



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

JUNIOR SECONDARY PHASE

FASHION AND FABRICS SYLLABUS

GRADES 8 & 9

For implementation:

**Grade 8 in 2017
and
Grade 9 in 2018**

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Namibia

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Fashion and Fabrics syllabus Grades 8 & 9

ISBN: 978-99945-2-122-7

Printed by NIED

Website: <http://www.nied.edu.na>

Publication date: December 2015

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1. Introduction

This syllabus describes the intended learning and assessment for Fashion and Fabrics in the Junior Secondary phase. As a subject, Fashion and Fabrics is within the Home Science area of learning in the curriculum, but has thematic links to other subjects across the curriculum.

2. Rationale

The subject Fashion and Fabrics places strong emphasis on the learner's potential to master a skill and includes the application of this skill in societies so as to use natural resources and recycled material to satisfy their needs, hereby changing the environment in an ecologically sustainable way.

At this phase and subject area, the application of sewing skills and attitudes towards fashion knowledge is of special relevance for the individual, the family, and society as a whole.

The particular features of Fashion and Fabrics at this phase are as follows:

The Fashion and Fabrics syllabus not only teaches learners how to make informed decisions where fashion and fabrics and the appropriate basic sewing skills is concerned, but also has the intent to teach learners responsible and informed consumer behaviour. At the same time, optimum use of resources from both natural and recycled materials available in their environment is within reach. The exploration of these resources requires scientific knowledge and relevant skills. The acquisition of scientific knowledge and skills presents itself as a prerequisite for a progressive national economy and to improve and uplift family standards and living conditions.

Fashion and Fabrics also combines knowledge from various fields of study to help individuals and families. Modern technology is required in order to assist our learners and society to solve problems through planning, design, realisation, and evaluation of activities and goals. In developing the capabilities and skills of people, it enables them to make their own contribution to the improvement of their environment and the quality of life. Fashion and Fabrics thus strives for a higher standard of living and promotes self-reliance.

3. Aims

The subject Fashion and Fabrics within the home science area aims to enable learners to:

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

4. Inclusive education

Inclusive education is the right of every learner and promotes access to and participation in the full range of educational programmes and services offered by the education system in mainstream schools. It is based on the principle of supporting and celebrating the diversity found among all learners and removing all barriers to learning. The Fashion and Fabrics teacher in the Junior Secondary phase should therefore accommodate learners with special educational needs by adapting this syllabus to the needs of the learner through differentiation of teaching methods and material as indicated in the *Curriculum Framework for Inclusive Education: A Supplement to the National Curriculum for Basic Education (2014)*. The adaptation for assessment of learners with special educational needs must be done as prescribed in the *Handbook for Centres (2014)* by the Directorate of National Examinations and Assessment (DNEA). The accommodations prescribed in this handbook are not only for external examinations, but apply to learners from Grades 1 to 12.

Learners who are so severely impaired that they cannot benefit from attending mainstream schools will be provided for according to their needs in learning support units, resource units or resource schools until such time that they can join a mainstream school structure, if possible.

Gender issues

Fashion and Fabrics 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.

5. Links to other subjects and cross-curricular issues

The cross-curricular issues include environmental education, HIV and AIDS, population education, education for human rights and democracy, information and communication technology (ICT) and road safety. These issues have been introduced to the formal curriculum, because each of the issues deals with particular risks and challenges in our Namibian society. They should be dealt with across all phases and in every subject where the topics overlap with the content of that subject.

All of our learners need to:

- understand the nature of these risks and challenges
- know how they will impact our society and 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 they 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 challenges and risks we face if we do not care for and manage our natural resources
- the challenges and risks caused by HIV and AIDS
- the challenges and risks to health caused by pollution, poor sanitation and waste
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities
- the challenges and risks we face if we do not adhere to road safety measures
- the challenges and risks we face because of globalisation

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in those particular syllabuses. In this syllabus the following cross-curricular issues can be dealt with in the themes/topics as indicated:

Cross-curricular Issues	Grade 8	Grade 9
Environmental Learning	Consumer/clothing consumption	Consumer/clothing consumption/ clothing selection and care
HIV and AIDS	Workplace safety	Workplace safety
ICT	Through ICT integrated learning tools: Internet, web quests, you tube videos, etc.	Through ICT integrated learning tools: internet, web quests, YouTube videos, etc.
EHRD	Consumer: advertisements	Consumer: rights and responsibilities of a consumer

6. Approach to teaching and learning

The approach to teaching and learning is based on a paradigm of learner-centred education (LCE) described in ministerial policy documents and the LCE conceptual framework. This approach ensures optimal quality of learning when the principles are put into practice.

The aim of LCE is to develop learning with understanding, and to impart the knowledge, skills and attitudes that 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 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 identify the needs of the learners and the learning that still needs to take place, and know how to shape learning experiences accordingly. Teaching strategies must therefore be varied and flexible within well-structured sequences of lessons.

The teacher must decide, in relation to the general and specific objectives 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.

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.

7. End-of-phase competencies

On entry to the Junior Secondary phase, all learners are expected to be able to take care of their own health and develop skills related to home and family life as well as the development of all basic competencies creating the awareness of the possibility of self-employment.

