from different cultural perspectives 	<ul style="list-style-type: none"> Collecting pictures and pamphlets to show beauty aids Discussing use of beauty aids Modelling using both indigenous and non-indigenous beauty aids 	<ul style="list-style-type: none"> Realia Magazines Internet Pamphlets Textbooks Charts Work cards
Wardrobe planning	<ul style="list-style-type: none"> explain points to consider when choosing children's garments outline points on care of children's garments identify formal and informal wear and its appropriate use 	<ul style="list-style-type: none"> Children's garments: Choice and care Formal and informal wear <ul style="list-style-type: none"> choice and appropriate use 	<ul style="list-style-type: none"> Discussing points to consider on choice and care of children's garments Analysing downloaded/collected pictures of formal and informal wear 	<ul style="list-style-type: none"> Realia Textbooks Internet Magazines Flyers Pamphlets

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
Equipment and Safety	<ul style="list-style-type: none"> describe choice, use and care of large and advanced equipment draw and label equipment explain safety precautions in handling equipment outline points on care of protective clothing 	<ul style="list-style-type: none"> Choice, use and care of large and advanced equipment Safety precautions in handling the equipment Care of protective clothing 	<ul style="list-style-type: none"> Discussing the choice, use and care Drawing and labelling large equipment Demonstrating safety precautions when handling equipment Explaining care of protective clothing 	<ul style="list-style-type: none"> Magazines Realia Charts Textbooks Pamphlets Work cards Manuals Internet
Fibres, Yarns and Fabrics	<ul style="list-style-type: none"> identify natural and man-made fibres classify different types of yarns and fabrics describe the production of fibres and yarns 	<ul style="list-style-type: none"> Identification of natural and man-made fibres (tearing, burning, chemical, feeling, staining and microscopic): <ul style="list-style-type: none"> cotton wool silk flax viscose nylon polyester acrylic acetate 	<ul style="list-style-type: none"> Experimenting with various fabrics Identifying different types of yarns Explaining the production process of fibres and yarns 	<ul style="list-style-type: none"> Chemicals Burners Swatches Textbooks Internet Microscopes Oil Realia

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> outline properties of natural and man-made fibres describe fabric construction 	<ul style="list-style-type: none"> - triacetate • Properties • Yarns: <ul style="list-style-type: none"> - identification - properties • Fabric construction 	<ul style="list-style-type: none"> • Discussing properties of natural and man-made fibres • Demonstrating various fabric construction • Visiting textile production and processing industries 	
Patterns	<ul style="list-style-type: none"> state tools and materials used for pattern making design different garments develop patterns list rules for laying and cutting out demonstrate the correct preparation of fabric for laying and cutting out select and transfer pattern markings that can be transferred from paper pattern to fabric 	<ul style="list-style-type: none"> Tools and materials used for pattern making Pattern design development and adaptation Laying and cutting out Transferring pattern markings 	<ul style="list-style-type: none"> Identifying tools and materials used for pattern making Designing different garments Making patterns Discussing rules for laying and cutting out Preparing the fabric for laying and cutting out Demonstrating and illustrating the transferring of pattern markings 	<ul style="list-style-type: none"> Print and electronic media Realia Resource person(s) Silhouette Marking tools
Construction	<ul style="list-style-type: none"> identify stitches 	<ul style="list-style-type: none"> Stitches 	<ul style="list-style-type: none"> Illustrating the working of 	<ul style="list-style-type: none"> Realia

