



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

CERTIFICATE IN BASIC PRE-VOCATIONAL SKILLS

FASHION AND CLOTHING SYLLABUS

For implementation in 2024

Ministry of Education, Arts and Culture
National Institute for Educational Development (NIED)
Private Bag 2034
Okahandja
Namibia

© Copyright NIED, Ministry of Education, Arts and Culture, 2023
Certificate in Basic Pre-vocational Skills, Fashion and Clothing Syllabus

ISBN: 978-99945-2-213-2

Printed by NIED

Publication date: 2023

TABLE OF CONTENTS

1. INTRODUCTION	1
2. RATIONALE	1
3. AIMS	1
4. INCLUSIVE EDUCATION	2
5. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES	2
6. APPROACH TO TEACHING AND LEARNING	3
7. END OF PHASE COMPETENCIES	3
8. SUMMARY OF LEARNING CONTENT	4
9. LEARNING CONTENT	7
10. SUBJECT MANAGEMENT	22
11. ASSESSMENT	23
ANNEXE 1: GLOSSARY OF TERMS	37
ANNEXE 2: TOOLS AND EQUIPMENT	39
ANNEXE 3: PORTFOLIO EVALUATION FORM	40
ANNEXE 4: CHECKLIST FORM	41
ANNEXE 5: CHECKLIST FOR ASSESSING FASHION AND CLOTHING PRACTICAL	42
ANNEXE 6: GRID FOR EVALUATING GROUP WORK	43
ANNEXE 7: GRID FOR EVALUATING ROLE PLAYS	44
ANNEXE 8: ASSESSMENT RECORD SHEET YEAR 1	45
ANNEXE 9: ASSESSMENT RECORD SHEET YEAR 2	46
ANNEXE 10: PORTFOLIO MARK YEAR 1 & 2	47
ANNEXE 11: CERTIFICATION MARK	48

1. Introduction

This syllabus describes the intended learning and assessment for Fashion and Clothing in the Certificate in Basic Pre-vocational Skills. As a subject, Fashion and Clothing is within the technology area of learning in the curriculum but has thematic links to other subjects across the curriculum. Learning about technology includes applying knowledge of how to work more efficiently using tools, materials and processes. Technology is a specific way of solving problems through planning, design, realisation and evaluation. Learners develop the necessary employable skills, obtain practical experience from work, gain familiarity on how a workplace operate and improve on interpersonal skills.

2. Rationale

The presentation of Certificate in Basic Pre-vocational Skills at school is first and foremost an educational matter, with the overall goal being that learners attain proper skills for entry into world of work. The course seeks to provide the learner with special education needs with basic foundation skills in specific vocational career field. As a subject, Fashion and Clothing seeks to equip the learner with skills, knowledge and attitude to manage the demands of the world of work. This skills subject is specifically designed for the learner to gain enough theoretical knowledge and practical skills of the world of work

The particular feature of Fashion and Clothing is to provide 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. The Fashion and Clothing 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.

Learners will also develop the broad-based skills that are important for effective functioning in the world of work: they will learn to identify problems and to explore and test solutions. A firm conceptual basis of skills orientated training is at the heart of the Fashion and Clothing syllabus and must be the focus of training and learning for application in the industry. The Certificate in Basic Pre-vocational Skills may be a bridging phase to vocational training in Fashion and Clothing industry. It is anticipated that an ongoing observation and evaluation of up-market trends in the Fashion and Clothing industry in Namibia will result in the fine tuning and updating of the syllabus content at regular intervals.

3. Aims

The Fashion and Clothing syllabus promotes the following aims in the curriculum:

- understand the function of 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 Clothing 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
- develop a sense of awareness of HIV and AIDS and COVID-19 pandemic as well as the implications for personal life, society and the work environment.

4. Inclusive education

A significant number of learners with learning barriers require adapted programmes in all the levels of education. The Fashion and Clothing syllabus demands for adapted programmes, learning environments, equipment and materials to support learners with learning and help them participate meaningful in education. As this subject is mainly offered in Resource Schools and learning support units, resource units in Inclusive Schools, adapted teaching approaches will enable nearly all the learners to achieve the competencies. The adaptation for assessment of learners with special educational needs must be done as prescribed in the Handbook for Centres (2022-2024) 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 Grade 1 to 12.

Themes and topics in the Fashion and Clothing syllabus and lesson presentation should be discussed from male and female perspectives in order to raise awareness of gender stereotyping, limitations set on gender equity and the promotion of gender fairness in all spheres of life. In the planned activities, it is important that males and females feel confident and comfortable in all topics and themes. Teachers should know and understand how to treat learners equally, and all materials should support gender equity.

5. Links to other subjects and cross-curricular issues

The cross-curricular issues include Environment Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD); Information and Communication Technology (ICT). These 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 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 our people's lives now and in 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 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 from globalization

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 are links to cross-curricular issues:

HIV and AIDS	Environmental Education	Human Rights and Democracy	Entrepreneurship Education	ICT
workplace safety	consumer / clothing consumption	consumer advertisements	the consumer selection of clothes	pattern-making

6. Approach to teaching and learning

The approach to teaching and learning is based on a paradigm of learner-centred education described in ministerial policy documents and the Learner Centred Education conceptual framework(2003). This approach ensures optimal quality of learning when these principles are put into practice.

The aim is to develop learning with understanding and the knowledge, 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 lessons.

In the teaching of skills courses the school should ensure that:

- all teachers of the Certificate in Basic Pre-vocational Skills recognise that they have to meet the particular needs of learners with special educational needs
- ensure that appropriate equipment and teaching materials are available to meet learners' needs
- the curriculum is flexible enough to encourage and enable all learners with different learning styles to experience success.

The teacher must decide, in relation to the learning objectives and competencies in Fashion and Clothing to be achieved when:

- it is best to convey content directly;
- it is best to let learners discover or explore information for themselves;
- learners need directed learning; when they need reinforcement or enrichment learning;
- there is a particular progression of skills or information that needs to be followed;
- learners can be allowed to find their own way through a topic or area of content.

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 learners will not see any relevance in carrying out tasks together. It is therefore advised that simulated kitchen operations form an integral part of everyday teaching and skills training. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their own work, under the teacher's guidance and supervision.

7. End of phase competencies

On entry to the Certificate in Basic Pre-vocational Skills programme, the learners are expected to show interest in Fashion and Clothing. Learners are expected to develop the following core skills:

- 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
- the maintaining and safe use of relevant apparatus and equipment during construction of garments

On completion of Fashion and Clothing in Certificate in Basic Pre-vocational Skills programme, the learners will have the knowledge and interpretation/ understanding of the essential functions of the Fashion and Clothing assistant work.

