



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

JUNIOR SECONDARY PHASE

NEEDLEWORK AND CLOTHING SYLLABUS

GRADES 8 - 10

2010

Ministry of Education
National Institute for Educational Development (NIED)
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Okahandja
Namibia

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Needlework and Clothing Syllabus Gr. 8-10

ISBN: 0-86976-847-6

Printed by NIED
Website: <http://www.nied.edu.na>

Publication date: 2010

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1. INTRODUCTION

This syllabus describes the intended learning and assessment for Needlework and Clothing in the Junior Secondary phase level. As a subject, Needlework and Clothing is within the domains of learning, being knowledge with understanding, handling information, problem solving, practical skills and application of learning in the curriculum, but has thematic links to other subjects across the curriculum (aesthetic, social and economic, linguistic, mathematical, moral and ethnical, physical and technological)

The aims, learning objectives and competencies which overlap between subjects are amongst the essential learning within the curriculum as a whole. Under optimal circumstances, this subject would need 10% teaching time of the time-table

A note to the teacher about your annual planning for teaching this syllabus:

In Grade 8-10 it is recommended that one set of double periods are scheduled per cycle to accommodate the learner's practical work in Needlework and Clothing.

2. RATIONALE

Needlework and Clothing provides the opportunity to develop an awareness of nature and the use of textiles and to extend the student's knowledge and skills by combining theory and practice. Needlework and Clothing combines knowledge from various fields of study to help individuals and families. In developing the capabilities and skills of people, it enables them to make their own contribution to the improvement of their quality of life. Needlework and Clothing strives for a higher standard of living and promotes self-reliance.

It aims to enable learners to:

- 2.1 understand the function of the individual in the family and as a consumer regarding clothing
- 2.2 acquire basic and quick construction techniques for clothing and household items
- 2.3 acquire judicious selection, care and maintenance of clothes and household textile fabrics and materials as well as the necessary apparatus and equipment
- 2.4 develop creativity by means of learning experiences
- 2.5 develop an appreciation of the value of production and the quality of a craft
- 2.6 develop the ability to improvise resources when necessary
- 2.7 acquire relevant knowledge in Needlework and Clothing to make items for the home and family and to generate an income in the home
- 2.8 understand the rights and responsibilities of the consumer
- 2.9 acquire an awareness of the sources of consumer information and to be able to utilise this information intelligently
- 2.10 acquire a skill to become self-reliant.

3. COMPETENCIES AND LEARNING OUTCOMES

On entry to the Junior Secondary Phase, all learners are expected to be able to:

- investigate
- interpret
- apply knowledge and skills
- communicate
- value
- participate

Most learners should be able to achieve more than the minimum in the basic competencies, some will be able to do much more. A few learners will just be able to manage the minimum and must receive support teaching through adapted teaching approaches, adapted materials and assistance from peers.

Learning Outcomes

On completing this phase of education in the subject, all learners are expected to be able to comprehend all basic competencies.

4. PARTICULAR FEATURES OF THE SUBJECT AT THIS PHASE

Needlework and Clothing will:

- provide learners with an understanding about political, social, financial, resource management and consumerism in their world that will enable them to operate effectively in their society and environment as responsible members of their community
- provide learners with an understanding of the risk and challenges in their world that need to be addressed in order to improve the quality of their life
- provide learners with the skills and competencies that will both enable them to navigate their world and its risks and challenges

5. GENDER ISSUES

Needlework and Clothing empowers the individual to make life choices based on interests and aptitudes, rather than tradition and gender. It stimulates creativity and problem-solving skills. Gender equity is an essential step in the path to a better future.

6. LOCAL CONTEXT AND CONTENT

The syllabus emphasises the importance of improving the quality of family life of Namibians.

7. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR TEACHING

The cross-curricular issues including Environmental Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD) and Information and Communication Technology (ICT) have been introduced to the formal curriculum to be dealt with in each subject and across all phases because each of the issues deals with particular risks and challenges in our Namibian society. All of our learners need to:

- understand the nature of these risks and challenges
- know how they will impact on our society and on the quality of life of our people now and in the future
- understand how these risks and challenges can be addressed on a national and global level
- understand how each learner can play a part in addressing these risks and challenges in their own school and local community

The main risks and challenges have been identified as:

- the risks and challenges we face if we do not care for and manage our natural resources
- the risks and challenges caused by HIV and AIDS
- the risks and challenges to health caused by pollution, poor sanitation and waste
- the risks and challenges to democracy and social stability caused by inequity and governance that ignores rights and responsibilities
- the risks and challenges we face from globalisation

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in this syllabus.

Links in this syllabus to cross-curricular issues:

ENVIROMENTAL	EHRD	ICT
GRADE 8: Consumer/clothing consumption	GRADE 8: Consumer: advertisements	GRADE 8: Apparatus and equipment Sewing techniques
GRADE 9: Consumer/clothing consumption/clothing selection and care	GRADE 9: Consumer: Rights and responsibilities of a consumer	GRADE 9 Apparatus and equipment Sewing techniques
GRADE 10 Clothing consumption (mass production) selection of clothes	GRADE 10 Clothing consumption (price differences)	GRADE 10 Apparatus and equipment Sewing techniques

8. APPROACH TO TEACHING AND LEARNING

The approach to teaching and learning is based on a paradigm of learner-centred education described in Ministry policy documents, curriculum guides and the conceptual framework. This approach ensures optimal quality of learning when the following principles are put into practice.

The aim is to develop learning with understanding, and the skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lesson.

Work in groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task in hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance.

The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly; when it is best to let learners discover or explore information for themselves; when they need directed learning; when they need reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed; or when the learners can be allowed to find their own way through a topic or area of content.

9. SUMMARY OF THE LEARNING CONTENT

	GRADE 8	GRADE 9	GRADE 10
The consumer	<ul style="list-style-type: none"> Define the consumer Clothing label interpretation Effect of advertising 	<ul style="list-style-type: none"> Rights and responsibilities Laying a complaint 	
Clothing consumption	<ul style="list-style-type: none"> Daily care of clothes Basic care symbol identification and interpretation 	<ul style="list-style-type: none"> Seasonal care of clothes International care symbol identification and interpretation 	<ul style="list-style-type: none"> Comparison between home made and ready made garments
Selection of clothes	<ul style="list-style-type: none"> Terminology of fashion terms Style lines identifications and illusions Colour definitions Colour wheel identification 	<ul style="list-style-type: none"> Terminology of fashion terms Comparison of classic style and fashion fad Factors influencing fashion Effect of colour/colour preferences 	<ul style="list-style-type: none"> Different styles and fabrics Different figure types Different colour types
Commercial patterns	<ul style="list-style-type: none"> Application of body measurements Understanding and interpreting commercial patterns 	<ul style="list-style-type: none"> Application of body measurements Understanding and interpreting commercial patterns 	<ul style="list-style-type: none"> Application of body measurements Understanding and interpreting commercial patterns
Textiles	<ul style="list-style-type: none"> Understand natural fibres/properties/origin/effect of heat/caring 	<ul style="list-style-type: none"> Understand man-made fibres/properties/origin/effect of heat/ caring 	<ul style="list-style-type: none"> Understand natural/man made fibres/mixtures/blends fibres/ properties/effect of heat/caring
Cutting out of garments	<ul style="list-style-type: none"> Fabric preparation Tracing patterns Lay-out study of pattern Transferring pattern markings Cutting out garments 	<ul style="list-style-type: none"> Fabric preparation Tracing patterns Lay-out study of pattern Transferring pattern markings Cutting out garments 	<ul style="list-style-type: none"> Fabric preparation Tracing patterns Lay-out study of pattern Transferring pattern markings Cutting out garments
Apparatus and equipment	<ul style="list-style-type: none"> Use of sewing machine/sewing tools/ironing equipment 	<ul style="list-style-type: none"> Use basic apparatus and equipment 	<ul style="list-style-type: none"> Use of basic apparatus and equipment Use overlocker Care of overlocker