A few learners will/might not be able to achieve all the specific objectives satisfactorily and must receive learning support through adapted teaching approaches, adapted materials, and assistance from peers. A small number of learners have special educational needs to a degree which requires greater individual attention, resources or assessment. Others will have impairments which do not necessarily limit cognitive and affective learning and development, e.g. the visually impaired, hearing impaired and physically challenged.

On completion of the Junior Secondary phase, learners are expected to be competent in the following areas:

- choosing a style that will fit their figure the best based on figure types, latest fashion trends and art elements and principles used in design
- selecting of a pattern according to the correct size and style lines most appropriate to their own figure type
- choosing of fabric according to the type as well as colour combination that will suit the figure and garment to be constructed the best
- constructing an item or garment, following all the processes from the laying and cutting out of the garment pieces up to applying of all the necessary stitches and techniques applicable for the construction and decoration of the garment if needed
- identifying teenagers as consumers with advertisement as their marketing tool and utilising labels as source of information especially for clothing care
- the maintaining and safe use of relevant apparatus and equipment during construction of garments

8. Summary of the learning content

Topic	Grade 8	Grade 9
Selection of clothes (fashion/styles)	- terminology of fashion terms - comparison: fashion, design, fashion trends and fads - characteristics of colour - elements of line and colour in design - colour preferences	- terminology of fashion terms - comparison: fashion silhouette and classic styles - basic garment pieces in fashion - factors influencing fashion - mixing and matching garment pieces - colour combinations in outfits
Textiles	natural fibres: origin; properties; examples of fabrics; effect of heat	man-made fibres: origin; properties; examples of fabrics; effect of heat
Apparatus and equipment	- work room safety - maintaining a clean environment and utilise sewing machine, sewing tools and ironing equipment safely and efficiently	utilise basic sewing and ironing apparatus and equipment safely and efficiently and treating minor cuts and burns
Pattern making	- trace patterns - pattern markings - information on pattern envelopes - recognise own figure type and apply body measurements in pattern selection	- application of body measurements in pattern selection - commercial patterns - trace patterns and transfer of pattern markings
Garment construction: Preparing and cutting out	- fabric preparation, lay-out, cutting and transferring of pattern markings - interpreting instruction sheet - stay and under stitching - Importance of ironing during construction	- fabric preparation, lay-out, cutting and transfer of pattern markings - interpreting instruction sheet - stay and under stitching - follow instructions systematically and with timely pressing and fitting
Stitches and techniques	processes: stitches; fullness; seams; edge finishes; hems	processes: stitches; seams; crossway strips; sleeves; hems; edge finishes; fasteners
Decorative needlework	- patchwork - hand appliqué - creative embroidery	- candle wicking - quilting - cross stitch
Consumerism and care for clothing	- the consumer - effect of advertising - information on labels - daily care of clothes - basic care symbols - finishing processes on articles	- responsibilities of consumers - laying a complaint - seasonal care of clothes - international care symbols - labels - finishing processes on articles

9. Learning content

9.1 Introduction to learning content

1. The learning content outlined below is designed to provide guidance to teachers as to what will be assessed in the overall evaluation of learners. It is not meant to limit, in any way, the teaching programme of any particular school.
2. **Themes and topics** refer to those components of the subject which learners are required to study/master.

The **general objectives** are derived from the topic/skill and are the general knowledge, understanding and demonstration of skills on which learners will be assessed.

The **specific objectives** are the detailed and specified content of the syllabus, which learners need to master to achieve the general objectives, and on which they will be assessed. For skills-based subjects, specific objectives indicate what learners should be able to do at the end of the year.

9.2 Learning content

9.2.1 Learning content Grade 8

THEMES/TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
THEME 1 SELECTION OF CLOTHES		
1.1 The importance of suitable selection of clothes for a teenager	• know terminology used in fashion • understand the effect of style lines on the figure • acquire basic knowledge of colour	• define the following fashion terms: - fashion - design - fashion trend - fashion fad • identify the style lines: - horizontal - vertical - curved - slanted/diagonal • illustrate and explain the illusion created by the style lines • identify colours on the colour wheel: - primary - secondary - intermediate • mix colours and record results of experiment • define the following characteristics of colour: - hue (name) - intensity (bright/dull) - value (light/dark) - neutrals - advancing/receding • illustrate the following characteristics of colour used in fashion: - hue - intensity - value • record and discuss own colour preference

THEMES/TOPICS	GENERAL OBJECTIVES	GRADE 8 SPECIFIC OBJECTIVES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
THEME 2 TEXTILES		
2.1 Natural fibres	• know the difference between natural and man-made fibres • understand the classification of natural fibres • know the different properties of fibres • understand the effect of heat on fibres	• define the terms: - natural fibres - man-made fibres • classify natural fibres into two groups according to their source of origin : - animal: wool, silk - plant: cotton, linen • list an example each of a fabric manufactured from the sources mentioned • define the following terms regarding fibres listed above: - strength - absorbency - colour fastness - resilience - durability - flammability • list the properties of: - wool - cotton - silk - linen • explain why the burn test is important in relation to each of the fabrics listed above • observe and describe the effect of heat on the given natural fibres (burning test)