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
Processes	<ul style="list-style-type: none"> classify stitches demonstrate the working of temporary and permanent stitches 	Temporary Permanent: <ul style="list-style-type: none"> neatening joining decorative 	<ul style="list-style-type: none"> temporary and permanent stitches Grouping stitches Making a stitch sampler 	<ul style="list-style-type: none"> Fabric Multi-media Electronic media Stitch sampler
Stitches				
Disposal of fullness	<ul style="list-style-type: none"> explain methods of disposal of fullness identify reasons for disposal of fullness demonstrate methods of disposal of fullness 	<ul style="list-style-type: none"> Fullness such as <ul style="list-style-type: none"> easing elastic and casing gauging shirring smocking Importance of disposal of fullness 	<ul style="list-style-type: none"> Identifying methods of disposal of fullness Demonstrating the working of different methods of disposal of fullness Working of disposal of fullness samples 	
Seams	<ul style="list-style-type: none"> classify seams explain rules for working seams outline points to consider when choosing seams identify different seams and their uses demonstrate the working of different seams 	<ul style="list-style-type: none"> Classification Types of seams General rules for working seams Choice of seams Methods of working 	<ul style="list-style-type: none"> Grouping different types of seams Discussing general rules for working seams Explaining the points to consider when choosing seams Outlining different seams and their uses Making selected seams 	

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
Pockets	<ul style="list-style-type: none"> identify types of pockets explain uses of pockets prepare and attach different pockets 		<ul style="list-style-type: none"> Outlining types of pockets Discussing uses of pockets Demonstrating the preparation and attachment of different types of pockets 	
Waistline finishes	<ul style="list-style-type: none"> identify methods of finishing waistlines prepare and attach suitable waistline finishes sketch different types of waistline finishes 	<ul style="list-style-type: none"> pockets <ul style="list-style-type: none"> patch inside inset 	<ul style="list-style-type: none"> Outlining methods of finishing waistlines Preparing and attaching suitable waistline finishes Illustrating waistline finishes 	
Hems	<ul style="list-style-type: none"> list types of hems describe the marking of a hemline make different types of hems illustrate the types of hem edge finishes differentiate pressing and ironing 	<ul style="list-style-type: none"> Waistline finishes <ul style="list-style-type: none"> -waistband -elastic casing -Shaped facing -elasticated waistband -drawstring 	<ul style="list-style-type: none"> Identifying types of hems Demonstrating the use of a hem markers Making different types of hems Demonstrating the types of hem edge finishes 	

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
<i>Pressing and Ironing</i>	<ul style="list-style-type: none"> outline necessary equipment for pressing and ironing explain rules and reasons for pressing and ironing describe methods of pressing 	<ul style="list-style-type: none"> Hems and hem edge finishes <ul style="list-style-type: none"> -plain -flared/circular -pleated -hem edge finishes 	<ul style="list-style-type: none"> Demonstrating pressing and ironing Describing necessary equipment for pressing and ironing Outlining the rules and reasons to observe when pressing and ironing Demonstrating methods of pressing 	
<i>Fitting and sequence</i>	<ul style="list-style-type: none"> explain fitting and sequence of processes in assembling garments describe sequence of processes in assembling garments justify the need for fitting when assembling garments 	<ul style="list-style-type: none"> Pressing and ironing <ul style="list-style-type: none"> -equipment -rules Methods <ul style="list-style-type: none"> -under pressing -moulding -final pressing Reasons for pressing and ironing 	<ul style="list-style-type: none"> Assembling garment pieces for fitting Discussing sequence of processes in assembling garments Explaining the importance of fitting 	

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
		<ul style="list-style-type: none"> Fitting and sequence of processes in assembling garments Fitting garments under construction Importance of fitting 		
Embroidery and Soft Furnishings	<ul style="list-style-type: none"> identify simple embroidery techniques illustrate soft furnishing techniques use computerised embroidery machines 	<ul style="list-style-type: none"> embroidery techniques: <ul style="list-style-type: none"> -free style -quilting soft furnishing techniques 	<ul style="list-style-type: none"> discussing simple embroidery techniques demonstrating simple soft furnishing techniques designing and constructing embroidery motifs 	<ul style="list-style-type: none"> Textbooks Internet Magazines Charts Realia Work cards Computerised Embroidery machines
Colour Application	<ul style="list-style-type: none"> blend colours of textiles items according to specific combinations describe the selection, use and care of 	<ul style="list-style-type: none"> Colour combination <ul style="list-style-type: none"> -monochromatic -contrasting -analogous Equipment: <ul style="list-style-type: none"> -choice 	<ul style="list-style-type: none"> Designing a colour scheme for an identified textile item Outlining points to consider when choosing equipment used in colour applications 	<ul style="list-style-type: none"> Realia Multi-media Charts Dyes Fabric pieces