	GRADE 8	GRADE 9	GRADE 10
Garment construction	<ul style="list-style-type: none"> • Use instruction sheet • Pressing/ironing techniques <p>PLEASE NOTE: Each learner must construct a garment/item with the prescribed processes</p>	<ul style="list-style-type: none"> • Use instruction sheet • Pressing/ironing techniques • Stay/under stitching <p>PLEASE NOTE: Each learner must construct a garment/item with the prescribed processes</p>	<ul style="list-style-type: none"> • Use instruction sheet • Pressing/ironing techniques • Stay/under stitching <p>PLEASE NOTE: Each learner must construct a garment/item with the prescribed processes</p>
Techniques for clothing construction	<ul style="list-style-type: none"> • Processes: • Stitches/fullness/seams/edge finishes/hems 	<ul style="list-style-type: none"> • Processes: • Seams/sleeves/hems/edge finishes/fasteners 	<ul style="list-style-type: none"> • Processes: • Seams/openings/collars/buttonholes/hems
Decorative needlework	<ul style="list-style-type: none"> • Creative embroidery • Candlewicking 	<ul style="list-style-type: none"> • Cross stitch • Hand appliqué 	<ul style="list-style-type: none"> • Patchwork • Quilting

10. LEARNING CONTENT

10.1 LEARNING CONTENT FOR GRADE 8

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
10.1.1 The consumer		
The teenager as a clothing consumer	<ul style="list-style-type: none"> • know what a consumer is • realise that a consumer needs information to make informed decisions in buying clothes • understand that advertisements influence the teenager in the selection of clothes 	<ul style="list-style-type: none"> • define a consumer • identify and list information found on clothing labels: <ul style="list-style-type: none"> - size - trade name - style number - fibre content - finishing processes - quality mark (wool, cotton, silk) - care symbols • interpret the information on a clothing label. • identify the four different types of advertisements for clothing <ul style="list-style-type: none"> - humorous - agony - repetition - testimonial • select pictures from magazines and classify according to 4 types of advertisements for clothing
10.1.2 Clothing consumption		
The importance of caring for your clothes	<ul style="list-style-type: none"> • apply the rules for daily care of clothing • observe the different basic care symbols on clothing labels 	<ul style="list-style-type: none"> • list general rules for the daily care of clothes • observe and record if learners conform to these general guidelines for daily care of clothes • identify the 5 basic care symbols according to: <ul style="list-style-type: none"> - washing - bleaching - ironing - dry-cleaning - drying • illustrate (draw) the basic care symbols

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
10.1.3 Selection of clothes		
The importance of suitable selection of clothes for a teenager	<ul style="list-style-type: none"> • discuss different terminology used in fashion • observe the effect of style lines on the figure • acquire the basic knowledge of colours 	<ul style="list-style-type: none"> • define the following fashion terms: <ul style="list-style-type: none"> - fashion - fashion trend • identify the style lines: <ul style="list-style-type: none"> - horizontal - vertical - curved - slanted/diagonal • illustrate and explain the illusion created by the style line • define colours: <ul style="list-style-type: none"> - hue - intensity - value • identify colours on the colour wheel <ul style="list-style-type: none"> - primary - secondary • mix colours and record results of experiment
10.1.4 Commercial pattern		
Body measurements	<ul style="list-style-type: none"> • apply the principle of body measurements in the selection of commercial patterns 	<ul style="list-style-type: none"> • measure and record their fellow learners accurately: <ul style="list-style-type: none"> - bust/chest - waist - hip - back length • compare the body measurements to the size chart on commercial pattern to select the correct size
Commercial pattern information	<ul style="list-style-type: none"> • understand information on the commercial pattern 	<ul style="list-style-type: none"> • identify the information on: <ul style="list-style-type: none"> - envelope - instruction sheet - pattern pieces including pattern markings • draw pattern markings • interpret information on commercial patterns

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
10.1.5 Textiles		
Natural fibres	<ul style="list-style-type: none"> • acquire knowledge on the classification of natural fibres • acquire knowledge of basic terms • acquire knowledge of different properties of fabrics • understand the effect of heat on fibres • acquire a sound knowledge on caring of fabrics 	<ul style="list-style-type: none"> • classify natural fibres into 2 groups according to their origin : animal, wool, silk plant, cotton , linen • define the terms: <ul style="list-style-type: none"> - strength - absorbency - colour fastness - resilience - durability - flammability • list the properties of: <ul style="list-style-type: none"> - wool - cotton - silk - linen • observe and describe the effect of heat on the given natural fibres (burning test) • list ways of caring for natural fibres (washing and ironing) of: <ul style="list-style-type: none"> - wool - cotton - silk - linen
Getting ready to sew	<ul style="list-style-type: none"> • observe basic skills in fabric preparation • observe how to trace a pattern • realise the importance of pattern markings 	<ul style="list-style-type: none"> • observe and record basic fabric preparation techniques <ul style="list-style-type: none"> - pre-shrunk - straightening • trace their own pattern on paper • list methods of transferring pattern markings <ul style="list-style-type: none"> - tailor's tacking - carbon paper and tracing wheel - tailor's chalk and pins • identify the pattern markings • transfer pattern markings

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
	<ul style="list-style-type: none"> observe the basic lay-out of pattern pieces 	<ul style="list-style-type: none"> list the basic guidelines for pattern lay-out apply the basic guidelines for pattern lay-out
	<ul style="list-style-type: none"> demonstrate the cutting out of garment pieces 	<ul style="list-style-type: none"> describe the rules for cutting out garment pieces cut out a garment
10.1.6 Apparatus and equipment		
How to utilise your equipment efficiently	<ul style="list-style-type: none"> acquire sound knowledge on how to use basic apparatus and equipment 	<ul style="list-style-type: none"> identify the basic parts of the sewing machine describe the functions of the different parts demonstrate the threading of the sewing machine describe the care and handling of the sewing machine select the correct thread and machine needles for cotton blends explain the use of a sewing container (box) identify sewing apparatus (at least three examples of each group) <ul style="list-style-type: none"> cutting tool marking tool sewing tool measuring tool describe the use of each tool list different ironing equipment <ul style="list-style-type: none"> iron (take note of irons in rural areas) ironing board sleeve board describe the uses of the ironing equipment