THEMES/TOPICS	GENERAL OBJECTIVES	GRADE 8 SPECIFIC OBJECTIVES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
THEME 3 APPARATUS AND EQUIPMENT		
3.1 Workplace safety	realise the importance of a healthy, safe and hazard free environment in the workplace/classroom	- define: - health - safety - hazards - explain the importance of a healthy and safe workroom/classroom environment - identify possible health hazards which can be caused by: - tools and equipment - materials - work surfaces - workroom environment - suggest ways to secure safety in the above mentioned cases
3.2 Utilisation of equipment	know how to use and care for basic apparatus and equipment	- identify the basic parts of the sewing machine - describe the functions of the different parts - describe the care and handling of the sewing machine - demonstrate the threading of the sewing machine - explain the use of a sewing box - identify sewing apparatus (three examples of each group): - cutting tool - marking tool - sewing tool - measuring tool - describe the use of each tool - list different ironing equipment: - iron (take note of irons in rural areas) - ironing board - describe the uses of the ironing equipment

THEMES/TOPICS	GENERAL OBJECTIVES	GRADE 8 SPECIFIC OBJECTIVES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
THEME 4 PATTERN-MAKING		
4.1 Pattern study (Learners construct own pattern and pattern envelope)	- be introduced to how to trace a pattern - realise the importance of pattern markings - demonstrate an understanding of information on patterns	- trace their own pattern on paper - identify pattern markings - list methods of transferring pattern markings: - carbon paper and tracing wheel - tailor's chalk and pins - tailor's tacking - draw pattern markings on paper pattern - identify information on : - envelope - instruction sheet - pattern pieces including pattern markings - interpret information on pattern pieces - measure and record their fellow learners accurately: - bust/chest - waist - hip - back length - compare body measurements to size chart on commercial patterns to select the correct size - select and record own pattern size - identify different figure types: - short and heavy - short and slim - tall and heavy - tall and slim - recognise and record own figure types (Store recorded information in pattern envelope – to be used in Grade 9)
4.2 Body measurements	- demonstrate the knowledge of taking body measurements - understand how to select different sizes - understand how to recognise own figures and to select different styles	

THEMES/TOPICS	GENERAL OBJECTIVES	GRADE 8 SPECIFIC OBJECTIVES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
THEME 5 GARMENT CONSTRUCTION PLEASE NOTE: Each learner must construct an item (garment optional)		
5.1 Fabric preparation	be introduced to basic skills in fabric preparation	- observe and record basic fabric preparation techniques: - pre-shrunk - straightening
5.2 Laying and cutting out of pattern pieces	- demonstrate an understanding of the basic layout of pattern pieces - know how to cut out item/garment pieces	- list the basic guidelines for pattern lay-out - apply the basic guidelines for pattern lay-out - describe the rules for cutting out of item/garment pieces - cut out item/garment pieces - transfer pattern markings
5.3 Transfer of pattern markings	demonstrate an understanding of pattern markings	
5.4 Following instructions	- demonstrate knowledge of using an instruction sheet to assemble the item/garment - demonstrate an understanding of stay stitching and under stitching - demonstrate knowledge of the correct pressing and ironing techniques	- interpret the instruction sheet - follow the instructions systematically - describe reasons for stay and under stitching - apply stay and under stitching correctly - distinguish between pressing and ironing - apply the correct pressing and ironing techniques during garment construction PLEASE NOTE: Stress the use of quick construction techniques

THEMES/TOPICS	GENERAL OBJECTIVES	GRADE 8 SPECIFIC OBJECTIVES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
THEME 6 STITCHES		
6.1 Hand stitches	demonstrate knowledge of hand stitches	- identify hand stitches: - even, uneven and diagonal tacking - running - back - slip-hemming - hemming - describe the use of the hand stitches listed above - apply the hand stitches listed above
6.2 Machine stitches	demonstrate knowledge of machine stitches	- identify machine stitches: - straight stitches - zig-zag stitches - describe the use of zig-zag stitches - apply straight and zig-zag stitches

THEMES/TOPICS	GENERAL OBJECTIVES	GRADE 8 SPECIFIC OBJECTIVES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
THEME 7 TECHNIQUES		
7.1 Fullness	demonstrate an understanding of types of fullness	- identify different types of fullness: - darts - pleats – box/inverted/knife - gathers - elastic - tucks - complete the five types of fullness on a sampler - illustrate (draw) and label these five types of fullness - 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) - identify the following edge finishes: - shaped facing - bias binding - waistband - describe the construction method to finish the edges of a shaped facing - apply a shaped facing to a sampler - straighten the hem-line - determine the suitable hem width for a given garment - mark the hem-line - apply suitable hem finish: - slip-hemming - hemming
7.2 Seams	demonstrate an understanding of types of seams	
7.3 Edge finishes	demonstrate an understanding of edge finishes	
7.4 Hems	demonstrate an understanding of hems	