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
	equipment used in colour application	-use -care	<ul style="list-style-type: none"> Demonstrating the use and care of equipment used in colour application 	
Care and maintenance of clothes and other textile products	<ul style="list-style-type: none"> repair broken processes and style features identify different types of patches describe the process of applying patches to appropriate torn textile items 	<ul style="list-style-type: none"> Repair work: <ul style="list-style-type: none"> Processes Style features Patch work darning 	<ul style="list-style-type: none"> collecting torn textile articles for repair applying suitable types of patches to appropriate textile items demonstrating the working of various types of darns 	<ul style="list-style-type: none"> textile article charts textbooks Realia, e.g. torn textile articles Magazines Newspapers
Textile design	<ul style="list-style-type: none"> explain the principles of design describe the elements of design 	<ul style="list-style-type: none"> Principles of design Elements of design 	<ul style="list-style-type: none"> Practicing principles of design on own choice articles Discussing elements of design Down loading designs on textile articles 	<ul style="list-style-type: none"> Internet Textbooks Magazines Charts Work cards
Consumer Education	<ul style="list-style-type: none"> outline factors to consider when budgeting justify the need for shopping around and comparing prices 	<ul style="list-style-type: none"> Budgeting and financial management: <ul style="list-style-type: none"> -wise shopping and decision making 	<ul style="list-style-type: none"> Drawing a simple budget for a given task Explaining the importance for shopping around and comparing prices 	<ul style="list-style-type: none"> Textbook Consumer handbook Print media Multi media

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
	before drawing up a budget • analyse advertisements in view of their impact on the budget	-effects of advertisement on the budget	• Discussing the influence of advertisements on a budget and decision making	
Gender	• explain the effects of gender roles on learner performance • distinguish between equity and equality • outline the effects of gender inequalities	• Gender roles • Equity and equality • Effects of gender inequalities	• Discussing the effects of gender roles on learner performance • Explaining the difference between equity and equality • Listing the effects of gender inequalities	• Resource person(s) • Textbooks • Realia • Internet • Magazines • Charts • Work cards • Journals • Newspapers • Brochures • Policy documents
Enterprising	• explain the importance of business plans and record keeping • outline the steps to follow when drawing up a business plan • describe how to implement a business project	• Business plans and recording keeping - Importance - Drawing up • Project implementation	• Drawing a business plan • Demonstrating how to implement a textile business project • Running a small textile business	• Textbook • Education tours • Expert quest presentation • Multi media • Internet • Samples of business plan

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
Industrial textile and clothing production	<ul style="list-style-type: none"> justify choice of a production system distinguish the various production systems explain the process of each of the given production systems 	<ul style="list-style-type: none"> Production systems: <ul style="list-style-type: none"> -individual production -batch production -Mass production 	<ul style="list-style-type: none"> Outlining points to consider when choosing a production system Explaining the difference among textile systems Developing flow charts of the different production systems Visiting a textile manufacturing and production company 	<ul style="list-style-type: none"> Textbook Charts Multi media Internet Journals Expert resource personal