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
10.1.7 Garment construction		
	<ul style="list-style-type: none"> observe how to use an instruction sheet to assemble a garment observe how to use stay stitching and under stitching observe the correct ironing and pressing techniques <p>PLEASE NOTE: Stress the use of quick construction techniques</p>	<ul style="list-style-type: none"> interpret the instruction sheet follow the instructions systematically apply stay- and under-stitching correctly distinguish between the correct ironing and pressing techniques apply the correct pressing and ironing techniques during garment construction
10.1.8 Techniques for clothing construction		PLEASE NOTE: Each learner must construct a garment/item
Stitches	<ul style="list-style-type: none"> observe and acquire knowledge of stitches: hand and machine 	<ul style="list-style-type: none"> identify hand stitches: even- and uneven tacking, slip-hemming, hemming describe the use of tacking and slip-hemming stitch, hemming apply tacking and slip-hemming stitch, hemming identify machine stitches: straight, zig-zag describe the use of zig-zag stitches apply straight and zig-zag stitches
Fullness	<ul style="list-style-type: none"> observe and acquire knowledge of types of fullness 	<ul style="list-style-type: none"> identify different types of fullness <ul style="list-style-type: none"> - darts - box, inverted and knife pleats - gathers - elastic - tucks complete the five types of fullness on a sampler illustrate (draw) and label these five types of fullness
THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:

Seams	<ul style="list-style-type: none"> observe and acquire knowledge of types of seams 	<ul style="list-style-type: none"> identify open and close single seams distinguish between open and closed single seams with suitable edge finishes state the use of each type of seam describe the method to construct open and closed seams apply open and closed seams with suitable edge finishes (straight and zig-zag stitches)
Edge Finishes	<ul style="list-style-type: none"> observe and acquire knowledge of edge finishes 	<ul style="list-style-type: none"> identify the following edge finishes <ul style="list-style-type: none"> shaped facing bias binding waistband apply a shaped facing to a sampler describe the construction method to finish the edges of a shaped facing
Hems	<ul style="list-style-type: none"> observe and acquire knowledge of hems 	<ul style="list-style-type: none"> straighten the hem-line determine the suitable hem width mark the hem-line apply suitable hem finish: slip-hemming, hemming
10.1.9 Embroidery		
	<ul style="list-style-type: none"> acquire knowledge of techniques used for embroidery select any of the following <ul style="list-style-type: none"> creative embroidery candlewicking 	<ul style="list-style-type: none"> select the correct equipment select and plan a suitable design select colour and materials to be used transfer the design to the fabric

THEMES AND TOPICS	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<p data-bbox="904 204 1079 228">Learners will:</p> <ul data-bbox="680 240 1283 608" style="list-style-type: none"> <li data-bbox="680 240 1079 264">• acquire knowledge of stitches <li data-bbox="680 580 1283 608">• acquire knowledge how to complete the article 	<p data-bbox="1516 204 1861 228">Learners should be able to:</p> <ul data-bbox="1330 240 2045 713" style="list-style-type: none"> <li data-bbox="1330 240 1727 264">• identify the following stitches <ul data-bbox="1386 277 1592 572" style="list-style-type: none"> <li data-bbox="1386 277 1491 301">- stem <li data-bbox="1386 309 1491 333">- satin <li data-bbox="1386 341 1588 365">- French knots <li data-bbox="1386 373 1592 397">- colonial knot <li data-bbox="1386 405 1520 429">- bullion <li data-bbox="1386 437 1525 461">- blanket <li data-bbox="1386 469 1498 493">- cross <li data-bbox="1386 501 1559 525">- decorative <li data-bbox="1386 533 1525 557">- running <li data-bbox="1330 580 2045 639">• sew at least any four types of stitches in the embroidery article <li data-bbox="1330 647 1895 671">• complete and finish off the embroidery item <li data-bbox="1330 679 2029 703">• list the general rules for pressing the embroidery article

10.2 LEARNING CONTENT FOR GRADE 9

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
10.2.1 The consumer		
The teenager as a clothing consumer	<ul style="list-style-type: none"> realise that the consumer has the right to express needs 	<ul style="list-style-type: none"> list the rights and responsibilities of the consumer describe the responsibility of a consumer regarding <ul style="list-style-type: none"> shoplifting damages prompt payment explain how to lay a complaint
10.2.2 Clothing consumption		
	<ul style="list-style-type: none"> apply the rules for seasonal care for clothing observe in detail the different international care symbols on clothing 	<ul style="list-style-type: none"> list general rules for the care of seasonal clothing observe and record if learners conform to general guidelines for seasonal care of clothes identify and interpret all the international care symbols according to: <ul style="list-style-type: none"> washing bleaching ironing dry-cleaning drying illustrate the international care symbols interpret international care symbols on a clothing label
10.2.3 Selection of clothes		
	<ul style="list-style-type: none"> understand different terminology used in fashion with special reference to garments acquire basic knowledge of factors influencing fashion changes 	<ul style="list-style-type: none"> define the following fashion terms: <ul style="list-style-type: none"> fashion fad classic styles fashion silhouette compare classic styles and fashion fad recognise and interpret information from pictures regarding fashion list the factors influencing fashion changes

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
	<ul style="list-style-type: none"> acquire sound knowledge of colour 	<ul style="list-style-type: none"> describe colours <ul style="list-style-type: none"> intermediate neutrals complementary advancing and receding harmonious discuss the emotional effects of colour record own colour preference
10.2.4 Commercial patterns		
	<ul style="list-style-type: none"> apply the principle of body measurement in the selection of commercial patterns acquire sound knowledge to select a commercial pattern understand information on the commercial pattern 	<ul style="list-style-type: none"> measure and record their fellow learners accurately <ul style="list-style-type: none"> bust/chest hips waist back length describe how to take the following body measurements <ul style="list-style-type: none"> bust/chest hip waist back length compare the body measurements to the size chart on commercial patterns to select the correct size identify and list the information on: <ul style="list-style-type: none"> envelope instruction sheet pattern pieces including pattern markings identify and draw pattern markings interpret information on commercial patterns

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
10.2.5 Textiles		
Man-made fibres	<ul style="list-style-type: none"> acquire a sound knowledge on the classification of man-made fibres 	<ul style="list-style-type: none"> classify the following man-made fibres into groups according to their origin: <ul style="list-style-type: none"> non-thermoplastic (regenerated) (viscose, rayon) thermoplastic (synthetic) (nylon, polyester)
	<ul style="list-style-type: none"> acquire the knowledge of basic terms acquire knowledge of different properties of fabrics understand the effect of heat on fibres acquire a sound knowledge of caring of fabrics 	<ul style="list-style-type: none"> explain the following terms: <ul style="list-style-type: none"> strength absorbency comfort durability resilience colour fastness flammability list the properties of <ul style="list-style-type: none"> viscose rayon polyester nylon observe and describe the effect of heat on the given man-made fibres (burning test) compare the different ways of caring (washing and ironing) of non-thermoplastic (regenerated) and thermoplastic (synthetic) fabrics

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
10.2.6 Cutting out of garments	<ul style="list-style-type: none"> • observe basic skills in fabric preparation • observe how to trace a pattern • observe the basic layout of pattern pieces • demonstrate the cutting out of pattern pieces • realise the importance of pattern markings 	<ul style="list-style-type: none"> • observe and record the basic fabric preparation techniques <ul style="list-style-type: none"> - pre-shrunk - straightening • trace their own pattern on paper • list the basic guidelines for pattern lay-out • apply the basic guidelines for pattern lay-out • describe the rules for cutting out garments • cut out a garment • identify the pattern markings • list methods of transferring pattern markings <ul style="list-style-type: none"> - carbon paper and tracing wheel - tailor's chalk and pins - tailor's tacking • identify the pattern markings • transfer pattern markings
10.2.7 Apparatus and equipment	<ul style="list-style-type: none"> • acquire sound knowledge how to use basic apparatus and equipment 	<ul style="list-style-type: none"> • identify the basic parts of the sewing machine • describe the functions of the different parts • demonstrate the threading of the sewing machine • describe the care and handling of the sewing machine • identify sewing apparatus <ul style="list-style-type: none"> - cutting - sewing - marking - measuring tools • describe and apply the use of each tool