THEMES/TOPICS	GENERAL OBJECTIVES	GRADE 8 SPECIFIC OBJECTIVES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
THEME 8 DECORATIVE NEEDLEWORK		
8.1 Embroidery equipment 8.2 Embroidery stitches	• know the equipment used for embroidery • know stitches used in embroidery	• select the correct equipment • identify the following stitches: - stem - satin - French knots - colonial - bullion - blanket - chain - decorative running
8.3 Embroidery techniques	• understand any of the following embroidery techniques - creative embroidery - hand appliqué - patchwork • know how to complete the article	• select any one (or a combination optional) of the techniques and plan a suitable design for the embroidery article • select colour and materials to be used • transfer the design to the fabric • sew suitable stitches on the article from the list above • complete and finish off the embroidery article • list the general rules for pressing an embroidery article • apply correct pressing techniques on the article

THEMES/TOPICS	GENERAL OBJECTIVES	GRADE 8 SPECIFIC OBJECTIVES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
THEME 9 CONSUMERISM AND CARE OF CLOTHING		
9.1 The teenager as a clothing consumer	• know what a consumer is • understand that advertisements influences the teenager in the selection of clothes • realise a consumer's need for information to make informed decisions in buying clothes	• define a consumer • list the rights and responsibilities of a consumer • identify the four different types of advertisements for clothing: - humorous - agony - repetition - testimonial • select pictures from magazines and classify according to 4 types of advertisements for clothing • identify and list information found on clothing labels: - size - trade name - style number - fibre content - finishing processes - quality mark (wool, cotton, silk) - care symbols • interpret the information on a clothing label
9.2 The importance of caring for your clothes	• understand the different basic care symbols on clothing labels • know the rules for daily care of clothing • know ways of caring for fabrics	• identify the 5 basic care symbols according to: - washing - bleaching - ironing - dry-cleaning - drying - illustrate (draw) the basic care symbols • list general rules for the daily care of clothes • list ways of caring for natural fibres (washing/ironing) of: - wool - cotton - silk - linen

THEMES/TOPICS	GENERAL OBJECTIVES	GRADE 8 SPECIFIC OBJECTIVES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
THEME 9 CONSUMERISM AND CARE OF CLOTHING (CONTINUED)		
9.3 Finishing processes on articles	understand the purpose of finishing articles	- explain why finishing processes are applied on articles - list the tools and equipment needed for finishing articles - apply finishing processes on article

9.2.2 Learning content Grade 9

THEMES/TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
THEME 1 SELECTION OF CLOTHES		
1.1 The importance of suitable selection of clothes for a teenager	• know the terminology used in fashion with special reference to garments • acquire knowledge on different garment pieces that make up fashion designs • know factors influencing fashion changes • understand colour combinations used in fashion	• define the following fashion terms: - fashion silhouette - classic styles • identify different garment pieces, necklines and arm finishes used in fashion designs • use these garment pieces in an illustration to compare a classic style with a fashion fad • recognise and interpret information from pictures regarding fashion • list the factors influencing fashion changes • mix and match different garment pieces to illustrate fashion changes • use pictures or drawings to illustrate colour combinations/schemes used in fashion, making use of: - one colour: chromatic/achromatic - two colours: complimentary - three colours: analogous, split complimentary, triadic

THEMES/TOPICS	GENERAL OBJECTIVES	GRADE 9 SPECIFIC OBJECTIVES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
THEME 2 TEXTILES		
2.1 Man-made fibres	- understand the classification of man-made fibres - know the different properties of fibres - understand the effect of heat on fibres	- classify the following man-made fibres into groups according to their origin: - non-thermoplastic (regenerated): viscose/rayon - thermoplastic (synthetic): nylon, polyester, acrylic - list three examples each of fabrics manufactured from the fibres mentioned - define the following terms regarding the fibres listed above - strength - absorbency - comfort - durability - resilience - colour fastness - flammability - list the properties of: - viscose/rayon - polyester - nylon - acrylic - explain why the burn test is important in relation to each of the fabrics listed above - observe and describe the effect of heat on the given man-made fibres (burning test)

THEMES/TOPICS	GENERAL OBJECTIVES	GRADE 9 SPECIFIC OBJECTIVES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
THEME 3 APPARATUS AND EQUIPMENT		
3.1 Workplace safety	know how to secure a healthy and safe environment in the workroom	- identify possible danger zones in the workroom - design and put-up warning signs up in these areas to secure safety in the workroom - list the four steps to follow if an emergency situation occurs in the workroom
3.2 Utilisation of equipment	- know how to apply first aid in an emergency situation - know how to use basic apparatus and equipment - know ironing equipment	- explain how to treat minor cuts and wounds - 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 - identify sewing apparatus: - cutting - sewing - marking - measuring tools - describe and apply the use of each tool - list different ironing equipment: - irons (take note of irons used in rural areas) - ironing board/table - steam iron - describe and apply the uses of the following ironing equipment : - irons - ironing board/table - steam iron

THEMES/TOPICS	GENERAL OBJECTIVES	GRADE 9 SPECIFIC OBJECTIVES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
THEME 4 PATTERN-MAKING		
4.1 Commercial Patterns	- understand the principle of body measurement in the selection of commercial patterns - know how to select a commercial pattern - understand information on the commercial pattern - know how to trace a pattern	- describe how to take the following body measurements: - bust/chest - hip - waist - back length - measure and record their fellow learners accurately: - bust/chest - hips - waist - back length - compare the body measurements to the size chart on commercial patterns to select the correct size - compare the body measurements taken in Grade 8 with the ones taken in Grade 9 - identify and list the information on: - envelope - instruction sheet - pattern pieces including pattern - interpret information on commercial patterns - trace their own pattern on paper - identify and draw pattern markings

