



BOTSWANA
EXAMINATIONS
COUNCIL

BOTSWANA SENIOR SECONDARY EDUCATION ASSESSMENT SYLLABUS

TEXTILE DESIGN & CLOTHING

[CODE: 1263]



2024 - 2029

FOREWORD

The Botswana Examinations Council (BEC) is pleased to authorise the publication of the Outcome Based Assessment (OBA) syllabus for Textiles and Clothing Design in the Senior Secondary Education programme. The assessment syllabus forms part of the Botswana General Certificate of Secondary Education (BGCSE) suite of syllabi available to candidates who have followed the senior secondary programme. The BGCSE is designed for a wide range of learner ability in line with the aspirations of the Revised National Policy on Education of 1994, and its standards are based on Cambridge GCSE and IGCSE.

Our mission as Botswana Examinations Council is “provision of a credible and responsive assessment and examination system”. In the quest for responsiveness, BEC has aligned the assessment to Outcome Based Education (OBE) that recognises the need to impart 21st century skills on learners. As such, School-Based Assessment (SBA) forms a component of the final assessment. Furthermore, periodic reviews are promoted for the assessment syllabi to reflect the aims of the national curriculum and international best practice. Customer feedback forms an integral part of such reviews.

This syllabus document is the outcome of a great deal of professional consultation and collaboration, and I wish to extend my thanks to all those who contributed towards its development. On behalf of the Botswana Examinations Council, I wish to record my appreciation for the part played by Cambridge as part of the Accreditation Agreement between them and the Council.

.....
Dr Moreetsi Thobega

(Chief Executive Officer)

Botswana Examinations Councils

ACKNOWLEDGEMENT

The Botswana Examinations Council wishes to acknowledge the diligent contribution of all the stakeholders who played a pivotal role in the development of the Textiles and Clothing Design Assessment Syllabus for the Botswana Senior Secondary Education. They gave priority to this critical national assignment at the expense of their regular work assignments. This enabled BEC to develop this important document within reasonable timelines. A task such as this one requires mental focus, commitment, dedication, a high level of accountability and responsibility, as such all of them proved to be equal to this task and hence their contribution is acknowledged and appreciated.

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1.0 INTRODUCTION

The Textiles and Clothing Design Teaching Syllabus builds onto the Junior Secondary School Home Economics programme and aims at a broad-based education which provides learners with competencies that meet the challenges and needs of Textiles and Clothing Design in the 21st century. The subject falls under vocational pathway that aims to provide learners with practical and technical skills. This will help drive the country's vision of a self-sustainable, entrepreneurial society for economic diversification and growth. As part of the Botswana Senior Secondary Education Programme, the Textiles and Clothing Design Assessment Syllabus is designed to assess candidates who have completed a two-year course based on the vocational pathway of the Senior Secondary School Textiles and Clothing Design Teaching Syllabus. The syllabus aims to assess positive achievement at all levels of ability. Candidates will be assessed through ways that encourage them to demonstrate what they know, understand, and can do. The syllabus will be assessed through one written paper, a practical examination paper and an aggregated provider-based assessment score. The details about the components are outlined in the scheme of assessment section of this assessment syllabus and in the assessment guide for Centres provided by BEC. This assessment syllabus should be read in conjunction with:

- (a) The Botswana Senior Secondary School Textiles and Clothing Design Teaching Syllabus
- (b) Specimen question papers and their mark schemes
- (c) Textiles and Clothing Design Assessment Guide for Centres
- (d) Annual Principal Moderator / Principal Examiner Reports

Detailed syllabus specific requirements and any further information are given in the *Assessment Guide for Centres*.

Recognition of Prior Learning

It is assumed that candidates assessed for this syllabus have studied Home Economics at Junior Certificate level. The syllabus forms a foundation for transition to Tertiary Education for Textiles and Clothing Design related programmes. The syllabus has intertwined textiles together with clothing design aspects to develop a single stranded syllabus called Textiles and Clothing Design.