8. Summary of learning content

8.1 Overview

THEMES	TOPICS
1. Trade introduction	
	1.1 The consumer
	1.2 Job profile
2. Safety and health	
	2.1 Hazard and risk control
	2.2 Workplace fire safety
	2.3 Basic emergency procedures
	2.4 Product labels
	2.5 Personal health and hygiene
3. Plan and organise work	
	3.1 Plan and prepare
	3.2 Sequence work safely
	3.3 Work in a team
4. Clothing consumption	
	4.1 Daily care of clothes
	4.2 Basic care symbol on clothing labels
5. Selection of clothes	
	5.1 Terminology of fashion terms
	5.2 Style lines: identifications and illusions
	5.3 Colour definitions and identification
6. Commercial patterns	
	6.1 Body measurements
	6.2 Information
7. Textiles	
	7.1 Types of fibres
	7.2 Properties of fibres
	7.3 Effect of heat on fibres
	7.4 Care of fibres
8. Apparatus and equipment	
	8.1 Sewing machine / sewing tools / ironing equipment
	8.2 Pressing / ironing techniques
9. Pattern making	
	9.1 Body measurement
	9.2 Selection
	9.3 Information
10. Cutting out of garment pieces	
	10.1 Fabric preparation
	10.2 Pattern markings
	10.3 Cutting out of pattern pieces
11. Garment construction	
	11.1 Instruction sheet

THEMES	TOPICS
12. Techniques for clothing construction	
	12.1 Hand stitches
	12.2 Machine stitches
	12.3 Types of fullness
	12.4 Types of seams
	12.5 Edge finishes
	12.6 Hems
13. Embroidery	
	13.1 Equipment
	13.2 Stitches
	13.3 Completion of an article

8.2 Themes of the syllabus in relation to NTA Units

THEMES and Topics of the syllabus		NTA Unit Standards and Elements (Version 2.0)
1. Trade introduction		
	1.1 The consumer	
	1.2 Job profile	
2. Safety and health		UNIT 1793
	2.1 Hazard and risk control	
	2.2 Workplace fire safety	
	2.3 Basic emergency procedures	
	2.4 Product labels	
	2.5 Personal health and hygiene	
3. Plan and organise work		UNIT 1793
	3.1 Plan and prepare	
	3.2 Sequence work safely	
	3.3 Work in a team	
4. Clothing consumption		
	4.1 Daily care of clothes	
	4.2 Basic care symbol on clothing labels	
5. Selection of clothes		UNIT 1686
	5.1 Terminology of fashion terms	
	5.2 Style lines: identifications and illusions	
	5.3 Colour definitions and identification	
6. Commercial patterns		UNIT 1688, 1693
	6.1 Body measurements	
	6.2 Information	
7. Textiles		
	7.1 Types of fibres	
	7.2 Properties of fibres	
	7.3 Effect of heat on fibres	
	7.4 Care of fibres	
8. Apparatus and equipment		UNIT 1696
	8.1 Sewing machine / sewing tools / ironing equipment	
	8.2 Pressing / ironing techniques	

9. Pattern making		UNIT 1687
	9.1 Body measurement	
	9.2 Selection	
	9.3 Information	
10. Cutting out of garment pieces		UNIT 1688
	10.1 Fabric preparation	
	10.2 Pattern markings	
	10.3 Cutting out of pattern pieces	
11. Garment construction		UNIT 1690
	11.1 Instruction sheet	
12. Techniques for clothing construction		UNIT 1692
	12.1 Hand stitches	
	12.2 Machine stitches	
	12.3 Types of fullness	
	12.4 Types of seams	
	12.5 Edge finishes	
	12.6 Hems	
13. Embroidery		UNIT 1696
	13.1 Equipment	
	13.2 Stitches	
	13.3 Completion of an article	

9. Learning content

9.1 Trade introduction

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1.1 The consumer	
<ul style="list-style-type: none">understand the consumer, the influence of advertisement and information	<ul style="list-style-type: none">define consumeridentify four different types of advertisements that influences consumer choicesdescribe how these 4 types of advertisement will affect the selection of the clothing for the teenageridentify information on clothing labels<ul style="list-style-type: none">sizetrade namefiber contentfinishing processquality markcare symbol
1.2 Job profile	
<ul style="list-style-type: none">understand job profile as well as labour rights	<ul style="list-style-type: none">identify the desirable skills, behaviours and attitudes required in the field of fashion and clothingexplain what the term 'Labour Act' impliesrecall the topics handled in the Labour Actbriefly describe what the Labour Act Section 5 states concerning<ul style="list-style-type: none">working hoursovertimemealtime breaksleavetermination of service

9.2 Safety and health

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
2.1 Hazard and risk control <ul style="list-style-type: none"> understand hazard and risks and know how to deal with 	<ul style="list-style-type: none"> explain the terms hazard and risks, health and safety explain the importance of a healthy and safe workroom/classroom environment identify possible health hazards which can be caused by <ul style="list-style-type: none"> tools and equipment materials work surfaces workroom environment describe different kinds of hazards describe the different ways of controlling hazards explain the basic National Occupational Safety Authority (NOSA) safety regulations in the working environment demonstrate the understanding of hazard control measures: <ul style="list-style-type: none"> list the safety rules in a workshop identify the safety signs and symbols explain the purpose of safety signs and symbols show use of appropriate safety applications identify different types of personal protective equipment (PPE) describe the use of PPE apply measures with regard to transmittable diseases HIV, AIDS) apply proper handling in case of wounds and hygiene regarding the risk of HIV and AIDS demonstrate the process of identifying and reporting hazards using appropriate procedures identify Basic First Aid items: lint, scissors, bandages, plaster, methylated spirit, iodine, cotton wool, forceps demonstrate the use of Basic First Aid items apply the procedures followed to prevent/ act in electricity incidents and accidents
2.2 Workplace fire safety <ul style="list-style-type: none"> know fire elements and the procedures to use a fire extinguisher 	<ul style="list-style-type: none"> list fire prevention methods identify types of fire fighting equipment describe procedures to use the available fire fighting equipment

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
	<ul style="list-style-type: none"> • show ways how to prevent fire in a workplace • outline how to select and use appropriate fire-fighting equipment
2.3 Basic emergency procedures	
<ul style="list-style-type: none"> • understand the concept of emergency 	<ul style="list-style-type: none"> • explain procedures to handle emergency situations • discuss implications of an emergency situation • demonstrate ways to handle emergency situations
2.4 Product labels	
<ul style="list-style-type: none"> • understand product labels 	<ul style="list-style-type: none"> • list the label vocabulary words • explain first aid information on labels
2.5 Personal health and hygiene	
<ul style="list-style-type: none"> • understand personal health and hygiene 	<ul style="list-style-type: none"> • maintain general cleanliness • apply personal hygiene <ul style="list-style-type: none"> - foot, hand and nail hygiene - head and hair hygiene - oral hygiene • exercise personal health