THEMES/TOPICS	GENERAL OBJECTIVES	GRADE 9 SPECIFIC OBJECTIVES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
THEME 5 GARMENT CONSTRUCTION PLEASE NOTE: Each learner must construct a garment/item		
5.1 Fabric preparation	• have basic skills in fabric preparation	• distinguish between the basic fabric preparation techniques: - pre-shrunk - straightening • apply the basic fabric preparation techniques mentioned above
5.2 Laying and cutting out of pattern pieces	• demonstrate knowledge of the basic layout of pattern pieces • demonstrate knowledge of cutting out garment pieces	• 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 and transfer pattern markings
5.3 Transfer of pattern markings	• demonstrate an understanding of pattern markings	
5.4 Following instructions	• understand the use of instruction sheets to assemble a garment • know pressing and ironing techniques	• interpret the instruction sheet • apply stay/under/straight/zig-zag stitching • follow the instruction systematically with timely pressing and fitting • apply the correct pressing and ironing techniques during garment construction PLEASE NOTE: Stress the use of quick construction techniques.

THEMES/TOPICS	GENERAL OBJECTIVES	GRADE 9 SPECIFIC OBJECTIVES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
THEME 6 STITCHES		
6.1 Hand stitches	• know hand and machine stitches	• identify hand stitches: - running - blanket - herringbone - over casting • describe the use of: - running - blanket - herringbone - over casting • apply the stitches: - running - blanket - over casting
6.2 Machine stitches	• demonstrate an understanding of using and applying machine stitches	• identify and describe the use of machine stitches: - straight stitching - zig-zag stitching • apply the stitches mentioned above

THEMES/TOPICS	GENERAL OBJECTIVES	GRADE 9 SPECIFIC OBJECTIVES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
THEME 7 TECHNIQUES		
7.1 Seams	observe and acquire knowledge of seams	- 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: - blanket stitch - overcast stitch
7.2 Crossway strips	observe and acquire knowledge of crossway strips	describe and apply the construction method of crossway strips
7.3 Edge finishes	observe and acquire knowledge of edge finishes	- identify different types of edge finishes: - shaped facing - bias binding - waistband - describe the methods of the edge finishes: - bias binding - waistband - apply the following edge finishes on a sampler: - bias binding - waistband
7.4 Fasteners	know fasteners	- 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/bar

THEMES/TOPICS	GENERAL OBJECTIVES	GRADE 9 SPECIFIC OBJECTIVES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
THEME 7 TECHNIQUES (CONTINUED)		
7.5 Sleeves	• understand sleeves	• identify different sleeves: - set-in sleeve - shirt sleeve - puff sleeve - raglan sleeve - kimono sleeve • design a puff sleeve from a plain set-in sleeve • describe the construction method for the puff sleeve • apply the puff sleeve on a garment
7.6 Hems	• understand hems	• straighten the hem-line • determine the suitable width of the hem • mark the hem line • apply suitable hem finishes: hand/machine, hemming

THEMES/TOPICS	GENERAL OBJECTIVES	GRADE 9 SPECIFIC OBJECTIVES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
THEME 9 CONSUMERISM AND CARE OF CLOTHING		
9.1 The teenager as a clothing consumer	understand that with rights consumers also has responsibilities	- list the responsibilities of a consumer - describe the responsibility of a consumer regarding: - shoplifting - damages - prompt payment - explain how to lay a complaint - list general rules for the care of seasonal clothing - identify all the international care symbols regarding: - washing - bleaching - ironing - dry-cleaning - drying - interpret international care symbols on a clothing label - illustrate the international care symbols - compare the different ways of caring (washing and ironing) of non-thermoplastic (regenerated) and thermoplastic (synthetic) fabrics: - viscose - rayon - polyester - nylon
9.2 The importance of caring for your clothes	- know the rules for seasonal care of clothing - know the different international care symbols - know how to care for fabrics	
9.3 Finishing processes on articles	realise the purpose of finishing on articles	apply finishing processes on articles

10. Assessment

A learner-centred curriculum and learner-centred teaching encompass a broad range of knowledge and skills which are relevant to the knowledge-based society. The specific objectives in the syllabus state what understanding and skills a learner must demonstrate as a result of this teaching-learning process, and which objectives will be assessed. However, it is intended that the curriculum should focus on learning, not on assessment and examination. Assessment and examination are only to support learning.

10.1 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 provide a reliable and valid assessment of the learner's performance in the specific objectives. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, i.e. where they are doing well, and why, and where, how and why they need to improve. The parents should be informed regularly about the progress of their children in all subjects, be encouraged to acknowledge achievements, and given suggestions as to how they can support the child's learning activities. The learner's progress and achievements in this subject must be reported to parents in the school report.

10.2 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 accumulated total 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.

10.3 Informal and formal methods

The teacher must assess how well each learner is mastering the specific objectives described in the syllabus 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 and in their participation in general, 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 and making value judgements.