Progression

The Botswana Senior Secondary Education Certificate is a general qualification that enables candidates to progress directly to employment or to further qualifications. At the end of studying the Textiles and Clothing Design syllabus, candidates will be equipped with knowledge, skills, attitudes and values for the world of work as well as for further studies. Upon completion of this syllabus, candidates will display skills that are directly linked with the nation's productivity and competitiveness. Candidates are expected to be geared towards striking a balance between theoretical knowledge and practical application to everyday situations related to the subject. The assessment syllabus is intended to allow candidates to demonstrate creativity, innovation, critical thinking, problem solving, decision-making, when learning with others or learning independently and 21st century skills as stipulated in General Education Curriculum and Assessment Framework (GECAF). Candidates should be capable of displaying the skills of working with different media, materials, tools and machinery in Textiles and Clothing Design.

2.0 TEACHER SUPPORT

Several support structures are available for teachers handling the Textiles and Clothing Design Syllabus.

2.1 Support documents

To ensure uniformity of standards across centres, the Botswana Examinations Council will provide the education providers with documents and materials that will guide them on how to conduct valid and reliable assessments. These will include assessment guide for centres, specimen papers with corresponding mark schemes, annual Principal Moderator and Principal Examiners' annual reports, past examinations question papers and their mark schemes where possible. The same documents will also be available on the BEC website.

2.2 Training

BEC will offer periodic training to personnel conducting provider-based assessment to equip them with requisite knowledge and skills to deliver credible, valid, and reliable assessments. This will include training on item writing and marking of the different assessments prescribed for the syllabus.

2.3 Resource list

For effective teaching and learning of this subject, specialist rooms must be provided with all the necessary equipment.

Resources required for the effective assessment of this learning programme are included as an *Appendix to this assessment syllabus*.

2.4 Guided learning hours

The Textiles and Clothing Design (TCD) assessment syllabus is designed on the assumption that learners have about 504 guided learning hours over the duration of the course.

3.0 SYLLABUS AIMS

The syllabus aims at imparting basic skills and understanding on the fundamental operations of Textiles and Clothing Design concepts. It also recognises the need to develop positive industry-based competencies and attitudes for all learners. The syllabus requires that learners develop a better understanding of the concepts of Textiles and Clothing Design including imparting critical skills and competencies that will enable learners to appreciate the operations of the Textiles and Clothing Design industry.

In developing the learning outcomes and performance criteria for the Textiles and Clothing Design syllabus, efforts were made to cater for all learners including those with Special Educational Needs (SEN). Furthermore, emerging issues such as Safety, Health and Environmental Education, HIV/AIDS, Risk Management, Patriotism, Information and Communication Technology (ICT) and Botho, have been infused and integrated in the syllabus. Other national values and global issues of relevance to Botswana have also been infused and integrated.

According to the Textiles and Clothing Design Teaching Syllabus of the vocational pathway of the BSSE programme, upon completion of this course the candidate should:

- 3.1 Develop positive industry-based competencies and attitudes.
- 3.2 Develop personal attitudes and qualities such as creativity, innovativeness, risk-taking, being initiative, problem solving, critical thinking, and self-reliance.
- 3.3 Demonstrate basic skills and understanding on the fundamental operations of Textiles and Clothing Design concepts.
- 3.4 Develop critical skills, competencies and understanding of the concepts of Textiles and Clothing Design.
- 3.5 Appreciate the operations of the Textiles and Clothing Design industry.
- 3.6 Develop a broad portfolio of traditional and digital design and construction skills.

4.0 ASSESSMENT OBJECTIVES (AOs)

Candidates will be assessed on the following:

Knowledge and understanding	[20%]
Application, Analysis and evaluation skills	[45%]
Practical skills	[35%]

4.1 AO1: Knowledge and understanding.

The candidate should be able to:

- 4.1.1 demonstrate knowledge and understanding of elements, procedures, terminology, techniques, and principles used in Textiles and Clothing Design.
- 4.1.2 recall, choose and present relevant information in Textiles and Clothing Design.
- 4.1.2 demonstrate knowledge and understanding of safe use of equipment, tools and practices in textile and clothing production.

This assessment objective defines the factual knowledge the candidate may be required to recall and explain. Questions testing the assessment objective may begin with one of the following command words such as *define, state, name, describe, explain or outline* (Refer to the glossary of terms in the appendices)

4.2 AO2: Application, analysis and evaluation skills

The candidate should quality be able to:

- 4.2.1 Analyse and evaluate issues and problems encountered in Textiles and Clothing Design.
- 4.2.2 Interpret information to determine a logical approach solving problems in Textiles and Clothing Design.
- 4.2.3 Present solutions and recommendations to problems encountered in Textiles and Clothing Design.