9.3 Plan and organise work

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
3.1 Plan and prepare	
<ul style="list-style-type: none"> know the tools and equipment, the material and the personal protective equipment for the task 	<ul style="list-style-type: none"> get work instructions, including specifications, quality requirements and operational details apply work instructions identify sign and barricade requirements identify environmental protection requirements follow safety requirements in accordance with safety rules prepare appropriate tools, materials and resources to complete the work check tools, materials and resources for serviceability rectify or report any faults prior to commencement practise recycle, re-use and reduce
3.2 Sequence work safely	
<ul style="list-style-type: none"> Sequence work according to professional standards 	<ul style="list-style-type: none"> demonstrate given instructions correctly demonstrate the sequencing of work task given demonstrate the preparations required to implement a given task demonstrate a suitable completion of the work: <ul style="list-style-type: none"> clear the work area and dispose of materials reused or recycled in a proper manner clean tools and equipment after use re-arrange tools at appropriate place after use clean the workplace after completion of work store and transport of materials according to workplace procedures
3.3 Work in a team	
<ul style="list-style-type: none"> understand the importance of teamwork 	<ul style="list-style-type: none"> discuss the importance of team work describe characteristics of a responsible team member <ul style="list-style-type: none"> wish to persist with allocated tasks identify appropriate sources of help and assistance of other team members accept information and feedback provided by other team members understand the individual role and responsibility within a team demonstrate appropriate teamwork behaviours undertake work collaboratively to achieve agreed outcomes recognise her/his own abilities and limitations in undertaking team tasks

9.4 Clothing consumption

GENERAL OBJECTIVES <i>Learners will:</i>		SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	
4.1 Daily care of clothes			
<ul style="list-style-type: none">• understand the rules for daily care of clothing		<ul style="list-style-type: none">• list general rules for the daily care of clothes• apply the general guidelines for daily care of clothes	
4.2 Basic care symbols on clothing labels			
<ul style="list-style-type: none">• know the different basic care symbols on clothing labels		<ul style="list-style-type: none">• define international care symbols• list and identify international care symbols for<ul style="list-style-type: none">- washing- bleaching- dry-cleaning- drying- ironing• illustrate the international care symbols• interpret the information on a clothing label	

9.5 Selection of clothes

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
5.1 Terminology of fashion terms	
<ul style="list-style-type: none">• understand different terminology used in fashion	<ul style="list-style-type: none">• define the following fashion terms<ul style="list-style-type: none">- fashion- design- fashion fad- fashion trend- classic style/s
5.2 Style lines: identification and illusion	
<ul style="list-style-type: none">• know the effect of style lines on the figure	<ul style="list-style-type: none">• identify and define style lines<ul style="list-style-type: none">- horizontal- vertical- curved- slanted/ diagonal• illustrate and explain the illusion created by the style line
5.3 Colour definitions and identification	
<ul style="list-style-type: none">• know colour definitions and identification	<ul style="list-style-type: none">• define colours<ul style="list-style-type: none">- hue- intensity- value• list and identify colours on the colour wheel<ul style="list-style-type: none">- primary- secondary- intermediate• mix colours and record results of experiment

9.6 Commercial patterns

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
6.1 Body measurements	
<ul style="list-style-type: none">• understand 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- hips- waist- back length• compare body measurements to the size chart on commercial pattern to select the correct size
6.2 Information	
<ul style="list-style-type: none">• understand information on the commercial pattern	<ul style="list-style-type: none">• identify and define the information on<ul style="list-style-type: none">- envelope- instruction sheet- pattern pieces (pattern marking)- draw pattern marking• recognise and interpret information on commercial pattern

9.7 Textiles

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
7.1 Types of fibres	
<ul style="list-style-type: none">understand the different types of fibres	<ul style="list-style-type: none">define the terms<ul style="list-style-type: none">natural fibresman-made fibres
<ul style="list-style-type: none">acquire knowledge on the classification of natural fibres	<ul style="list-style-type: none">classify natural fibre into two groups according to their source of origin<ul style="list-style-type: none">animal: wool, silkplant: cotton, linen
7.2 Properties of fibres	
<ul style="list-style-type: none">acquire knowledge of basic terms	<ul style="list-style-type: none">define and explain the following fibre properties<ul style="list-style-type: none">strengthresilienceabsorbencydurabilitycolor fastnessflammability
<ul style="list-style-type: none">acquire knowledge of different properties of fabrics	<ul style="list-style-type: none">list the properties that will fit each one of the following fibres the best<ul style="list-style-type: none">woolsilkcottonlinen
7.3 Effect of heat on fibres	
<ul style="list-style-type: none">understand the effect of heat on fibres	<ul style="list-style-type: none">observe and report the effect of heat on natural and man-made fibres (burning tests)
7.4 Care of fibres	
<ul style="list-style-type: none">acquire knowledge of caring of fabrics	<ul style="list-style-type: none">compare the different ways of caring (washing and ironing) of non-thermoplastic (regenerated) and thermoplastic (synthetic) fabrics

9.8 Apparatus and equipment

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
8.1 Sewing machine / sewing tools / ironing equipment	
<ul style="list-style-type: none">• know how to use and care for 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• describe and demonstrate the care, handling and threading of the sewing machine• select the correct thread and machine needles for cotton blends• explain the use of machine sewing container• identify sewing apparatus (at least 3 example of each group of)<ul style="list-style-type: none">- cutting- sewing- marking- measuring tool• describe the use of each tool• list different ironing equipment<ul style="list-style-type: none">- iron (take note of iron use in rural areas)- iron board- sleeve board• describe the uses of ironing equipment
8.2 Pressing / ironing techniques	
<ul style="list-style-type: none">• know pressing techniques	<ul style="list-style-type: none">• distinguish between the correct ironing and pressing techniques• demonstrate the correct pressing technique during garment construction

9.9 Pattern making

GENERAL OBJECTIVES <i>Learners will:</i>		SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	
9.1 Body measurements			
<ul style="list-style-type: none">• apply the principle of body measurement 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- hips- back length	
9.2 Selection			
<ul style="list-style-type: none">• acquire sound knowledge to select a commercial pattern		<ul style="list-style-type: none">• compare the body measure to the size chart on commercial pattern to select the correct size	
9.3 Information			
<ul style="list-style-type: none">• understand information on the commercial pattern		<ul style="list-style-type: none">• identify and define the information on the pattern envelope<ul style="list-style-type: none">- envelope- instruction sheet- pattern pieces (pattern marking)• draw pattern-markings on pattern pieces• recognizing and interpret the information on a commercial pattern• compare the different ways of caring (washing and ironing)	

9.10 Cutting out of garment pieces

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
10.1 Fabric preparation techniques	
<ul style="list-style-type: none">• know basic skills in fabric preparation	<ul style="list-style-type: none">• apply the basic fabric preparation techniques<ul style="list-style-type: none">- pre-shrunk- straightening- trace their own pattern on paper• list methods of transferring patterns marking
10.2 Pattern markings	
<ul style="list-style-type: none">• understand the importance of pattern markings	<ul style="list-style-type: none">• identifying the different pattern markings• transfer the pattern marking• list the basic guidelines of pattern lay-out• apply the basic guidelines for pattern lay-out
10.3 Cutting out of pattern pieces	
<ul style="list-style-type: none">• know the cutting out of pattern pieces	<ul style="list-style-type: none">• describe the rules for cutting out• cut out garment

9.11 Garment construction (each learner must construct a garment item)

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
11.1 Instruction sheet	
<ul style="list-style-type: none">• understand techniques indicated on an instruction sheet	<ul style="list-style-type: none">• interpret the information on the instruction sheet• follow the instruction systematically• apply stay – and under stitching correctly