When it is necessary to structure assessment more formally, the teacher should as far as possible use situations similar to ordinary learning and practice situations to assess the competency of the learner. Formal written and oral tests can be used to assess only a limited range of specific objectives and therefore should not take up a great deal of time. Short tests should be limited to part of a lesson and only in exceptional cases use up a whole lesson.

10.4 Evaluation

Information from informal and formal continuous assessment is to be used by the teacher to ascertain where it is necessary to adapt methods and material 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 learning-teaching process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere in and achievements of the class.

10.5 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 specific objectives, and are not related to how well other learners are achieving these objectives 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.

10.6 Grade descriptors

The learner's summative achievement in the specific objectives will be shown in letter grades A to E, where A is the highest and E the lowest grade. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the competencies. The relation between the letter grades and specific objectives is shown in the table below.

Grade	% Range	Grade Descriptors
A	80%+	Achieved objectives exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved objectives very well. The learner's achievement lies substantially above average requirements and the learner is highly proficient in most areas of competency.
C	60-69%	Achieved objectives well. The learner has mastered the specific objectives and can apply them in unknown situations and contexts.
D	50-59%	Achieved objectives satisfactorily. The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	Achieved the minimum number of objectives to be considered competent. The learner may not have achieved all the specific objectives, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	Ungraded. The learner has not been able to reach a minimum level of competency in the specific objectives, even with extensive help from the teacher. The learner is seriously in need of learning support.

10.7 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 may be recorded for continuous assessment.

10.8 Assessment objectives

The assessment objectives for Fashion and Fabrics are:

10.8.1 Assessment objective A: Knowledge with understanding

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

- social, economic and environmental needs
- scientific and technical vocabulary and terminology
- definitions, principles and theories
- the correct use of equipment and tools and their suitability for use
- techniques and methods and an appreciation of the need for accuracy
- artistic and creative considerations

The objective is made up of specific objectives which require the learner to identify, give examples, name, list, state, indicate, give reasons, suggest ways, recognise, define, discuss and to outline.

10.8.2 Assessment objective B: Handling information, application and solving problems

Learners should be able to:

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

This objective is made up of specific objectives which require the learner to predict, relate, describe, calculate, find, estimate, determine, sketch, and select, analyse, extract and analyse, synthesise, compare and discuss, deduce, explain, distinguish, suggest, interpret, and evaluate.

10.8.3 Assessment objective C: Practical (experimental and investigative) skills

Learners should be able to:

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

10.9 Continuous assessment: detailed guidelines

A specified number of continuous assessment activities per term should be selected, graded and recorded. Not more than two assessments per term are to be topic tests. These continuous assessments must be carefully planned and marked according to a marking scheme, marking criteria or memorandum. The criteria used to assess activities other than tests should be given to the learner before the assessment activity. Evidence of the work produced by good, average and low-achieving learners, as well as the written assignment and marking scheme, has to be kept at school until the end of the next year. Teachers can choose to grade and/or record more than the required continuous assessments if it is necessary for formative purposes. An end-of-year summative grade will be based only on the assessment tasks described in the syllabus. Not more than 40% of the continuous assessment may be based on tests, which include topic tests and end-of-term tests.

Types of continuous assessment

In Fashion and Fabrics in the Junior Secondary phase the continuous assessment tasks are as follows:

Topic tasks: These are activities that most teachers already use in their day-to-day teaching. These are recorded, assessed activities that could introduce a topic, be used during the teaching of a topic and/or revision a topic. They may well include assessment involving specific objectives to do with locating information, conducting surveys, analysing information or presenting information. Topic tasks will involve assessments of specific objectives in all assessment objectives; however, not all assessment objectives need to be present in every topic task. The greatest emphasis should be placed on assessment

objectives B and C to meet the weighting shown in the Test Specification Grid in section 10.12 Continuous assessment marks will be allocated for two tasks per term.

Practical work: During the three trimesters the following practical work need to be completed: a) Item and/or garment, b) Embroidery and c) File with samplers. Two practical work activities (e.g. Embroidery and file with samplers) per term or one big sampler practical work activity (e.g. Garment) per term. Marks will be allocated to each practical work.

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.

Summary of continuous assessment tasks

Continuous assessment Grade 8						
	Term 1		Term 2		Term 3	
Components	Number & marks	Total	Number & marks	Total	Number & marks	Total
Practical work	35x2	70	35x2	70	35x2	70
Topic tasks	2x30	60	2x30	60	(25+20)	45
Topic tests	1x20	20	1x20	20	1x10	10
End-of- term tests	1x100	100	1x100	100		
Term marks		250		250		125
Weighted term marks (report marks)	(250÷2.5)	100	(250÷2.5)	100		

Continuous assessment Grade 9				
	Term 1		Term 2	
Components	Number & marks	Total	Number & marks	Total
Practical work	45x2	90	45x2	90
Topic tasks	2x35	70	2x35	70
Topic tests	1x10	10	1x10	10
End-of- term tests	1x100	100	1x100	100
Term marks		270		270
Weighted term marks (report marks)	(270÷2.7)	100	(270÷2.7)	100

The continuous assessment (CA) marks for one term (trimester) is converted to a mark out of 100 (weighted mark). Only this mark should be used for the report at the end of Term 1 and Term 2. Learners should not write an examination at the end of the first two trimesters, but only an end-of-term test which is part of the CA and part of the weighted term mark.