The assessment objective cannot be precisely specified in the subject content because questions testing such skills may be based on information that is unfamiliar to the candidate.

In answering such questions, the candidate is required to use principles and concepts that are within the syllabus and apply them in a logical, reasoned, or deductive manner to a novel or new situation. Questions testing the objective will often begin with one of the following command words: *discuss, predict, suggest, research, investigate, report, judge, calculate, or determine*. (Refer to the glossary of terms in appendices).

4.3 AO3: Practical skills.

The candidate should with due consideration to safety, health, environment, and quality be able to:

- 4.3.1 Select and use correct tools and equipment to produce a complete garment in Textiles and Clothing Design.
- 4.3.2 Use appropriate technology to design and develop textiles.
- 4.3.3 Show creative techniques and methods in garment construction.

These objectives can be assessed by observing a candidate carrying out a specified practical oriented task. A set criteria or rubric is used to determine the extent to which the candidate has mastered a given task. In a case where a written report is produced to account for a task carried out by the candidate, writing skills do not form part of the awarding criteria.

5.0 SCHEME OF ASSESSMENT

5.1 The components

Paper 1	70 marks	1hr 30 mins	35%
<p>This is a compulsory paper set from four modules (Module 1, 2, 3 and 4) of the teaching syllabus. Each question covers 1 module from module 1 to 4 respectively. The total marks per question was guided by the content of each module.</p> <p>Question 1: 20 marks</p> <p>Question 2: 10 marks</p> <p>Question 3: 30 marks</p> <p>Question 4: 10 marks</p> <p>The paper consists of both structured and short answer question/items, targeting assessment objectives 1 and 2 (AO1 and AO2).</p> <p>The questions will test knowledge and skills in assessment objectives 1 (AO1) and assessment objectives 2 (AO2), and will be of a difficulty appropriate to grades A to G.</p>			
Paper 2	70 marks	3 hours	40%
<p>This will be a compulsory practical test paper with a task for each year set by BEC. A practical examination paper targeting assessment objectives 1 (AO1), assessment objectives 2 (AO2) and assessment objective 3 (AO3). Details on how to prepare for administering the paper will be provided in form of confidential instructions for centres accompanying the question paper.</p> <p>The questions will test skills in assessment objectives 1 (AO1), assessment objectives 2 (AO2), and assessment objective 3 (AO3), and will be of a difficulty appropriate to grades A to G.</p> <p>The duration of the paper is 3 hours. Candidates will be given 15 minutes to study the paper before they begin the examination.</p>			

Paper 3		60 marks	5 terms	25%
<p>Provider Based Assessment targeting assessment objectives 2 (AO2), and Assessment Objectives 3 (AO3), and level of difficulty will be appropriate for grades A to G. This component can only be done upon completion of the corresponding elements of the teaching syllabus.</p> <p>Candidates are expected to produce a folder/write up, each to be accompanied by an item as supporting evidence. This is independent candidate work.</p> <ul style="list-style-type: none"> Task 1 - a simple item such as a clothing accessory to show case colour application skills, and a folder/write up. Available marks, 20 marks including 5 marks for the folder/write up. Task 2 - a pattern adaptation project with three outcomes: product, sketches and a folder/write up. Available marks for the product, 20 marks; folder/write up, 20 marks. <p>Botswana Examinations Council shall sample in the following proportion assessments from the provider-based assessment for inclusion into the summative assessment of the candidate:</p>				
No.	Assessment Task	Marks	Percentage Contribution (%)	
1	Colour application skills	20		
2	Pattern Adaptation Project	40		
	Total	60	25	

5.2 Relationship between assessment objectives and components

Assessment Objective	Marks and weightings			Total weighting (%)
	Paper 1	Paper 2	Paper 3	
AO1: Knowledge and Understanding	30 ± 2 [15]	10 ± 2 [5]	0	20
AO2: Application, analysis and evaluation skills	40 ± 2 [20]	25 ± 2 [10]	40 ± 2 [15]	45
AO3: Practical skills	0	35 ± 2 [25]	20 ± 2 [10]	35
Total Marks	70	70	60	200
Weighting of Paper (%)	35	40	25	100

NB: [] weighted mark in brackets

5.3 Grade descriptors

Candidates will be graded on a scale A – G. As a guide to what might be expected of a candidate's performance, grade descriptors are outlined below.