9.12 Techniques for clothing construction

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
12.1 Hand stitches	
<ul style="list-style-type: none">• understand different techniques of hand stitches	<ul style="list-style-type: none">• identify hand stitches<ul style="list-style-type: none">- tacking stitch- running stitch- slip-hemming stitch- blanket stitch- herringbone stitch• describe the use of tacking and slip-hemming• apply tacking and slip-hemming stitch
12.2 Machine stitches	
<ul style="list-style-type: none">• realise knowledge of different machine stitches	<ul style="list-style-type: none">• identify machine stitches<ul style="list-style-type: none">- straight stitches- zig-zag stitches• describe the use of zig-zag stitches
12.3 Types of fullness	
<ul style="list-style-type: none">• understand different types of fullness	<ul style="list-style-type: none">• identify the 5 types of fullness• apply at least one type of fullness on the garment<ul style="list-style-type: none">- darts- tucks- gathers- pleats- elastic• complete the other types of fullness on a sampler• illustrate and label these types of fullness
12.4 Types of seams	
<ul style="list-style-type: none">• acquire understanding of types of seams	<ul style="list-style-type: none">• distinguish between open and close singles seams with suitable edge finishes• describe open and close seams• state the use of each type of seam

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
<i>Learners will:</i>	<i>Learners should be able to:</i>
12.5 Edge finishes	
<ul style="list-style-type: none"> • know the cutting out of pattern pieces 	<ul style="list-style-type: none"> • apply open and closes seams with suitable edge finishes • apply one of the following edges finishes <ul style="list-style-type: none"> - shaped facing - baiz binding - waistband
12.6 Hems	
<ul style="list-style-type: none"> • develop understanding of hems 	<ul style="list-style-type: none"> • straighten the hem-line • determine the suitable hem width • mark the hem line • turn and pin in the hem width • apply suitable hemming stitches

9.13 Embroidery

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
13.1 Equipment	
<ul style="list-style-type: none">• know the equipment used for embroidery	<ul style="list-style-type: none">• identify the apparatus needed for embroidery• describe the function of embroidery equipment• select the correct equipment• select a suitable design• plan the design• select colour and materials to be used• transfer the design to fabric
13.2 Stitches	
<ul style="list-style-type: none">• know stitches used in embroidery	<ul style="list-style-type: none">• identify the following stitches<ul style="list-style-type: none">- stem- stain- French knots- colonial knot- bullion- blanket- cross
<ul style="list-style-type: none">• acquire knowledge of basic stitches	<ul style="list-style-type: none">• identify the decorative running• apply the least 3 types of stitches in the embroidery article
13.3 Completion of an article	
<ul style="list-style-type: none">• acquire knowledge on how to complete the article	<ul style="list-style-type: none">• complete and finished off embroidery item• list the general rules of pressing the embroidery article

10. Subject management

10.1 Timetabling

Timetabling should be done in such a way as to provide opportunities for longer teaching/learning sequences, cross-curricular teaching, and project work. Timetabling can be as flexible as possible, provided that the total time allocation is adhered to. The elective skills subject learning content covers 65% of time allocation to theoretical and practical activities of the syllabus. This will allow the learners to review and practice essential information and skills that will ensure that the learner maintains competence over time.

The compulsory supplementary subjects of the course are considered essential for all learners. The knowledge and skills that the learner will acquire in these subjects provides a foundation for effective performance in the workplace. These subjects take all together 35% of the time allocation in the course delivery.

Under optimal circumstances, the Fashion and Clothing course will be timetabled as follows:

Key Learning Area	Subject	% Time	7- Day cycle	% Time	5- Day cycle
Supplementary Subjects	Communicative English	11%	6	10%	5
	Functional Numeracy	9%	5	10%	5
	Work Orientation	5%	3	4%	2
	Fundamental ICT	5%	3	6%	3
	Entrepreneurship	5%	3	4%	2
Basic Pre-vocational Skills Subject*	Fashion and Clothing	65%	36	65%	32
	TOTAL %	100%	56 periods of 40 minutes per cycle	100%	49 periods of 45 minutes per cycle
	TOTAL TIME		37 hours 30 min per cycle		36 hours per cycle

**Blocked lessons are required for most practical sessions.*

10.2 Resources and materials

Good management of resources, especially at school level can support curriculum intentions and ensure that learners benefit from effective, all-round education. It is hence expected that Fashion and Clothing will be offered in a realistic and conducive environment. Successful training depends on the availability of appropriate and up to date resources and materials.

10.3 Delivery considerations

This course is underpinned by learner-centred approaches regarding the course design, delivery and evaluation. Certificate in Basic Pre-vocational Skills allows for a range of delivery modes in a variety of settings. Safe working procedures and practices should be applied in any vocational course. Teachers in vocational education should be aware of current health and safety requirements and adopt their teaching practices that reflect these requirements. Learners in this course require support and reasonable adjustment to achieve necessary level of competence. This should be determined on an individual basis through the collaborative planning process. Collaborative relationship should be developed between the skills teacher and the supplementary subject teacher to assist in learner centered instruction and assessment and in arranging effective delivery of the course.

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 specific objectives in the syllabus 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 should be primarily used to aid the teacher to determine the mastery level achieved by learners and to give them feedback to meet specific objective in the various skills areas. Assessment and examination are to support learning.

This syllabus is grounded on the principle of inclusivity. Special arrangements, reasonable adjustments, accommodations and modifications must be visible in both continuous and summative assessment to enable each learner to access assessment.

11.1 Purpose of assessment

Assessment is intended to get a reliable picture of progress of the learner in terms of achieving the competencies of the syllabus. Ongoing assessment is necessary to monitor whether the learner is developing competence and to identify areas that will need more structured teaching and/ or further practice. In learner-centered education, assessing the progress and achievements of each learner continuously is an integral part of the teaching and learning process. Assessment is used as a tool to provide information to:

The learner

The information gathered about the learners' progress and achievement should be used to give feedback to the learners. It should highlight their strong and weak points providing suitable solutions.

The parents/ guardians

The parents/guardians should be regularly informed about the progress of their child, be encouraged to reward achievements and given suggestions as how they can support the learner's activities.

The teaching/learning process evaluation

The progress and achievements of the learner can be used by the trainer / teacher to evaluate the teaching and learning process in terms of the:

- relevance of content
- learner participation
- optimal use of group work
- individual work

Evidence of learner competence is reflected in specific knowledge and skill, and the application of that knowledge and skill. As this is a skills oriented subject, evaluation should focus mainly on practical application.

11.2 Types and methods of assessment

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 a learner-centred principles and practice. Teachers must elicit reliable and valid information of the learner's performance in the competencies. As this course focuses on skills training, the majority of the assignments should reflect practical application. The Continuous Assessment must reflect 70% practical skills and 30% theory knowledge.

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, where and how they need to try more. The parents should be regularly informed about the progress of their

child in all subjects, be encouraged to reward achievements, and give suggestions as to how they can support their learning activities.

Formative Assessment

Formative 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

Summative assessment determines the overall achievement of a learner and learning success. It takes place at the end of a learning cycle, programme or phase and is primarily used for assigning marks. Summative assessment may take many forms, e.g., paper and pencil tasks, interviews, performance tasks, journal entries, et cetera.