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
	<ul style="list-style-type: none"> acquire a knowledge of ironing equipment 	<ul style="list-style-type: none"> list different ironing equipment <ul style="list-style-type: none"> irons (take note of irons used in rural areas) ironing board/table sleeve board tailor's cushion seam roll describe and apply the uses of the following ironing equipment : <ul style="list-style-type: none"> irons ironing board/table sleeve board
10.2.8 Garment construction		PLEASE NOTE: Each learner must construct a garment/item
	<ul style="list-style-type: none"> observe how to use the instruction sheet to assemble a garment apply sound knowledge of pressing and ironing techniques <p>PLEASE NOTE: stress the use of quick construction techniques.</p> <ul style="list-style-type: none"> observe how to use <ul style="list-style-type: none"> stay-stitching under stitching straight stitching zigzag stitching 	<ul style="list-style-type: none"> interpret the instruction sheet follow the instruction systematically with timely pressing and fitting compare the correct ironing and pressing techniques apply the correct pressing techniques during garment construction apply stay-/under-/straight/zigzag stitching
	<ul style="list-style-type: none"> observe and acquire knowledge of: <ul style="list-style-type: none"> seams 	<ul style="list-style-type: none"> identify an open and closed single seam with suitable edge finishes describe the construction method of open and closed single seams illustrate and label open and closed single seam complete a sampler of the open single seam with the following edge finishes <ul style="list-style-type: none"> blanket stitch overcast stitch

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
	<ul style="list-style-type: none"> - crossway strips - edge finishes - fasteners - sleeves 	<ul style="list-style-type: none"> • describe and apply the construction method of crossway strips • identify different types of edge finishes <ul style="list-style-type: none"> - shaped facing - bias binding - waistband • describe the methods of the edge finishes: <ul style="list-style-type: none"> - bias binding - waistband • apply the following edge finishes on a sampler: <ul style="list-style-type: none"> - bias binding - waistband • identify and name different types of fasteners : button and buttonhole, zipper, press studs, hook and eye, hook and bar • sew on a sampler: press studs, hook and eye, hook and bar • identify different sleeves <ul style="list-style-type: none"> - set-in sleeve - raglan sleeve - kimono sleeve - shirt sleeve - puff sleeve • describe the construction method for a set-in sleeve • apply a plain set-in sleeve on a garment
	<ul style="list-style-type: none"> - hems 	<ul style="list-style-type: none"> • straighten the hem-line • determine the suitable width of the hem • mark the hem line • apply suitable hem finishes: hand/machine, hemming

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
10.2.9 Embroidery		
	<ul style="list-style-type: none"> • acquire a sound knowledge of techniques used for embroidery • select any of the following <ul style="list-style-type: none"> - cross stitch - hand appliqué • acquire knowledge of stitches • acquire knowledge how to complete a article 	<ul style="list-style-type: none"> • select the correct equipment • select and plan a suitable design • transfer the design to the fabric • identify the following stitches <ul style="list-style-type: none"> - cross - blanket - chain - back - running - stem - French knot - satin • complete any four types of stitches on a sampler • sew any stitches on embroidery article • complete and finish off the embroidery article • list the general rules of pressing the embroidery article • discuss the care of the embroidery article

10.3 LEARNING CONTENT FOR GRADE 10

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
10.3.1 Clothing consumption		
	<ul style="list-style-type: none"> know the differences between home made dressmaking and ready made garments 	<ul style="list-style-type: none"> define mass production list the advantages and disadvantages of home-made and ready-made garments investigate and record price differences between ready-made/home-made garments (course work)
10.3.2 Selection of clothes		
	<ul style="list-style-type: none"> understand how to select different styles and fabrics observe the effect of available fashionable fabrics on the figure 	<ul style="list-style-type: none"> identify different figure types <ul style="list-style-type: none"> short and heavy short and slim tall and heavy tall and slim recognise your own figure type list how to rectify figure irregularities identify two different fabrics suitable and not suitable for specific figure types explain why certain fabrics are suitable or not suitable for certain figure types
10.3.3 Commercial patterns		
	<ul style="list-style-type: none"> apply the principal of body measurements in the selection of commercial patterns 	<ul style="list-style-type: none"> describe how to take the following body measurements: <ul style="list-style-type: none"> bust/chest waist hip back length measure and record their fellow learners accurately <ul style="list-style-type: none"> bust/chest waist hip back length

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
	<ul style="list-style-type: none"> understand information on a commercial pattern acquire knowledge how to shorten and lengthen pattern pieces acquire knowledge of testing commercial patterns before use 	<ul style="list-style-type: none"> compare the body measurements to the size chart on the commercial pattern to select the correct size identify and list the information on: <ul style="list-style-type: none"> envelope instruction sheet pattern pieces and pattern markings identify and draw pattern markings interpret information on commercial patterns demonstrate shortening and lengthening of pattern pieces test that pattern pieces match after alterations draw pattern markings on altered pattern pieces
10.3.4 Textiles		
Natural and man-made fibres	<ul style="list-style-type: none"> acquire knowledge on the classification of fibres 	<ul style="list-style-type: none"> classify fibres according to their origin: (natural and man-made) list three examples of the following fabrics : <ul style="list-style-type: none"> wool silk cotton linen regenerated synthetic define the following terms: <ul style="list-style-type: none"> comfort strength resilience absorbency durability colour fastness flammability

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
	<ul style="list-style-type: none"> • acquire sound knowledge on fibre blends and mixtures 	<ul style="list-style-type: none"> • list the properties of: <ul style="list-style-type: none"> - wool - silk - cotton - linen - rayon - polyester - nylon - viscose • define fibre blends and mixtures • list properties of fibre blends and mixtures
10.3.5 Cutting out of garments		
	<ul style="list-style-type: none"> • observe skills in fabric preparation • observe how to trace a pattern • know decorative design on various fabrics • observe the lay-out of pattern pieces • demonstrate the cutting out of garments • realise the importance of pattern markings 	<ul style="list-style-type: none"> • observe and record fabric preparation techniques <ul style="list-style-type: none"> - pre-shrunk - straightening • trace own pattern on paper • explain the following terms: <ul style="list-style-type: none"> - with nap - without nap - one-way design • list the guidelines for pattern lay-out • apply the guidelines for pattern lay-out • describe the rules for cutting out • cut out the garment • describe the methods of transferring pattern markings <ul style="list-style-type: none"> - tracing wheel carbon paper - tailor's tacking - tailor's chalk with pins • identify and illustrate pattern markings • transfer pattern markings

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
10.3.6 Apparatus and equipment		
	<ul style="list-style-type: none"> acquire a sound of knowledge how to use apparatus and equipment 	<ul style="list-style-type: none"> demonstrate the threading of the overlocker describe the care and handling of the overlocker
10.3.7 Garment Construction		
	<ul style="list-style-type: none"> observe how to use and instruction sheet to assemble a garment plan the operations systematically observe how to use stay and under stitching observe the correct ironing and pressing techniques <p>PLEASE NOTE: Stress the use of quick construction techniques</p>	<ul style="list-style-type: none"> interpret the instruction sheet list operations in sequence follow the instruction systematically with timely pressing and fitting apply stay- and under stitching apply machine stitching to replace hand stitching where possible distinguish between the correct ironing and pressing techniques apply the correct pressing techniques
10.3.8 Techniques for clothing construction		Please note: Each learner must construct a garment/item
	<ul style="list-style-type: none"> seams openings 	<ul style="list-style-type: none"> apply any suitable open/close seam with suitable edge finishes identify different openings <ul style="list-style-type: none"> bound continuous wrap faced describe the construction methods of the different openings apply all three types of openings on a sampler apply any one on a garment (optional)