FORM 4

COMPETENCY MATRIX

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
Grooming and Personal Hygiene	<ul style="list-style-type: none"> identify different figure types explain figure irregularities list remedies on irregularities 	<ul style="list-style-type: none"> Figure types and cultural differences Figure irregularities Remedies 	<ul style="list-style-type: none"> Discussing different figure types Illustrating figure irregularities using pictures and drawings Describing remedies 	<ul style="list-style-type: none"> Magazines Internet Textbooks Realia
Equipment and Safety	<ul style="list-style-type: none"> identify machine attachments explain uses of machine attachments 	<ul style="list-style-type: none"> Types of machine attachments Uses 	<ul style="list-style-type: none"> Drawing/ downloading/ describing machine attachments Discussing uses of machine attachments Practising use of machine attachments 	<ul style="list-style-type: none"> Realia Textbooks Internet Magazines Manuals
Fibres Yarns and Fabrics	<ul style="list-style-type: none"> describe the blending and mixing processes identify fabric finishes 	<ul style="list-style-type: none"> Blended fibres Mixed fibres Fabric finishes 	<ul style="list-style-type: none"> Discussing the blending and mixing processes 	<ul style="list-style-type: none"> Realia Textbooks Internet

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> explain reasons for blending, mixing and finishing fabrics 	<ul style="list-style-type: none"> Reasons for blending, mixing and finishing fabrics 	<ul style="list-style-type: none"> Collecting fabrics with different finishes Visiting textile industries Outlining the reasons for blending, mixing and finishing fabrics 	<ul style="list-style-type: none"> Charts Work cards
Patterns	<ul style="list-style-type: none"> develop patterns from basic blocks make asymmetric and symmetric designs demonstrate the use of patterns create patterns using CAD software 	<ul style="list-style-type: none"> Pattern development Asymmetric and symmetric designs Use of patterns Computer aided design 	<ul style="list-style-type: none"> Making patterns Developing asymmetric design and symmetric designs Laying and cutting out Designing patterns using CAD software 	<ul style="list-style-type: none"> Print and electronic media Realia Resource person(s) Silhouette
Construction Processes Yokes	<ul style="list-style-type: none"> describe different types of yokes outline uses of yokes state ways of decorating yokes 	<ul style="list-style-type: none"> Types of yokes <ul style="list-style-type: none"> - fancy - American - Shoulder Uses of yokes Ways of decorating a yoke 	<ul style="list-style-type: none"> Illustrating different types of yokes Describing uses of yokes Demonstrating ways of decorating yokes 	<ul style="list-style-type: none"> Realia Print media Electronic media Resource person(s)

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
Crossway strips	<ul style="list-style-type: none"> explain the measuring, cutting and joining of crossway strips outline the uses of crossway strips justify the use of crossway strips 	<ul style="list-style-type: none"> Crossway strips <ul style="list-style-type: none"> measuring cutting Joining uses 	<ul style="list-style-type: none"> Demonstrating the measuring, cutting and joining of crossway strips Identifying the uses of crossway strips Explaining reasons for using crossway strips 	
Openings	<ul style="list-style-type: none"> state the different types of openings discuss the uses of openings list factors that determine the choice and use of openings demonstrate the correct methods of working openings 	<ul style="list-style-type: none"> Types <ul style="list-style-type: none"> faced bound overlapping hems continuous wrap tailored Choice Uses Working 	<ul style="list-style-type: none"> Identifying different types of openings Outlining the uses of openings Discussing the choice and use of openings Constructing openings 	
Fastenings	<ul style="list-style-type: none"> identify different types of fastenings outline the uses of fastenings discuss factors that determine the choice of fastenings 	<ul style="list-style-type: none"> Types <ul style="list-style-type: none"> zip velcro hook and eye 	<ul style="list-style-type: none"> Discussing suitability of different fastenings Identifying the uses of fastenings Illustrating working of fastenings Constructing and/or attaching different fastenings 	