At the end of the Certificate in Basic Pre-vocational Skills the progress and achievements of the learner is summed up. The summative assessment will consist of continuous assessment accumulated in the portfolio and a final assessment. This totals to the final course mark. On the basis of this, decisions have to be made as to whether or not a learner achieved all the, or enough, specific objectives to be certified.

Differentiated assessment

Differentiated assessment is based on the concept that learners differ in the way they process new learning. It is a continuous process whereby the teacher gathers information about the learner, before and after instruction through multiple sources to identify the learner's needs and strengths. Differentiated assessment indicates:

- a need for additional learning support individually or in a small group;
- adjustment of the assessment domains following the educational, psychological and social intervention;
- an adjustment or deviation of the assessment domain from the traditional assessment applicable to all learners.

Diagnostic assessment

Barriers to learning, strengths, learning difficulties and gaps in learning can be determined through diagnostic assessment, which takes place at any time during the learning process. Diagnostic assessment should include inputs from the multi-disciplinary s and/or the learning support team. It directs lesson planning and which learning and teaching methods should be used to support the learner.

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.

Informal methods

The teacher must assess how well each learner masters the competencies described in the subject syllabus and from this gain a picture of the all-round progress of the learner. In the Certificate in Basic Pre-vocational Skills this is done to a large extent in an informal way through observation of each learner's progress in learning and in practical application while they are

- communicating
- applying knowledge
- identifying and using materials and equipment
- role playing
- interpreting, unravelling and evaluating case studies
- going on excursions
- investigating situations/scenarios
- making judgements
- working in a team
- and in their general participation in and contribution to activities.

As the syllabus for Fashion and Clothing is skills-orientated, emphasis should be placed on informal assessment, which will form 70% of the final mark.

Formal methods

The use of formal written tests can only assess a limited range of specific objectives expected in Fashion and Clothing and should therefore not take up a lot of time. It should take place occasionally and be limited to the time of one lesson period. As the syllabus for Fashion and Clothing is skills orientated, formal assessment should make out not more than 30% of the final mark.

11.3 Alternative assessments

Alternative assessment is the utilisation of non-traditional approaches in judging learner performance. It is used to determine what the learner can do and cannot do, in contrast to what they do or do not know. Alternative assessment involves performance or tasks relating to real-life situations and is process-oriented. The outcomes of the alternative assessment will enable learners who are not academically strong to progress and develop their potentials and talents to the maximum.

These type of assessment formats may include:

- on-the-job or off-the-job practical assessments
- role-plays or simulations
- open-ended questions
- writing samples
- story or text retelling
- case studies
- small projects or assignments
- self and peer assessment
- teacher observations
- journals and learning logs
- interviews

Reasonable adjustments to assessment procedures and materials might be required to allow some learners to demonstrate competence. The degree to which a learner's special needs affect their demonstration of competence will vary from learner to learner and might vary from task to task. Adjustments will be required where learners experience difficulty with language, reading and /or writing. Assessments for these learners should be structured to allow the learner to demonstrate their knowledge regardless of any reading, writing and language difficulties. The key principles of validity, reliability, fairness and flexibility should be considered when providing reasonable adjustments in assessment procedures and material.

When selecting the format of assessment the teacher should consider the context in which the knowledge will be applied. The type of assessment format selected should reflect consideration of the way in which the information will be used in practical application.

Various categories of alternative assessment involve:

(i) *Authentic assessment*

Authentic assessment integrates the assessment of traditional academic content with the knowledge and skills important to lifelong learning using a variety of techniques, including “real world” situations. The learner use their understanding of the subject to solve real world situations and problems. For an assessment to be authentic, the context, purpose, audience and constraints of the test should connect in some way to real world situations and problems.

(ii) *Oral based assessment*

The oral-based assessment assesses the learner’s competencies without lowering the content, depth or level of the competencies. It is an oral assessment of the outcomes of teaching and learning of learners who might have mastered the competencies taught but is not able to demonstrate these competencies due to literacy and numeric difficulties they are experiencing. A checklist of appropriate questions should be developed with reference to the topic and specific objectives to be mastered.

(iii) *Performance-based assessment*

Performance-based assessment requires the learner to construct a response, create a product, or demonstrate application of knowledge in authentic context. Performance-assessment requires the development of new assessment tools and scoring rubrics. Performance-based alternative assessments may include portfolios, checklists, rating scales and rubrics. These are explained further as follow:

Portfolio

Portfolio assessment is an evaluation tool used to document learner knowledge and learning through series of learner-developed artefacts. Portfolio is kept in a folder or file and contains a collection of evidence of the achievements of a learner throughout the course.

Portfolios may include:

- selection of learner work, e.g. photographs, projects, reference materials, video or audiotapes and final product
- guidelines for content selection
- criteria for evaluating process and product
- evidence of learner reflection

The portfolio contains the learners’ practical work throughout Year 1 and 2. A minimum number of practical exercises will have to be done continuously throughout the three terms in Year 1 and the two terms in Year 2. Each practical exercise will be weighted to a mark out of 10 marks, while projects will be weighted to mark out of 15. All the learners’ practical activities and project marks will contribute towards promotion in Year 1 and Year 2. Therefore all Year 1 and 2 marks need to be kept in a portfolio file and the processed mark will have to send to DNEA at the beginning of term 3 of Year 2.

The overall portfolio mark will contribute 80% towards the final Year 1 promotion mark. Schools will have to submit sample work of learners to DNEA of at least 5% of the students enrolled for the overall subject. Schools are required to keep the portfolio for possible moderation by DNEA and/or Regional Education Offices.

Portfolio reflects the actual day to day learning activities of learners. Each learner should build up a portfolio during the course. The portfolio is kept in a folder, file or/and work books. The portfolio supports assessment and can aid the curriculum vitae of the job-seeker. Some portfolios are designed to present the learner’s best work, others are designed to show how the learner’s work has evolved

over time, and still others are comprehensive repositories for the entire learner's work. The portfolio must be made available to the verifier / moderator on request at any given time.

A portfolio comprises of:

1. Content sheet
2. Identification of learner (ID and/or Certificate of birth)
3. Résumé
4. Transcript of results
5. Portfolio Evaluation Form (completed per term)
6. Job attachment feedback/ reports
7. Continuous Assessment mark sheets
8. Assignments, models/ projects, photos of work in progress or completed work, checklists topic tests, etc. - proof of work contributing to the Continuous Assessment marks
9. Reports on excursions
10. Proof of group (team) work (with clear assessing criteria)
11. Teacher's report (Narrative Report)
12. Moderator's report

The Skills Subject teacher administers the 'main' Portfolios – it stays in the classroom or workshop for the duration of the course. The Skills Training teacher starts to build up the Portfolio's content, as stated above, adding the learners' work as referred to in number 8. By the end of the course, the supplementary subject teachers send in evidence of learners' course work to be added to the main Portfolio – this then forms one Portfolio with evidence of all the work done by the learner.

More guidelines/information on the portfolio may be found in the Assessment Manual

Checklists, rating scales, and rubrics

Checklists, rating scales and rubrics are tools that state specific objective and allow teachers and learners to gather information and to make judgements about what learners know and can do in relation to the outcomes. They offer systematic ways of collecting data about specific behaviours, knowledge and skills.

Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. This is similar to a light switch; the light is either on or off. They may be used to record observations of an individual, a group or a whole class.

A tick-off checklist is used to assess whether all required skills of a topic have been mastered. The grade descriptors for Basic Pre-vocational Skills Training of this document are applied. Basic Pre-vocational Skills Training syllabuses contain examples of checklists.

The assessment of skills is done by:

- informally collecting information from parents on what is taking place at home;
- check listing the skills demonstrated;
- narration of the learner's potentials;
- developing an assessment tool (Portfolio, checklists, oral assessment, etc.) and used as the tool for assessing and monitoring the skills development.

Rating scales allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the learner. To continue the light switch analogy, a rating scale is like a dimmer switch that provides for a range of performance levels. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of learners work.

Rubrics use a set of criteria to evaluate a learner's performance. They consist of a fixed measurement scale and detailed description of the characteristics for each level of performance. These descriptions focus on the quality of the product or performance and not the quantity; e.g., not number of paragraphs, examples to support an idea, spelling errors. Rubrics are commonly used to evaluate

learner performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring.

Examples of checklists, rating scales and rubrics are given at the end of the syllabus.

Recording progress

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. This will also help to determine learning support, not only during lesson presentation, but extended to after school hours sessions.

Criterion-referenced grades

When grades are awarded in continuous assessment, it is essential that they reflect the learners' actual level of achievement in the specific objectives, and are not related to how well other learners are achieving or to the idea that a fixed percentage of the learners must be awarded a Grade A, B, C, and so on (norm-referencing).

In criterion-referenced assessment, each assessment task must have an assessment rubric with criteria descriptors for what the learner must demonstrate in order to be awarded the grade. It is important that teachers in each department/section work together to have a shared understanding of what the criteria 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 be reliable.

11.4 Grade descriptors

The learner's level of achievement in relation to the specific objectives in the subject syllabus is shown in letter grades. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the specific objectives. The relation between the grades awarded and specific objectives are shown 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.

11.5 Assessment objectives

The assessment will include, wherever appropriate, personal, social, environmental, economic and technological applications of Fashion and Clothing. The assessment must take into account the learner's ability to communicate clearly and logically and apply conventions where appropriate.

There are four assessment objectives for Fashion and Clothing courses.

Knowledge with understanding

Learners should be able to:

1. demonstrate the ability to state facts, recall and name items, recall and describe processes;
2. demonstrate the ability to apply and relate knowledge to basic design and; production
3. demonstrate correct use of equipment, tools and materials and their suitability for use
4. demonstrate various techniques and methods and an appreciation of the need for accuracy
5. show artistic and creative considerations
6. make reasoned arguments and anticipate consequences about outcomes of the design and realisation process;
7. demonstrate a crucial awareness of the interrelationship between design and the needs of society.

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.

Design application and problem-solving

Learners should be able to:

1. identify clearly, from a situation, a specific need for which a solution is required and compose a design brief;
2. analyse a problem by considering any relevant functional, aesthetic, human, economic and environmental design issues and draw up a design specification;
3. generate a range of outline solutions to a design problem, giving consideration to the constraints of time, materials, equipment, tools, skills and resources;
4. test and refine the functional and aesthetic effectiveness of design solutions.

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.

Design communication

Learners should be able to:

1. recognise information in one form and where necessary change it into a more applicable form;
2. propose and communicate ideas graphically;
3. develop ideas and represent details of form, shape, constructive movement, size and structure through graphical presentation.

Realisation

Learners should be able to:

1. plan and organise the work procedure involved in the realisation of a solution;
2. select, from a range of resources, those appropriate for the realisation of the product;
3. demonstrate appropriate manipulative skills by showing an understanding of materials and their characteristics in relation to their use;

4. demonstrate appropriate manipulative skills by showing the ability to correctly and efficiently use instruments and tools used in the realisation of a product.

This objective is made up with specific objectives which require the learners to identify, list, illustrate, draw, produce, show,

11.6 Continuous assessment: detailed guidelines

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class and project activities should be recorded for continuous assessment.

The Continuous Assessment Mark will comprise of:

- topic tasks or tests of not more than 30 marks (30 minutes) – written or oral
- projects / assignments not more than 15 marks
- reports on excursions
- group (team) work
- role play
- job attachment feedback (in marks), etc.

In Fashion and Clothing course, the continuous assessment tasks are as follows:

Practical investigation: These assess the learners' ability to think and reason independently and to reflect critically on their own thinking. The assessments of practical skills is done during a practical activity where learners are required to plan and carry out investigations and collect report, and analyse information. Except for one major investigation or project during the first or second term, activities should assess not more than two skills and should not count more than 15 marks in the first, second and third term.

Project: All the relevant stages in the portfolio should be taken into account.

Each learner will undertake a personally identified project centred in the chosen option. The project, which will be internally marked and externally moderated, is expected to be completed over the final two terms of the course.

The work presented for assessment will be in the portfolio. The portfolio should include photographic evidence of the made product. Learners should be introduced to the framework and stages of a portfolio. Results achieved on tasks set on the application regarding the investigation and developing of the different stages within the proper framework, should be used as continuous assessment mark under the heading: "Practical Investigation / Topic Tasks".

The learner should manufacture the artefact according to their revised and refined proposed design and production plan set out in their portfolio to. A learner may opt for a product/artefact other than proposed and designed during the year. However, he/she should then first complete a new design and compile an appropriate design folder for that specific product/artefact before realising the design into a completed artefact.

The finished artefact must be tested and an evaluation report written on the outcome of these tests to be included in their design folder. The learners Portfolio, together with photographic evidence of the made artefact, would be externally moderated.

Team project: Throughout the duration of Basic Pre-vocational Skills training the learners will be involved in different project work. The individual projects for year 1 and 2 are skills based and are assessed for marks. However, during the course of year 2, it is expected of the learners to work together on a team project. This project will serve to:

- build team spirit
- understand how big projects need different planning
- realize that different team members have different roles/ functions
- internalise that communication is an integral part of working in a team
- to observe leadership skills of trainees

The schools should plan a team project that has strong connections to skills learnt that are integrated with community social projects. Following are the examples of team projects that the schools may implement:

Examples 1: Bricklaying team project

The team plans to renovate a building on the school ground. Makes a project plan, allocates a time frame, organises materials, divides tasks and implements the idea. A small ceremony could be held at completion of the project and also photographic evidence (off different stages of the project) should be gathered.

Example 2: Food preparation project

The team involves in hosting and catering for an event, e.g. for an Awareness day for Human Rights in the neighbourhood. Requirements are listed, time frames are drawn, and tasks are distributed. Photos of the event should be gathered.

Example 3: Welding and Metalwork project

The team could plan to support a farmer for a few days to fix the water pipe, fencing, and to repair trailers etc. This practical work could open up some trainees' pre-concepts about optional jobs and widen acknowledgement of own different skills. A small donation from the farm (such as metal for recycling, old machines etc.) could uplift the schools skills training resources.

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 competencies to do with locating information, conducting surveys, analysing information or presenting information.

Topic tests: Completed topics should be concluded 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 both short questions and more structured questions.