10.10 End-of-year examinations: detailed guidelines

In Grade 8 there will be an internal end-of-year examination and at the end of Grade 9 a semi-external examination. The Grade 9 papers will be set by DNEA and marked regionally. 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.

The description of the various papers for the written examination is as follows:

Written examination Grades 8 – 9			
Grades	Description of papers	Duration	Marks
8 and 9	Written examination This will consist of ONE paper consisting of two sections: Section A: 40 marks consisting of compulsory short answer questions on pattern studies to be answered in an answer booklet (40 marks) Section B: Variety of structured questions to be answered in an answer booklet (60 marks)	2 hours	100

10.11 Promotion marks

For Fashion and Fabrics in Grades 8 - 9 continuous assessment contributes 50% to the promotion mark and the end-of-year examination contributes 50%.The weighting of each assessment component is as follows:

Component	Description	Marks	Weighting
Written examination	Paper 1	100	50%
Continuous assessment	Topic tasks, topic tests, practical work, end-of-term test	100	50%
Total marks		(200÷2)	100%

The promotion marks are calculated as follows:

Promotion mark Grade 8				
	Term 1	Term 2	Term 3	Total
Term mark	250	250	125	625
CA mark	(625÷12.5)			50
End-of-year examination	(100÷2)			50
Promotion mark				100

Promotion mark Grade 9			
	Term 1	Term 2	Total
Term mark	270	270	540
CA mark	(540÷10.8)		50
End-of-year examination	(100÷2)		50
Promotion mark			100

10.12 Specification grid

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

Components	Weighting %
1. Written examination	50
2. Continuous assessment (CA)	50
Assessment objectives for written examination	Weighting %
Objective A Knowledge with understanding	40
Objective B Handling information and solving problems	50
Objective C Practical skills and their application	10
Assessment objectives for continuous assessment	Weighting %
Objective A and B Topic tests and end-of-term test.	40
Objective C Practical Skills and their application Topic task, practical work (Garment, file with samplers, embroidery)	60

10.13 Assessment rubrics

Guidelines for the evaluation of garments and articles for Grades 8 - 9

Item/Garment

Marks	Machine skills - description
5	The learner has produced machining of an excellent standard. The stitch size and tension are suitable for the fabrics used
4	The workmanship on the sewing machine is of above average standard, but there are occasional examples of poor tension or inappropriate stitch size.
3	There is some fairly good work but also some poorer work reducing its value.
2	Workmanship is below average but the learner shows evidence of ability to control the sewing machine.
1	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
5	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.
4	The standard of the hand-sewing is above average but there are occasional examples of inappropriate stitch size or incorrectly formed stitches
3	There is some very good work shown but some poorer work has reduced its value.
2	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	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
5	The learner has chosen material appropriate to the style. Curves and corners are appropriately constructed and the item appears neat and proper. Decorations match the garment in colour and weight. /The garment fits well and the styles and colours are appropriate. Fastenings and decorations match the garment in colour and weight.
4	The item is complete, but curves and corners are not appropriately constructed and decorations may not be well co-ordinated./ 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-ordinated
3	The item is incomplete, but the construction done up to this stage is proof of appropriate construction./ 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
2	The item is incomplete. Threads, fastenings and decorations may not be well coordinated ./ 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	The item is not completed. Trimmings, threads and fastenings may not co-ordinate / The garments are not completed. The garments may not fit well or the fabric may 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
5	The item makes good use of fabric design and the grain is straight. Edges are neat and crisp and well finished and the garments are well pressed or ironed / 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
4	The standard of ironing and pressing of item is generally good but there is some edges not well neatened. Some inside edges may not be well finished. Facings may be bulky. Pattern or fabric has been used well. /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
3	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
2	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	The item may not be well pressed or ironed. The pattern on the fabric has not been matched and edges are not neat and well finished. /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
5	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.
4	Satisfactory to good work on most processes. Much of the measuring is accurate and work is generally good
3	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
2	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	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: 5 x 5 = 25

Sampler

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: 1 x 10 = 10

[35x2=70]

Final Item

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: 1 x 10 = 10

Embroidery

Marks	Description
11-15	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.
9-10	Workmanship on most of the work produces is of above average standard but there are some examples of inappropriate stitches.
6-8	There is some very good work shown but some poorer work has reduced its value.
4-5	Workmanship is below average. Stitches used may be unsuitable for the design.
1-3	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 15 = 15

File

Marks	Planning organisation and presentation - description
9-10	The learner has produced a well-ordered folder. It has a clear index and samplers 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 samplers. 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 samplers into order. The folder may not be long lasting
1-2	The learner has only produced a collection of samplers. Mounting and labelling is poor or absent.
0	No work submitted

Total: 1 x 10 = 10

[35x2=70]

Guidelines for the evaluation of a garments for Grade 9

Garment

MARKS	MACHINE SKILLS - DESCRIPTION
9-10	The learner has produced machining of an excellent standard. The stitch size and tension are suitable for the fabrics 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 fairly good work but also some poorer work reducing its value.
3-4	Workmanship is below average but the learner shows evidence of ability to control the sewing machine.
1-2	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-ordinated
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
5	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.
4	Satisfactory to good work on most processes. Much of the measuring is accurate and work is generally good
3	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
2	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	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: 45