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
Neckline finishes	<ul style="list-style-type: none"> demonstrate the working of different fastenings state methods of decorating collars and other neckline finishes identify types of neckline finishes illustrate collars and other neckline finishes in the form of diagrams prepare and finish a neck edge using a collar or any other neckline finishes identify types of armhole finishes illustrate armhole finishes prepare and finish an armhole edge using a 	<ul style="list-style-type: none"> press studs button and buttonhole Choice Uses Working Methods Facings Binding Elastication Frill Collars <ul style="list-style-type: none"> flat roll stand Methods of attaching collars Facing 	<ul style="list-style-type: none"> Describing types of collars and other neckline finishes Drawing and labelling collars and other neckline finishes Constructing different finishes on samples and garments Discussing the methods of decorating collars and other neckline finishes Describing different armhole finishes Drawing and labelling of sleeves and other armhole finishes Constructing different armhole finishes Demonstrating different sleeve edge finishes Discussing the methods of decorating sleeves and other armhole finishes Discussing suitable fabrics for interfacing, lining and interlining 	

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
Armhole finishes	<ul style="list-style-type: none"> sleeve or any other armhole finishes state the methods of decorating sleeves and other armhole finishes 	<ul style="list-style-type: none"> Binding frill Sleeves <ul style="list-style-type: none"> types edge finishes methods of attaching 	<ul style="list-style-type: none"> Describing the importance of interfacing, lining and interlining Explaining the differences among interfacing, lining and interlining 	
Interfacing, lining and interlining	<ul style="list-style-type: none"> list suitable fabrics for interfacing, lining and interlining explain the importance of interfacing, lining and interlining differentiate interfacing lining and interlining 	<ul style="list-style-type: none"> Suitable fabrics Reasons for interfacing, lining and interlining 		

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
Embroidery and Soft Furnishings	<ul style="list-style-type: none"> identify advanced embroidery techniques illustrate soft furnishing techniques come up with embroidery designs using CAD software 	<ul style="list-style-type: none"> Advanced embroidery techniques Soft furnishing techniques Computer aided embroidery designs 	<ul style="list-style-type: none"> Demonstrating advanced embroidery techniques Practicing soft furnishing techniques Making embroidery designs using CAD software 	<ul style="list-style-type: none"> Realia Internet Magazines Textbooks Brochures Work cards Embroidery frames/hoops Embroidery machines CAD software
Colour Application	<ul style="list-style-type: none"> describe techniques used in dyeing and printing differentiate between chemical and natural dyes explain how to fix colour on textiles 	<ul style="list-style-type: none"> Types of dyes <ul style="list-style-type: none"> -natural -chemical Dyeing <ul style="list-style-type: none"> - whole piece - tie dye - batik Printing <ul style="list-style-type: none"> - block - screen Preservation of colour 	<ul style="list-style-type: none"> Making a collection of natural and chemical dyes Demonstrating techniques used in printing and dying Illustrating how to fix colour on textiles (curing) 	<ul style="list-style-type: none"> Textbooks Realia Multi media Internet Fabric pieces Charts
Care and Maintenance of clothes and other	<ul style="list-style-type: none"> outline principles to be followed when recycling textile items 	<ul style="list-style-type: none"> Thrift work/recycling -re-styling 	<ul style="list-style-type: none"> Listing principles for recycling textile items 	<ul style="list-style-type: none"> Textile articles Textbooks Magazines

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
textile products	<ul style="list-style-type: none"> differentiate between restyling and renovating explain patch work techniques 	<ul style="list-style-type: none"> -re-novating -patch work 	<ul style="list-style-type: none"> Explaining the difference between restyling and renovating Designing patch work products using different patching techniques 	<ul style="list-style-type: none"> Newspapers multi media
Consumer Education	<ul style="list-style-type: none"> identify laws and regulations pertaining to textile and clothing production explain the laws and regulations describe the contributions of textile industry to national economy 	<ul style="list-style-type: none"> Laws and regulations Economic aspects of textile manufacturing 	<ul style="list-style-type: none"> Listing the laws and regulations related to textile and clothing production industry Discussing the laws and reputation Visiting local textile and manufacturing industries 	<ul style="list-style-type: none"> Textbooks Charts Multi media Educational tours Resource person(s) Policy document Consumer handbook
Gender	<ul style="list-style-type: none"> outline androgynous roles explain the importance of androgynous roles 	<ul style="list-style-type: none"> Gender roles: androgynous roles Equity and equality 	<ul style="list-style-type: none"> Listing of androgynous roles Demonstrating equity and equality through androgynous roles 	<ul style="list-style-type: none"> Text books Realia Charts Internet Magazines Journals Newspaper Work cards Brochures Pamphlets Resource