End of term test: This will be a more comprehensive topic test of the term's work. No homework should be assigned during the time of writing the end of term tests. End-of-term test should not consist of more than 30 marks, whether the special arrangements and considerations were applied.

This end-of-term test should be skills orientated. The tests may be a written or oral test, taking the ability of the individual learner into consideration. Learners who need special arrangements for formal assessment, such as extra time, a scribe, a transcribe or a reader, should be arranged for and accommodated throughout the course.

Continuous Assessment Year 1				
Components	Term 1		Term 2	
	Number & Marks	Total CA	Number & Marks	Total CA
Practical investigations	1x10	10	1x10	10
Projects	2x10	20	2x10	20
Topic tasks	2x10	20	2x10	20
Topic tests	2x10	20	2x10	20
End-of-term tests	1x30	30	1x30	30
Term mark		100		100

Continuous Assessment Year 2				
Components	Term 1		Term 2	
	Number & Marks	Total CA	Number & Marks	Total CA
Topic tasks	2 x 10	20	1 x 10	10
Projects	2x 20	40	1 x 20	20
Topic test	2 x 10	20	1 x 10	10
End-of-term test	1 x 20	20	1 x 20	20
Practical Examination			1x40	40
Term mark		100		100

End-of-term test: detailed guidelines

At the end of each trimester there will be internal end-of-term test. The purpose of this test 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 trimester. The test will also guide to evaluate which learners might need more learning support. The end-of-term test should apply special arrangements and considerations that are responsive to the special education needs of all learners. Preparing for and conducting this test should not take up more than two weeks altogether right at the end of the term.

Portfolio

The portfolio, which serves as evidence of the learners' work, must be submitted every term for grading in accordance with the mark scheme. This mark scheme is to evaluate the presentation of the portfolio and quantity of evidence submitted. The portfolio mark is compared to a specific mark scheme in order to form a comprehensive evaluation of each portfolio section. The grading system is highly aligned with the portfolio work submitted by the learner.

Portfolio Marks Year 1 & 2

Year 1					Year 2				Certification Mark	
Term 1		Term 2		Total CA	Term 3		Term 4	Total CA		
Number & Marks	Total CA	Number & Marks	Total CA	T1 CA + T2 CA	Number & Marks	Total CA	Number & Marks	T3 CA + T4 CA	Total CA Mark Year 1 + Total CA Mark Year 2	Total CA Mark (TCA / 100 x 100)
1x25	25	1x25	25	50	1x25	25	1x25	50	100	%

11.7 Job attachment

The purpose of job attachment is to acquaint the Fashion and Clothing learner with exactly virtual work experience as well as to develop their knowledge, skills and attitudes that are essential in today's industry. Job attachment is envisioned as follows:

Trimester	Length	Description	Key Elements
First trimester	3 weeks = 120 hours (15 days x 8 hours)	One-on-one observation of a learner at the place of employment	<ul style="list-style-type: none">• A teacher to conduct a pre-placement orientation• First week the learner shadows and does one-on-one observation of a worker at the place of employment• Second and third week the learner follows a planned learning activities that must be recorded in the log book
Second trimester	4 weeks = 160 hours (20 days x 8 hours)	A stimulated work experience that provides the learner with extensive variety of work experiences	<ul style="list-style-type: none">• A personalised placement learning plan must be included in the log book• Integrates classroom and workplace learning• Involves learner assessment• Involves reflective learning

It is advisable that the learner shadows the artisan for one week, and then starts working gradually for the remainder of the time. The job attachment sessions may be planned and implemented to fit the circumstances and available time of the school. It need not be a full month at once, but may be broken up in for example two weeks sessions.

Teachers are expected to arrange these sessions and to visit learners at the workplace during job attachment sessions to evaluate their involvement, work performance and conduct in the place of work (called sight-visits). At the same time, it should be requested from the management of the place of work to write a short report on the involvement, work performance and conduct of the learner. A template of such report must be planned and be availed to the management of the establishment. These completed reports should be added to the portfolio content for verification. Furthermore these reports should serve to

- upgrade and/or adjust Skills Training if needed
- assist the learner-assistant in areas pointed out in the reports
- work with the industry to determine whether the training is still in line with what is required

More guidelines are provided in the job attachment manual or log book.

11.8 Certification marks

The promotion marks are calculated as follows:

Promotion Mark Year 1 and 2			
	Term 1	Term 2	Total
Term mark	100	100	200
CA mark	200 ÷ 2		100
Promotion mark	(CA Mark Term 1 + CA Mark Term 2) ÷ 2		100

The certification marks are calculated as follows:

Certification Mark			
	Year 1	Year 2	Total
Term mark	100	100	200
Certification mark	(Year 1 + Year 2) ÷ 2		100

11.9 Specification grid

A rigid association between particular assessment objectives and individual components of assessment is not appropriate since any of the objectives can be assessed in any question. Nevertheless the components of the scheme will differ in the emphasis placed on the various objectives.

The Specification Grid below is for general guidance only and illustrates where particular objectives might receive most emphasis on the various components for both the End-of-term test and for Continuous Assessment. It also indicates the weighting allocated to each objective for both continuous assessment and for the written test.

Assessment objectives for end of term test	
Components	Weighting
Objective A Basic Knowledge with understanding	10%
Objective B Design problem solving	10%
Objective C Design communication	10%
Objective D Practical	70%
Total	100%

Assessment Objectives for Continuous Assessment	
Components	Weighting
Objective A Topic test and end-of-term-test	30%
Objective C Practical Skills and their application	70%
Total	100%

11.10 Assessment rubrics/criteria

Rubrics use a set of criteria to evaluate a learner's performance. They consist of a fixed measurement scale and detailed descriptions of the characteristics for each level of performance. The marking rubrics should ideally be less than one page altogether.

Checklist is a focussed diagnostic tool listing performance criteria, which can be used to plan learner progress over time. It can list actions, descriptions, skills, concepts, processes, and/or attitudes that a teacher checks off as he or she observes them. It can be used to assess written work or other products such as oral presentations, art and media works, and models.

The teacher may work from the prepared checklist or marks to check each element as it occurs. The score is the total number of items that are checked. Various gradations in quality are not recognized unless the checklist specifies that something be done "exceptionally," "very well" "satisfactorily," or in some other way that brings quality into question.

A topic task, investigation, observation or a project

General objectives are used to plan instruction and to evaluate learner's performance on the same objectives. After the planned activities, learners are assessed to determine how well they learned. Evaluation is achieved through observation during the activities, and through specific assessment tasks.

Steps to develop a checklist:

1. Identify the general objective
2. List target behaviours, skills or specific learning objectives separately
3. Organize the checklist sequentially
4. Determine how record keeping will be done

Guidelines on checklist:

1. Teachers may adjust these example grids to the needs of their learners.
2. The application of checklists & marking grids are compulsory.
3. The format is just a recommendation, it is not pre-scribed.
4. These Checklists and Evaluation Grids should form part of the Portfolio
5. The Checklists and Evaluation Grids in the syllabus do not cover all the topics. It is expected of teachers to use these as examples and create their own as needed.
6. Each topic should have at least one Checklist or Evaluation Grids, but may have more than one depending on the specific learning objectives expected to achieve.