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
	<ul style="list-style-type: none"> collars 	<ul style="list-style-type: none"> identify different collars <ul style="list-style-type: none"> flat (Peter-Pan) Mandarin shirt shawl rolled describe the construction method to insert the shirt collar sew a sampler of the shirt collar sew any collar on garment (optional)
	<ul style="list-style-type: none"> buttonholes hems 	<ul style="list-style-type: none"> determine the size, direction and position of buttonhole sew machine-made button hole on a sampler identify different types of hems <ul style="list-style-type: none"> plain overlap at corners apply any suitable hem to the garment
10.3.9 Decorative needlework		
	<ul style="list-style-type: none"> acquire a knowledge of techniques for <ul style="list-style-type: none"> patchwork quilting 	<ul style="list-style-type: none"> select the correct equipment select and plan a suitable design
	<ul style="list-style-type: none"> acquire knowledge of basic stitches acquire knowledge how to complete the article 	<ul style="list-style-type: none"> identify the following stitches <ul style="list-style-type: none"> running quilting stitch (hand or machine) sew suitable stitches on an article (patchwork or quilting) complete and finish off the item list the general rules of pressing the article

11. ASSESSMENT

A learner-centred curriculum and learner-centred teaching use a broad range of knowledge and skills which are relevant to the knowledge-based society. The basic competencies in the syllabuses state what understanding and skills a learner must demonstrate as a result of a teaching-learning process, and which will be assessed. However, it is intended that the curriculum be learning-driven, not assessment and examination driven. Assessment and examination are to support learning.

11.1 Continuous assessment

In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment situations is needed to give a complete picture of the learner's progress and achievements in all subjects. Continuous assessment must be clear, simple and manageable, and explicitly anchored in learner-centred principles and practice. Teachers must elicit reliable and valid information of the learner's performance in the basic competencies. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, where they are doing well, and why, and where they need to try more, how, and why. The parents should be regularly informed about the progress of their child in all subjects, be encouraged to reward achievements, and given suggestions as to how they can support their learning activities.

The learner's progress and achievements in all subjects must be reported to parents on the school report.

11.2 Formative and summative assessment

The two modes of assessment used are formative continuous assessment and summative assessment. Formative continuous assessment is any assessment made during the school year in order to improve learning and to help shape and direct the teaching-learning process. Assessment has a formative role for learners if and when:

- it is used to motivate them to extend their knowledge and skills, establish sound values, and to promote healthy habits of study
- assessment tasks help learners to solve problems intelligently by using what they have learned
- the teacher uses the information to improve teaching methods and learning materials

Summative assessment is an assessment made at the end of the school year based on the accumulation of the progress and achievements of the learner throughout the year in a given subject, together with any end-of-year tests or examinations. The result of summative assessment is a single end-of-year promotion grade.

11.3 Informal and formal methods

The teacher must assess how well each learner masters the basic competencies described in the subject syllabuses and from this gain a picture of the all-round progress of the learner. To a large extent, this can be done in an informal way through structured observation of each learner's progress in learning and practice situations while they are investigating things, interpreting phenomena and data, applying knowledge, communicating, making value judgements, and in their participation in general.

When it is necessary to structure assessment more formally, the teacher should as far as possible use the same sort of situation as ordinary learning and practice situations to assess the competency of the learner. The use of formal written and oral tests can only assess a limited range of competencies and therefore should not take up a great deal of time. Short tests in any subject should be limited to part of a lesson and only exceptionally use up a whole lesson. End-of-term tests should only be written in the first lesson of the day, so that teaching and learning can continue normally for the rest of the time.

In Grade 10 a mock examination may be held to learn examination skills and to identify areas of the syllabus which may need extra attention. Mock examinations only serve a useful purpose if they are used as a learning experience in how to organise oneself, how to read the paper, how to interpret and answer examination-type questions, and how to allocate time in an examination. This involves the teacher going through the paper systematically with the class when their answers are returned.

11.4 Evaluation

Information from informal and formal continuous assessment is to be used by the teacher to know where it is necessary to adapt methods and materials to the individual progress and needs of each learner. At the end of each main unit of teaching, and at the end of each term, the teacher together with the learners should evaluate the process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere and achievements of the class.

11.5 Criterion-referenced grades

When grades are awarded in continuous assessment, it is essential that they reflect the learner's actual level of achievement in the Basic Competencies, and are not related to how well other learners are achieving or to the idea that a fixed percentage of the learners must always be awarded a Grade A, B, C, and so on (norm-referencing). In criterion-referenced assessment, each letter grade must have a descriptor for what the learner must demonstrate in order to be awarded the grade. Grade descriptors must be developed for each subject for each year. It is important that teachers in each department/section work together to have a shared understanding of what the grade descriptors mean, and how to apply them in continuous assessment, so that grades are awarded correctly and consistently across subjects. Only then will the assessment results be reliable.

11.6. Grade descriptors in the Junior Secondary Phase

In the Junior Secondary phase, grades A-G and U (ungraded) apply as follows:

Grades	Mark range	Grade descriptor
A	80%+	Achieved Basic Competencies exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved Basic Competencies very well. The learner is highly proficient in most areas of competency.
C	60-69%	Achieved Basic Competencies well.
D	50-59%	Achieved Basic Competencies satisfactorily.
E	40-49%	Achieved a sufficient number of Basic Competencies to exceed the minimum competency level.
F	30-39%	Achieved the Basic Competencies needed to be considered competent. The learner needs learning support.
G	20-29%	Achieved the minimum number of Basic Competencies worthy of a grade. The learner needs learning support
U	0-19%	Did not achieve the minimum level of competence. The learner needs learning support

11.7 Conducting and recording assessment

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class activities, practical activities, project work, assignments, homework, and short tests on completion of a topic may be recorded for continuous assessment. Non-promotional subjects in the Upper Primary and Secondary grades should be assessed through informal continuous assessment methods and letter grades awarded directly. These grades must be reported to

the parents on the termly school report, but will not count for promotion purposes.

11.8 Assessment Objectives

The three assessment objectives in Fashion and Fabrics are:

- A Knowledge with understanding
- B Handling information and solving problems
- C Practical skills and their application

A description of each assessment objective follows.

A KNOWLEDGE WITH UNDERSTANDING

Learners should be able to demonstrate their knowledge and understanding in relation to

1. social, economic and environmental needs;
2. scientific and technical vocabulary and terminology;
3. definitions, principles and theories;
4. the correct use of equipment and tools and their suitability for use;
5. techniques and methods and an appreciation of the need for accuracy;
6. artistic and creative considerations.

B HANDLING INFORMATION AND SOLVING PROBLEMS

Learners should be able to:

1. read and interpret information;
2. translate information from one form to another;
3. interpret information on which to base judgements and choices;
4. manipulate numerical and other data;
5. organise and manage time, money, fuel, energy, effort, materials, equipment and tools according to stated criteria for a given situation;
6. estimate and measure accurately area, shape, size, width, quantity, amount, weight, time.