TOPIC	LEARNING OUTCOMES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
				person(s)
Enterprising	<ul style="list-style-type: none"> explain the stages involved in carrying out market research identify factors that determine the viability of a business 	<ul style="list-style-type: none"> Market research Business viability 	<ul style="list-style-type: none"> Carrying market research for identified textile products Demonstrating the stages involved in carrying out market research Outlining factors that influence the viability of a business 	<ul style="list-style-type: none"> Textbooks Charts Multi media Educational tours Resource person(s)
Industrial textile and clothing production	<ul style="list-style-type: none"> describe quality control explain aspects to be considered when checking quality outline stages involved in quality control 	<ul style="list-style-type: none"> Quality Control <ul style="list-style-type: none"> -definition -aspects -stages Use of ICT in quality control 	<ul style="list-style-type: none"> Carrying out quality control for an identified textile item Describing aspects to be checked for quality control on textile products 	<ul style="list-style-type: none"> Text books Charts Multi-media Journals Resource person(s) Realia Internet

9.0 ASSESSMENT

Learners shall be assessed through School Based Continuous Assessment (SBCA) and Summative Assessment (SA). These assessments shall be guided by the principles of inclusivity, practicability, authenticity, transparency, flexibility, validity and reliability. The principles are crucial for creating a supportive and effective learning environment that fosters growth and development in learners. Arrangements, accommodations and modifications shall be visible to enable candidates with special needs to access assessments.

This section covers the assessment objectives, the assessment model, the scheme of assessment, and the specification grid.

9.1 ASSESSMENT OBJECTIVES

Learners should be able to:

- 9.1 explain and demonstrate good grooming habits in relation to culture
- 9.2 identify, analyse and evaluate the various human needs and factors in situations involving the use of textiles
- 9.3 recap, interpret, select and apply knowledge of topics covered in the syllabus
- 9.4 identify and justify priorities within a given situation and communicate ideas accurately and systematically
- 9.5 interpret written and diagrammatic instructions
- 9.6 demonstrate manipulative skills in machine and hand work
- 9.7 display their ability to work with speed and accuracy within the specified time
- 9.8 plan and organise an area of study for Course Work
- 9.9 carry out the planned study using appropriate materials, processes and skills
- 9.10 identify and explain the choice, use and care of textile products and equipment

9.2 ASSESSMENT MODEL

Assessment of learners shall be both Continuous and Summative as illustrated in Figure 1. School Based Continuous Assessment shall include recorded activities from the School Based Projects done by the learners. The mark shall be included on learners' end of term and year reports. Summative assessment at school level shall include terminal examinations which are at the end of the term and year.