[45x2=90]

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	MACHINE SKILLS - DESCRIPTION
5	The learner has produced machining of an excellent standard. The stitch size and tension are suitable for the fabric used.
4	The workmanship on the sewing machine is of above average standard but there are occasional examples of poor tension or inappropriate stitch size.
3	There is some quite good work shown but also some poorer work reducing its value.
2	Workmanship is below average but the learner has shown evidence of some control of the sewing machine
1	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

MARKS	HAND SKILLS - DESCRIPTION
5	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
4	The standard of hand-sewing is above average but there are occasional examples of inappropriate stitch size or incorrectly formed stitches
3	There is some very good work shown but also some poorer work reducing its value
2	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	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
5	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
4	Satisfactory to good work on most processes. Much of the measuring is accurate and results are generally good
3	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
2	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	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

Total: 25

Embroidery

MARKS	DESCRIPTION
17-20	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.
13-16	Workmanship on most of the work produces is of above average standard but there are some examples of inappropriate stitches.
9-12	There is some very good work shown but some poorer work has reduced its value.
5-8	Workmanship is below average. Stitches used may be unsuitable for the design.
1-4	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: 20

[45x2=90]

Marking criteria

Garment/Article

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 organisation:**

- 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

Waist band:

- 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 neaten 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.

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
summarise or conclude	to set out/draw together the main points of content, orally or in writing.

Annexe 2: Glossary of Fashion and Fabrics terminology

absorbency	the ability of a textile material to absorb and retain water, in other words its ability to capture and hold water
advancing	colours that seems to move forward and let objects seem closer than they really are
apparel	refers to any men's, women's, or children's clothing; example: a dress, suit, coat, or sweater
bodice	the area above the waist in a garment / The upper part of a dress.
classic style	an item of clothing that continues to be popular even though fashions change
colour fastness	used to describe a dyed fabric's ability to resist fading or running due to washing, exposure to sunlight, and other environmental conditions
design	an outline, sketch or plan as of the form and structure of a work of Art, or the combination of details of features of a pattern or motif or to prepare the preliminary sketch or outline of the plans for a work to be executed or intended for a definite purpose
durability	the ability of a fabric to last after being under lots of strain or being used repeatedly
fashion fad	temporary, passing fashion which is around only for a short period of time
fashion trend	the latest looks, from the most fashionable runways, as seen on your favourite celebrities and tastemakers
fashion	the prevailing type of clothing that is favoured by a large segment of the public at any given time
fit	refers to how tight or loose a garment is on the person wearing it
flammability	how fast something can burn if set on fire
garment	a particular article of apparel
hazard	anything or situation that may cause a danger/ risk to the safety of an individual in a clothing workroom
hue	the relative lightness or darkness of a colour, refer to just the pure spectrum colours
intensity	a term used to describe the brightness or dullness of a colour
neutrals	usually means without colour, such as <i>beige, ivory, taupe, black, grey, and white</i> appear to be without colour, and yet in many applications these hues often have undertones of colour

raw edge	describes the unsown edge of a piece of fabric, commonly seen on t-shirts at the neck, arms and hem; the technique produces a raw, rolled effect, finishing with an unstructured look
ready-to-wear garments	garments that are mass produced in factories
receding	colours that seems to move backward and let objects seem further than they really are
resilience	the property of a material that enables it to resume its original shape or position after being stretched or used
silhouette	the shape of a clothing style. Formed by the width and length of the neckline, sleeves, waistline and pants or skirt
strength	an idea of how much load we can apply on a fabric, because if the fabric strength is not good it will break with excessive tensile force and thus the dresses produced may tear with the outside force
style	a particular design, shape, or type of apparel item defined by the distinct features that create its overall appearance
value	refers to the lightness or darkness of a colour determined by the addition of white or black

Annexe 3: Fashion and Fabrics tool list

Sewing machine
Cutting board/table
Sewing box
Flat iron
Ironing board
A tailor's ham/dressmakers ham
Bent-handled scissors
Trimming scissors
Pinking scissors
Hem gauge
Tape measure
Yardstick/meter stick/ ruler
Pins
Needles
Thimble
Tailor's chalk
Tracing wheel
Dressmaker's carbon paper

Annexe 4: Assessment record sheet for Grade 8

Assessment record sheet Fashion and Fabrics										Grade:.....		Year:.....									
School:										Teacher:.....											
Name of learner	Term 1 and 2									Term 3					End-of-year						
	Term	Topic task	Topic task	Topic test	Topic test	Sampler		End-of-term test	Term mark	Weighted term mark (250÷2.5)	Topic task	Topic task	Topic test	File			Term mark	Total term marks (250+250+125)	CASS (625÷12.5)	Examination mark (100÷2)	Promotion mark
						10	25							10	10	15					
35x2					35x2																
	30	30	10	10	70	100	250	100	25	20	10	70	125	625	50	50	100				
	1																				
	2																				
	3																				
	1																				
	2																				
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	3																				
	1																				
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	3																				
	1																				
	2																				
	3																				

Annexe 5: Assessment record sheet for Grade 9

[illegible]



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