C PRACTICAL SKILLS AND THEIR APPLICATION

Learners should be able to:

1. follow given instructions;
2. test and compare techniques and methods, materials and equipment for practising practical skills and making clothes;
3. identify priorities when solving problems;
4. assess and evaluate the effectiveness of the course of action;
5. propose further development

11.9 Continuous Assessment: Detailed guidelines

Continuous assessment at Junior Secondary level consists of informal and more formal assessment. The table in 11.9.2 specifies how formal assessments are required for assignments, projects and shorter tests, in order to give an overall picture of the learner's knowledge and skills.

11.9.1 Types of Continuous Assessment

Topic Tasks: Most teachers already use these activities in their day-to-day teaching. These are recorded, assessed activities that could introduce a topic or used during teaching of a topic and/or revision of a topic. They may include assessment involving competencies to do with locating information, conducting surveys, analysing information or presenting information. Topic task will involve assessment of basic competencies in all assessment objectives, however not all assessment objectives need to be present in every topic task. Continuous assessment marks will be allocated for

two tasks per term.

Course work: A course work is a longer assignment than a topic task and gives learners an opportunity to complete an investigation into one of the themes/topics outlined in the syllabus. This type of investigation will enable the teacher and learners to pursue a topic in greater depth and in a more lively and creative way than possible with short discrete topic tasks. During the three trimesters the following course work activities need to be completed: a) Garment, b) Embroidery and c) File with samples. Two course work activity (e.g. Embroidery and File with samplers) per term or one big sampler course work activity (e. Garment) per term. Marks will be allocated to each course work. Learners could collect source documents, link it to transactions and other information given by the teacher and complete a set of books or accounts depending on how far the teacher progressed with the syllabus.

Topic tests: Completed topics should be ended off with a test indicating the achievements of the learners in these topics. Written tests are specifically set by the teacher to assess the learners' achievements in relation to competencies specified in the syllabus and should consist of short questions as well as more structured questions. At least two topic tests should be written during the term and marks recorded.

End of term test: This is a comprehensive test of the whole term's work.

11.9.2 Summary of Continuous Assessment Tasks

CONTINUOUS ASSESSMENT GRADES 8 & 9						
COMPONENTS	TERM 1		TERM 2		TERM 3	
	Number & Marks	Total	Number & Marks	Total	Number & Marks	Total
Course work	1×10	10	1×10	10	1×30	30
Topic Tasks	1×30	30	1×30	30	-	-
Topic Tests	1×30	30	1×30	30	2×10	20
End of Term Tests	1×65×2	130	1×130	130		
Term Marks		200		200		50
Weighted Term Marks	200÷2	100	200÷2	100		

CONTINUOUS ASSESSMENT GRADE 10				
COMPONENTS	TERM 1		TERM 2	
	Number & Marks	Total	Number & Marks	Total
Course work	File 1×10 Embroidery 1×10	20	Garment (1×60)÷2	30
Topic Tasks	1×20	20	1×10	10
Topic Tests	1×30	30	2×15	30
End of Term Tests	1×65×2	130	1×130	130
Term Marks		200		200
Weighted Term Marks	200÷2	100	200÷2	100

11.10 End of year examinations: Detailed guidelines

In Grades 8 and 9 there will be internal end-of-year examinations in examination subjects. As before, the purpose of these examinations is to focus on how well learners can demonstrate their thinking, communication, and problem-solving skills related to the areas of the syllabus, which are most essential for continuing in the next grade. Preparing for, and conducting these examinations should not take up more than two weeks altogether right at the end of the year.

There will be an external examination in all examination subjects at the end of Grade 10. The purpose of the examination is to assess how far each learner can demonstrate their achievement in reaching the competencies as a preparation for everyday life and for further studies or training, and to what extent the system as a whole is enabling learners to achieve optimally.

WRITTEN EXAMINATION GRADES 8-10			
Grade	Description of papers	Duration	Marks
8	Section A: 52 marks consisting of compulsory short answer questions to be answered on the examination paper	2H15Min	130
	Section B: 78 marks consisting of structured questions		
9	Section A: 52 marks consisting of compulsory short answer questions to be answered on the examination paper	2H15Min	130
	Section B: 78 marks consisting of structured questions		
10	Section A: 52 marks consisting of compulsory short answer questions to be answered on the examination paper	2H15Min	130
	Section B: 78 marks consisting of structured questions		

11.11 Promotion marks

In Grades 8-10, Continuous Assessment contributes 35% of the summative mark.
The weighting of each assessment component is as follows:

COMPONENT	DESCRIPTION	MARKS	WEIGHTING
Written Examination	Section A:	52	26
	Section B:	78	39
Continuous Assessment	Course work, Topic Tasks, Topic Tests	70	35
	TOTAL MARKS	200	100

The promotion marks are calculated as follows:

PROMOTION MARK FOR GRADES 8 & 9				
	Term 1	Term 2	Term 3	Total
CA mark	200	200	50	$450 \div 45 \times 7 = 70$
End-of-year examination				130
Promotion Mark Term 3				$200 \div 2 = 100$

PROMOTION MARK FOR GRADE 10			
	Term 1	Term 2	Total
CA mark	200	200	$400 \div 40 \times 7 = 70$
End-of-year examination			130
Promotion Mark Term 3			$200 \div 2 = 100$

11.12 Specification Grids

The Specification Grids below indicate the mark weighting allocated to each objective for both Continuous Assessment and for the Written Examination.

Components	Weighting %	Total
1. Written Examination	65	
2. Continuous Assessment (CA)	35	100
Assessment Objectives for Written Examination	Marks	Total Marks
Objective A Knowledge with Understanding	52	
Objective B Handling Information & Solving Problems	65	
Objective C Practical Skills and their application	13	130
Assessment Objectives for Continuous Assessment	Marks	Total Marks
Objective C Practical Skills and their application Topic task, course work (Garment, File with samples, Embroidery) Objective A & B Topic tests and end-of -term test.	70	70

11.13 Assessment Rubrics (Criteria)

GUIDELINES FOR THE EVALUATION OF GARMENTS AND ARTICLES FOR GRADES 8 – 10

GARMENT

MARKS	MACHINE SKILLS - DESCRIPTION
17-20	The learner has produced machining of an excellent standard. The stitch size and tension are suitable for the fabrics used
13-16	The workmanship on the sewing machine is of above average standard, but there are occasional examples of poor tension or inappropriate stitch size.
9-12	There is some fairly good work but also some poorer work reducing its value.
5-8	Workmanship is below average but the learner shows evidence of ability to control the sewing machine.
1-4	The standard of machining is very low. Tension and stitch length are not suitable for the fabric. The learner has demonstrated little control of the sewing machine.
0	No work submitted

MARKS	HAND SKILLS - DESCRIPTION
9-10	The learner has excellent hand-sewing skills and has demonstrated work which is appropriate to the task. The reverse of the work is very neat and threads are tidy.
7-8	The standard of the hand-sewing is above average but there are occasional examples of inappropriate stitch size or incorrectly formed stitches
5-6	There is some very good work shown but some poorer work has reduced its value.
3-4	Workmanship is below average but the learner has shown evidence of competence at hand-sewing. Stitches may be uneven or unsuitable for the process
1-2	The learner shows little hand-sewing ability. Stitches are uneven, poorly formed, and ends of threads are not secure. The back of the work may be very untidy.
0	No work submitted