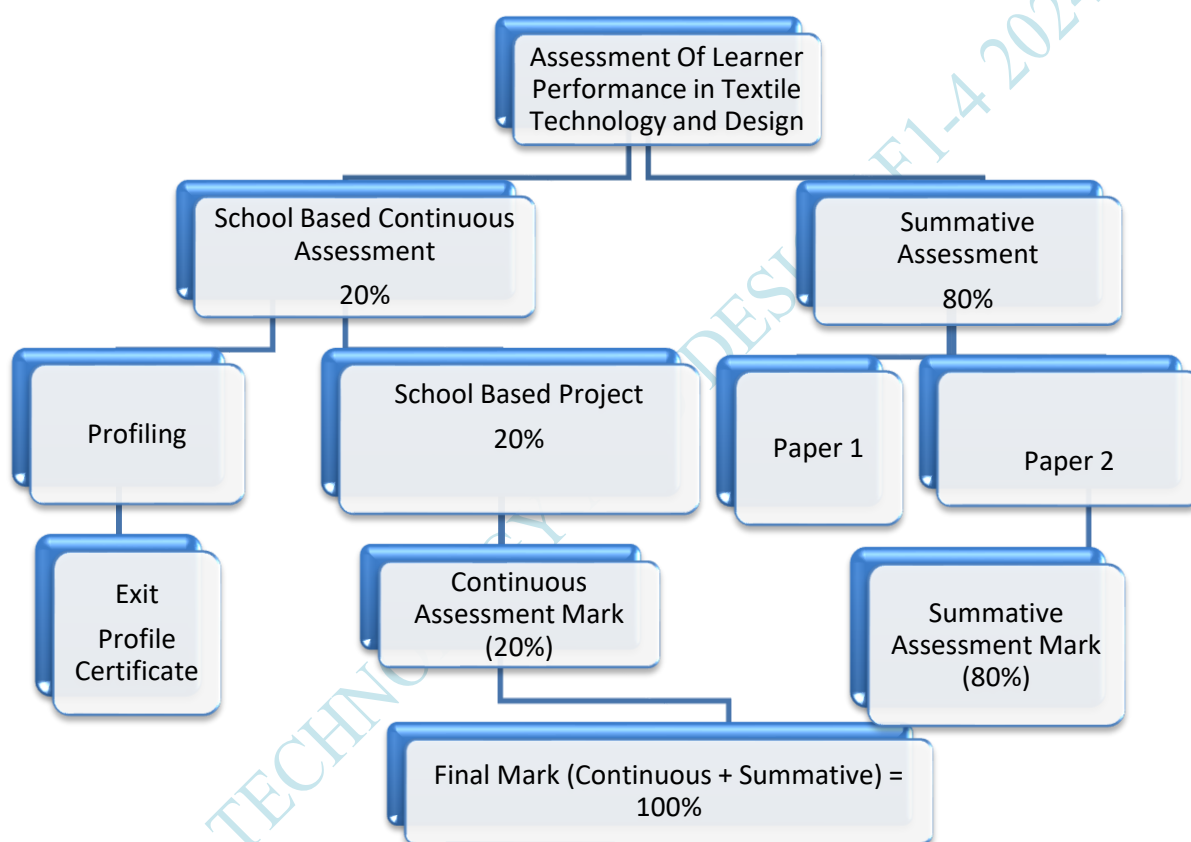


Fig. 1 Assessment Model

In addition, learners shall be profiled and learner profile records established. Learner profile certificates shall be issued for check points assessment in schools as per the dictates of the Teacher's Guide to Learning and Assessment. The aspects to be profiled shall include learner's prior knowledge, values and skills, and subsequently the new competences acquired at any given point.

9.3 Scheme of Assessment

The Assessment Model shows that learners shall be assessed using both School Based Continuous Assessment and Summative Assessment for both School and ZIMSEC assessments.

The table shows the Scheme of Assessment where 20% is allocated to School Based Continuous Assessment and 80% to School or ZIMSEC Summative Assessment.

FORM OF ASSESSMENT	WEIGHTING
School Based Continuous Assessment	20%
Summative Assessment	80%
Total	100%

9.3.1 Description of School Based Continuous Assessment

Learners shall do one school-based design project per form which contributes to 20% of the end of year final mark. The end of year summative assessment shall then contribute 80%. However, for ZIMSEC public examinations, two (2) school-based projects shall be considered as School Based Continuous Assessment at Form 6. The two School Based Projects shall include those done during Form 3 and 4 sessions. Each will contribute 10%.

9.3.1.1: School – Based Project Continuous Assessment Scheme

The Table given below shows the Learning and Assessment Scheme for the School Based Project.