Annexe 1: Glossary of terms

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</i> , <i>ivory</i> , <i>taupe</i> , <i>black</i> , <i>grey</i> , and <i>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 2: Tools and equipment

- 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 3: Portfolio evaluation form

Learner Name: _____

Skills: _____ Term: _____

Criteria										Total Marks	Marks Obtained
1. Overall Appearance of File											
Neatness										1	
Organization of Content according to the Table of Content & Checklist										1	
File Covered										1	
2. Learner Personal Information											
Information Complete										1	
Copy of Learner Identification										1	
3. Skills Subject Evidence											
Tasks, Tests, Practical Exercises, Projects										7	
4. Supplementary Subject Evidence											
Functional Numeracy										8	
Communication										9	
Work Orientation										8	
Fundamental ICT										8	
Entrepreneurship										8	
								Total		53	
								Final Mark(÷53x25)		25	

Evaluator's Comment:	
Evaluator's Name:	Evaluator's Signature:
	Date: _____
HOD Name:	HOD Signature:
	Date: _____

Annexe 4: Checklist form

TOPIC:								
Name: Date:								
Competency descriptions								
	Outcomes	Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactorily	Achieved minimum	Ungraded.	TOTAL
1		6	5	4	3	2	1	
2		6	5	4	3	2	1	
3		6	5	4	3	2	1	
4		6	5	4	3	2	1	
5		6	5	4	3	2	1	
6		6	5	4	3	2	1	
7		6	5	4	3	2	1	
8		6	5	4	3	2	1	
9		6	5	4	3	2	1	
10		6	5	4	3	2	1	
TOTAL:								
Grading		80%	70-79%	60-69%	50-59%	40-49%	0-39%	
		A	B	C	D	E	U	

Teacher: _____

Date: _____

Head of Department /CBPVS Co-ordinator: _____

Date: _____

Annexe 5: Checklist for assessing fashion and clothing practical

TOPIC:								
Name:					Date:			
Competency descriptions								
	CHECKPOINTS	Not achieved	Achieved	Achieved Satisfactorily	Achieved Well	Achieved Very Well	Achieved Exceptionally Well	TOT
1		1	2	3	4	5	6	
2		1	2	3	4	5	6	
3		1	2	3	4	5	6	
4		1	2	3	4	5	6	
5		1	2	3	4	5	6	
6		1	2	3	4	5	6	
7		1	2	3	4	5	6	
8		1	2	3	4	5	6	
TOTAL:								
RANGE IN %		0-39%	40-49%	50-59%	60-69%	70-79%	80%+	

Teacher: _____

Date: _____

Head of Department /CBPVS Co-ordinator: _____

Date: _____

Annexe 6: Grid for evaluating group work

Learner's names	Participation (Contribution)	Cooperation (getting along)	Handling group conflict	Enthusiasm / Self confidence	End product	Total
	3	3	3	3	8	20
Group 1:						
Group 2						
Group 3						

Annexe 7: Grid for evaluating role plays

ROLE PLAY							
Learner's names	Participation / Contribution & Cooperation (getting along) 5	Interpretation of assignment 4	Handling conflict 3	Enthusiasm & self confidence 4	Speech fluency/ Communication 6	End product (Outcome) 8	Total 30
Group 1: Players/ actors							
Group 2: Audience [Assigned.....]							
Group 3: Audience [Assigned.....]							

Annexe 8: Assessment record sheet Year 1

School:..... Subject:..... Year:..... Teacher:.....	Term	Practical Investigation	Project 1	Project 2	Topic Task 1	Topic Task 2	Total / 50 A	Topic Test 1	Topic Test 2	End-of-term Evaluation (ETE)	Total / 50 B	Total Term Mark (Term 50+50/100)	Promotion Mark (Term 1 + 2/100)	Symbol
Learner Name		10	10	10	10	10	50	10	10	30	50	100	%	A-U
1.	1													
	2													
2.	1													
	2													
3.	1													
	2													
4.	1													
	2													
5.	1													
	2													
6.	1													
	2													
7.	1													
	2													
Subject Teacher							Date:				Average Mark	Term 1		
Head of Department / CBPVS Co-ordinator							Date:					Term 2		
Principal							Date :							

Annexe 9: Assessment record sheet Year 2

Skills Subject:.....										YEAR:										
SCHOOL:										TEACHER:										
Name of Learner	Term 1									Term 2							CERTIFICATION MARK			
	Topic Task 1	Topic Task 2	Project 1	Project 2	Topic Test 1	Topic Test 2	End-of-term 1 Test	Total CA Term 1	Term Mark (TCA /100 x 100)	Topic Task 1	Topic Test 1	Project	End-of-term Test (ETT)	Practical Examination	Total CA Term 2	Total Term Mark (TCA /100 x 100)	Year 1 Promotion CA + Year 2 Promotion CA)	CA (Year 1 + Year 2)	% PERCENTAGE	SYMBOL
	10	10	20	20	10	10	20	100	100	10	10	20	20	40	100	100	200	200		A-U
1.																				
2.																				
3.																				
4.																				
5.																				
6.																				
7.																				
8.																				

Subject Teacher:.....

Date:.....

Head of Department /CBPVS Co-ordinator:.....

Date:.....

Principal:.....

Date:.....

Annexe 10: Portfolio mark year 1 & 2

Skills Subject:.....							YEAR:									
SCHOOL:							TEACHER:									
		YEAR 1					YEAR 2					CERTIFICATION MARK				
Name of Learner		Term 1		Term 2		Total CA		Term 3		Term 4					Total CA	
		Term 1 CA Mark	CA / 25 x 100 (%)	Term 2 CA Mark	CA / 25 x 100 %	Promotion Mark T1 CA + T2 CA		Term 3 CA Mark	CA / 25 x 100	Term 4 CA Mark	Term 4 CA / 25 x 100				Promotion Mark T3 CA + T4 CA	
		25	%	25	%	50	%	25	%	25	%	50	%	100	%	A-U
1. Example		4	16	10	40	14	28	10	40	17	68	27	54	41	41	E
2.																
3.																
4.																
5.																
6.																
7.																
8.																

Subject Teacher:

Date:.....

Head of Department /CBPVS Co-ordinator:.....

Date:.....

Principal:

Date:.....

Annexe 11: Certification mark

Skills Subject:					YEAR:						
SCHOOL:					TEACHER:						
Name of Learner	Year 1				Year 2				CERTIFICATION MARK		
	Term 1	Term 2	Total CA Year 1 T1 + T2) (A)	(TCA /100 x 100)	Term 3	Term 4	Total CA Year 2 (T3 + T4) (B)	(TCA /100 x 100)	Year 1 Promotion CA + Year 2 Promotion CA)/200	TCA Year 1 + TCA Year 2/ X100	SYMBOL
	100	100	100	%	100	100	100	%	200	%	A-U
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											

Subject Teacher:.....

Date:.....

Head of Department/ CBPVS Co-ordinator :.....

Date:.....

Principal:.....

Date:.....



The National Institute for Educational Development

P/Bag 2034

Okahandja

NAMIBIA

Telephone: +264 62 509000

Facsimile: +264 62 509073

E-mail: info@nied.edu.na

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