MARKS	INTERPRETATION – DESCRIPTION
9-10	The learner has chosen material appropriate to the style. The garment fits well and the styles and colours are appropriate. Fastenings and decorations match the garment in colour and weight.
7-8	One of the garments shows a good combination of colour, fabric and style for the learner. It fits well. The other garment may not fit so well or show the use of style; colour of fastenings and decorations may not be well co-coordinated
5-6	One of the garments is incomplete. There is evidence of some good matching of style and fabric to wearer but other co-ordination is poor
3-4	Although complete the garments may not fit well. Fabrics and style may not be well suited, or may not suit the learner. Threads, fastenings and decorations may not be well coordinated
1-2	The garments are not completed. The garments may not fit well or the fabric any not be suitable for the style, or the style may not suit the learner. Trimmings, threads and fastenings may not co-ordinate
0	No work submitted

MARKS	MANIPULATIVE SKILLS - DESCRIPTION
9-10	The garment makes good use of fabric design and grain is straight. Edges are neat and crisp and well finished and the garments are well pressed or ironed
7-8	The standard of ironing and pressing of garments is generally good but there are some edges not well neatened. Some inside edges may not be well finished. Collars, cuffs or facings may be bulky. Pattern or fabric has been used well
5-6	The design of the fabric may have been used well but some finishing processes have not been well done. Edges and decorations could be treated with more care and pressing or ironing could be better
3-4	The standard of pressing and ironing is below average; the pattern design may not match well. The straight grain has not always been used as appropriate
1-2	The garments may not be well pressed or ironed. The pattern on the fabric has not been matched and edges are not neat and well finished.
0	No work submitted

MARKS	ACCURACY - DESCRIPTION
9-10	The learner has reached an excellent standard on a wide variety of processes. Measuring is accurate and even, and the finished results are of a high standard.
7-8	Satisfactory to good work on most processes. Much of the measuring is accurate and work is generally good
5-6	Some of the work is of a good standard but there is some poor work. Measuring is not always accurate or even. The finished result is of an average standard
3-4	Some of the work is of a satisfactory standard but other work is of a poorer quality. Measurement is not always accurate. A limited range of processes is shown
1-2	The standard of workmanship is poor on most processes. Measuring is not accurate or even. Only a few processes are shown
0	No work submitted

TOTAL // 60 ÷ 2 = 30//

FILE

MARKS	PLANNING ORGANISATION AND PRESENTATION - DESCRIPTION
9-10	The learner has produced a well-ordered folder. It has a clear index and samples are well mounted and labelled
7-8	The learner has produced a neat labelled folder, although some of the mounting and labelling could be of a higher standard. Some of the work is very good.
5-6	The learner has made some attempt to secure samples. Labelling may be poor or untidy. There has been some attempt to put the work into order but there is no index
3-4	Mounting and labelling below average. There is little attempt to put samples into order. The folder may not be long lasting
1-2	The learner has only produced a collection of samples. Mounting and labelling is poor or absent.
0	No work submitted

MARKS	HAND SKILLS - DESCRIPTION
9-10	The learner has excellent hand-sewing skills and has demonstrated work appropriate to the task. The reverse of the work is very neat and threads are secure
7-8	The standard of hand-sewing is above average but there are occasional examples of inappropriate stitch size or incorrectly formed stitches
5-6	There is some very good work shown but also some poorer work reducing its value
3-4	Workmanship is below average but the learner has shown evidence of competence at hand sewing. Stitches may be uneven or unsuitable for the process
1-2	The learner shows little hand-sewing ability. Stitches are uneven, poorly formed, and ends of threads are not secure. The back of the work may be untidy
0	No work submitted

MARKS	ACCURACY - DESCRIPTION
9-10	The learner has reached an excellent standard on a wide variety of processes. Measuring is accurate and even and the finished results show excellent workmanship
7-8	Satisfactory to good work on most processes. Much of the measuring is accurate and results are generally good
5-6	Some of the work is of a good standard but other work is of a poorer quality. Measuring is not always accurate. A limited range of processes is shown
3-4	Some of the work is of a satisfactory standard but other work is of a poorer quality. Measuring is not always accurate. A limited range of processes is shown
1-2	The standard of workmanship is poor on most processes. Measuring has not been accurately done. Only a few processes are shown.
0	No work submitted

MARKS	MACHINE SKILLS - DESCRIPTION
9-10	The learner has produced machining of an excellent standard. The stitch size and tension are suitable for the fabric used.
7-8	The workmanship on the sewing machine is of above average standard but there are occasional examples of poor tension or inappropriate stitch size.
5-6	There is some quite good work shown but also some poorer work reducing its value.
3-4	Workmanship is below average but the learner has shown evidence of some control of the sewing machine
1-2	The standard of machining is very poor. Tension and stitch length are not suitable for the fabric. The learner has demonstrated little control of the sewing machine
0	No work submitted

TOTAL//40÷4=10//

EMBROIDERY

MARKS	DESCRIPTION
9-10	The learner has produces a wide variety of stitches. The finish results are of a high standard. The reverse of the work is very neat and threads are secure.
7-8	Workmanship on most of the work produces is of above average standard but there are some examples of inappropriate stitches.
5-6	There is some very good work shown but some poorer work has reduced its value.
3-4	Workmanship is below average. Stitches used may be unsuitable for the design.
1-2	The learner shows little embroidery ability. Stitches are poorly formed and ends of threads are not secure. The back of the work may be very untidy.
0	No work submitted

TOTAL // 1 X 10 = 10//

GARMENTS

SEAMS:

- Correct width
- Correct stitch length
- Correct machine tension
- Straight stitching
- Edge neatened with suitable stitch
- Edge stitching tension correct
- Folded edge correct width
- No loose threads
- Pressed correctly
- Neat appearance on right side of fabric
- Reinforced on line of stitching and not knotted
- Seam allowance lies flat

HEMS:

- Hems are/have same width
- Seams face correct direction in hems
- Suitable hemming stitch
- Stitches evenly spaced
- Stitches same size
- One thread picked up
- Suitable hem for the garment
- Hem edge same width
- Pressed correctly

SLEEVES:

- Head of the sleeve should fit on the pattern markings
- The weft and warp threads should be correct on the sleeve
- Pattern markings transferred
- Sleeve should be attached correctly (front and back)
- Sleeve eased in
- No gathers /fullness on right side
- Sleeve seam pressed
- Machine tension correct
- Machine stitching neatly
- Edge finish neatly
- Correct edge finish
- Curved parts clipped
- Clipped edges finished with overcast stitches
- Neat appearance on the right side
- Hems neatly finished
- Correct hemming stitch
- Correct tension of stitches
- Folded edge neat

EDGE FINISHES:

- Suitable fabric for the garment
- Seams should be pressed in the correct direction
- Correct width of finish
- Machine tension correct
- Machine/hand stitch correct
- Curved edges snipped
- 5mm turning
- Suitable edge stitching
- Stitches evenly spaced
- Stitches same size
- Neat on the wrong side
- Neat on the right side
- No visible threads on the wrong side
- Edge finish is the same width

EMBROIDERY

DESIGN:

- Well placed
- Design neatly transferred

STITCHES:

- Embroidery stitches started correctly
- Stitches evenly spaced
- Stitches same size
- Stitches ended correctly

FINISHING OFF:

- Back of item/garment neat
- No loose threads

PRESSING:

- Press wrong side correctly
- Embroidery stitches should be raised
- Item/garment should be dry before storing

FINAL PRODUCT:

- Colour combination suitable
- Motif neatly completed
- Neat on the wrong side of the item/garment
- Enhances the item/garment

FILE

FILE ORGANIZATION:

- All samplers neatly presented in folder/file/shoe box/ mounted on paper
- Samplers identified
- Neatly organised
- If in file, index (optional)
- All prescribed samplers available
- All samplers identified with learner's name

BIAS BINDING:

- Same width on right side/wrong side
- Suitable stitches
- Stitches evenly spaced
- Stitches same size
- Correctly finished off on wrong side
- Correctly pressed

WAISTBAND:

- Band placed at correct markings (notches, CB marking)
- Stitching correct
- Seams graded
- Seams clipped if necessary
- Free edge folded over to correct width
- Folded edge lies on line of stitching
- Complete with suitable stitches
- Stitches evenly spaced
- Stitches same size
- Pressed correctly
- Attach suitable fasteners
- Used correct stitch to attach fasteners

BOUND OPENING:

- Used crossway strip
- Stitched 5mm from raw edge
- Clipped slit at the bottom
- Raw edge turning 5 mm
- Hem done with machine/hand stitches
- Stitches should be even
- Stitches should be same size
- Pressed correctly
- Edges lie against each other

CONTINUOUS WRAP OPENING:

- Strip cut on straight grain
- Stitching tapered to a point
- Joint flattened
- 5 mm raw edge fold
- Stitches evenly spaced
- Stitches same size
- Fabric strips overlap

FACED OPENING

- Turned 5mm raw edges on sides of facing
- Markings matched
- Stitched to a point
- Used smaller stitches at point
- Facing turned to wrong side and pressed
- Facing secured to garment
- Neat appearance on right and wrong side

COLLAR:

- Correct use of Vilene
- Notches match
- Stitching of seams same width (collar)
- Seams graded (collar)
- Seams clipped at regular intervals
- Collar pressed
- Collar placed on correct pattern markings
- Stitching neat
- Machine tension correct
- Seam edges clipped
- Seams graded
- Facing neatened on wrong side
- Suitable stitches used
- Neatly finished on right and wrong side

MACHINE MADE BUTTONHOLE:

- Used presser foot
- Stitching neat
- Bar tack neat
- All threads cut away
- Cut slip between stitches

DARTS

- Tapered to a long sharp point
- Threads tied at end of dart
- Threads knotted/worked away into stitches
- Darts pressed in correct position

PLEATS: BOX/INVERTED/KNIFE:

- Pattern markings transferred
- Folded correctly
- Stitched over folded edge (optional)
- No loose threads on right/wrong side
- Pleats same width
- Pressed in correct direction

GATHERS:

- Gathers evenly spaced
- Fullness evenly distributed
- Markings on garment/item match
- Stitching neat
- Stitches evenly spaced
- Machine tension correct
- Raw edges correctly finished off
- Pressed correctly

TUCKS:

- Tucks evenly spaced
- Stitching close to fold
- Threads drawn to back of fabric and finished off correctly
- Pressed correctly
- Tucks lie in same direction on wrong side

ELASTIC (casing):

- Raw edge neatly finished
- Elastic not twisted
- Opening stitched neatly together
- All threads sewn away
- Neatly finished on the inside

SHAPED FACING:

- Front and back facing neatly joined
- Seams pressed open
- Neaten 5mm turning of raw edge
- Machine tension correct
- Stitching neat
- Seams graded
- Neckline seams snipped
- Facing neat
- Stitching 2mm from neckline facing neat
- Hem/slip-hem facing to shoulder seams
- Pressed correctly

ANNEXE 1: GLOSSARY OF TERMS

Key verbs for assessment and evaluation

Assessment is an integral part of the teaching profession for teachers to set better questions and assignments and to interpret syllabuses. The understanding of the meaning of key verbs is important.

Key verbs

Meaning of key verbs

Analyse

To separate into parts or elements and to describe in detail or to give your own opinion, judgement or interpretation of separate parts or elements presented

Apply

To put subject matter/content to a practical use

Compile

To collect or to put together facts and arguments in an orderly or organised way

Compare

To point out or show similarities and differences between statements, ideas, etc. or to assess the relationship between subject matter

Demonstrate

To describe and explain subject matter/content by experimental or practical use

Define

To give the exact meaning of, or to state precisely and briefly the meaning of a term

Describe

To list or state the characteristics of something in spoken or written words; it should be a logical, well-structured account of issues

Discuss

To critically examine or investigate issues raised and to introduce evidence wherever possible to support conclusions of arguments

Distinguish

To point out or describe the differences amongst qualities or characteristics, or to discover by listening, looking, etc.

Explain	To make clear or plain, or to make sure that the reader understands, by means of illustrations or description of the information presented
Evaluate	To make a value judgement by judging, rating, determining or comparing facts, actions, etc.
Identify	To give the essential characteristics of, or recognise certain characteristics of a term
Illustrate	To give a clear example or a graphic representation of something
Label	To attach names and information to illustrations, drawings and objects
List	To present a list of names, facts, aspects of items in a certain order or specific category
Motivate	To give reasons for certain judgements or value statements
Name or mention	To give only the names, characteristics, items or facts
Plan	To arrange subject matter content in a predetermined way to accomplish a certain action
Relate	To bring subject matter/content into relation, or to relate your opinion to your own experiences
Report	To repeat, recall and quote from memory, or to mention items or facts in a certain order, or to give a more personal opinion, but one related to the event or content of the subject matter
State or give	To present information or details in words without discussion
Suggest	To recommend valid arguments in an orderly fashion or make certain proposals based on facts and observations
Summarise or conclude	To set out/draw together the main points of content, orally or in writing.

ANNEXURE 2 ASSESSMENT RECORDSHEET FOR GRADES 8 & 9

ASSESSMENT RECORDSHEET NEEDLEWORK AND CLOTHING																	Grade:.....		Year.....	
School.....																	Teacher.....			
Name of Learner	TERM 1						TERM 2						TERM 3							
	Topic Task	Topic Test	Coursework: File	End of Term Test	Term Mark	Weighted Term Mark	Topic Task	Topic Test	Coursework: Embroidery	End of Term Test	Term Mark	Weighted Term Mark	Topic Task	Topic Test	Coursework: Garment	Term Mark	Continuous Assessment Total Term Mark 450=45×7	End of year Examination	Total	Promotion Mark
	30	30	10	130	200	100	30	30	10	130	200	100	10	10	30	50	70	130	200	100
1																				
2																				
3																				
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13																				
14																				

ANNEXURE 3 ASSESSMENT RECORD SHEET FOR GRADE 10

ASSESSMENT RECORD SHEET NEEDLEWORK AND CLOTHING								Grade:.....		Year:.....					
School:.....								Teacher:.....							
Name of Learner	Term 1							Term 2							Continuous Assessment Total Term Mark 400 ÷ 40 × 7
	Topic Task	Topic Test	Coursework: File	Coursework: Embroidery	End or Term Test	Term Mark	Weighted Term Mark	Topic Task	Topic Test	Topic Test	Course work Garment	End of term Mock Exam	Term Mark	Weighted Term Mark	
	20	30	10	10	130	200	100	10	10	20	30	130	200	100	
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