Project Execution Stages	Description	Timelines	Marks
1	Problem Identification	January	5
2	Investigation of related ideas to the problem/innovation	February	10
3	Generation of possible solutions	March	10
4	Selecting the most suitable solution	April-May	5

5	Refinement of selected solution	June	5
6	Presentation of the final solution	July	10
7	Evaluation of the solution and Recommendations	August-September	5
	TOTAL		50

The learning and assessment scheme shows the stages that shall be executed by pupils and the timeline at which each stage shall be carried out. Possible marks, totalling 50, are highlighted to indicate how much can be allocated.

9.3.2 Description of the ZIMSEC Summative Assessment

ZIMSEC Summative Assessment shall be a public examination at Form 4. The examination shall consist of two (2) papers of equal weighting.

Paper	Paper type	Marks	Duration	Weighting
1	Structured questions	80	3 hours	40%
2	Practical examination	80	3 hours	40%
TOTAL				80%

9.6 Assessment Instruments/Tools:

The following are suggested tools

- Check list
- Observation schedules
- Tests
- Rating Scale
- Exercises
- Practical activities
- School based continuous projects

Specification Grid for Continuous Assessment

COMPONENT SKILLS	PRACTICAL TASKS	WRITTEN TESTS
Skill 1 Knowledge Comprehension	40%	40%
Skill 2 Application Analysis	40%	40%
Skill 3 Synthesis Evaluation	20%	20%
Total	100%	100%

ASSESSMENT OBJECTIVES (as in paragraph 3 above)	COMPONENTS		
	Paper 1	Paper 2	
1	+		
2	+		
3	+	+	
4	+		
5	+	+	
6		+	
7	+	+	
8			
9			
10	+	+	
11			

NOTE:

The syllabus' scheme of assessment is grounded in the principle of inclusivity. Arrangements, accommodations and modifications must be visible in coursework, school-based project and summative assessments to enable candidates with special needs to access assessments and receive accurate performance measurement of their ability.

APPENDIX 1:**FACILITIES, EQUIPMENT AND MATERIALS FOR A CLASS OF 20 LEARNERS**

1. FACILITIES

- (i) Classroom
- (ii) Laboratory
- (iii) Library
- (iv) Workshop
- (v) Work places

The workshop must be purpose-designed

2. EQUIPMENT

- 2.1 10 Cutting Tables 1,80m x 90cm
- 2.2 Sewing machines should have permanent positions and should be strong and steady:
 - 10 electric sewing machines
 - 10 manual sewing machines
 - 5 Industrial electric straight sewers
 - 1 speed adjustable heavy-duty machine
 - 1 domestic and 1 industrial over-locker machine (safety overlocked)
 - 1 blind hemmer machine
 - 5 sewing machine charts

2.3 Pressing equipment

- 2 steamers
- 2 steam irons (light and heavy duty)
- 4 box/charcoal irons
- 4 gas irons
- 4 seam pressers
- 1 fusing presser (flatbed pressers)
- 4 light and heavy-duty electric irons (automatic/heat controlled types)
- 4 adjustable ironing boards (skirt boards)
- 2 velvet ironing boards
- 2 sleeve boards

2.4 Cutting Equipment

- 1 straight knife cutting machine
- 1 cloth marking drill

- 20 pairs of shears and trimming scissors

2.5 Theory Classroom Equipment

- 20 drawing boards
- 1 overhead projector and screen
- 1 ICT tools
- 1 photocopying machine
- 3 calculators

2.6 Fitting Equipment and others

- 2 dress forms (adjustable types)
- 2 dress forms arms
- 1 full length mirror
- 20 tape measures
- 1 dress rail
- 2 storage cupboards
- 10 squares
- curving rulers

2.5 Consumable materials

- paper
- pencils
- unbleached calico
- sewing and tacking thread
- tailor's wax
- tailor's chalk
- sellotape
- various types of fabrics
- dressmaker's carbon paper (various colours)
- tracing wheels
- dressmaker's pins
- masking tape