Grade A

The candidate should be able to:

- ❖ Discuss in detail safety, health, and environmental pollution concerns in the textile industry with much precision.
- ❖ Demonstrate a clear understanding of the use of fibres, yarns, and fabrics in textile production.
- ❖ Select and use appropriate equipment, tools, materials, technologies, and technical skills to complete all tasks efficiently and effectively in textiles and clothing design.
- ❖ Demonstrate excellent manipulation skills when carrying out clothing construction processes and procedures to deliver a complete product of superior quality.
- ❖ Demonstrate a high standard of creativity and excellent decorative skills in clothing design and construction.
- ❖ Demonstrate the appropriate use of all elements and principles of clothing design and construction with ease.
- ❖ Demonstrate exceptional ability in applying pattern-drafting skills in clothing design.
- ❖ Design and construct a complete garment that meet all quality standards and market requirements without any assistance.

Grade C

The candidate should be able to:

- ❖ Discuss in brief safety, health, and environmental pollution concerns in the textile industry with some precision.
- ❖ Demonstrate some understanding of the use of fibres, yarns, and fabrics in textile production.
- ❖ Select and use appropriate equipment, materials, technology, and technical skills to complete most tasks efficiently and effectively in textiles and clothing design.
- ❖ Demonstrate good manipulation of skills when carrying out clothing construction processes and procedures to deliver a complete good quality product.
- ❖ Demonstrate a fair standard of creativity and good decorative skills in clothing design and construction.
- ❖ Demonstrate the appropriate use of some elements and principles of clothing design and construction with ease.
- ❖ Demonstrate a good ability in applying pattern-drafting skills in clothing design.
- ❖ Design and construct a complete garment that meet most quality standards and market expectations with some assistance.

Grade E

The candidate should be able to:

- ❖ Discuss a few safety, health, and environmental pollution concerns in the textile industry lacking precision.
- ❖ Demonstrate limited understanding of the use of fibres, yarns, and fabrics in textile production.
- ❖ Select and use appropriate equipment, materials, technology, and technical skills to complete a few tasks less effectively and less efficiently in textiles and clothing design.
- ❖ Demonstrate some manipulation of skills when carrying out clothing construction processes and procedures to deliver a complete but low-quality product.
- ❖ Demonstrate a low standard of creativity and some acceptable decorative skills in clothing design and construction.
- ❖ Demonstrate the appropriate use of basic elements and principles of clothing design and construction with some assistance.
- ❖ Demonstrate a fair ability in applying pattern-drafting skills in clothing design.
- ❖ Design and construct a complete garment that meet some of the quality standards and market expectations with assistance all the way.

Grade G

The candidate should be able to:

- ❖ Outline a few safety, health, and environmental pollution concerns in textile industry lacking precision.
- ❖ Demonstrate very few ideas on the use of fibres, yarns, and fabrics in textile production
- ❖ Select and use only basic equipment, materials, technology, and technical skills to complete basic task with limited effectiveness and efficiency in textiles and clothing design.
- ❖ Demonstrate basic manipulation of skills when carrying out clothing construction processes and procedures to deliver an incomplete and low-quality product.
- ❖ Demonstrate some indication of creativity and some indication of decorative skills in clothing design and construction.
- ❖ Demonstrate the appropriate use of basic elements and principles of clothing design and construction with assistance all the way.
- ❖ Demonstrate limited ability in applying pattern-drafting skills in clothing design.
- ❖ Design and construct an incomplete garment that meet a few quality standards and market expectations with assistance all the way.

5.4 Availability of the syllabus

This syllabus is available to all candidates who have completed and meet the requirements of the Textiles and Clothing Design Teaching Syllabus.

5.5 Combining the syllabus with other syllabuses in an examination series

Candidates taking Textiles and Clothing Design Syllabus may not combine it in an examination series with any of the following Botswana Senior Secondary Education syllabuses:

Food Studies

Innovative Designs and Aesthetics

6.0 CONTENT

The assessment of this syllabus covers the following Learning Outcomes as indicated by the Textiles and Clothing Design Teaching Syllabus. Each Learning Outcome (LO) will be assessed based on its Performance Criteria (PC) and the accompanying Range Statements (RS).

Module 1	
TCDSL 1	Textile Production
TCDSL 1.1: Explore Hazards in Textile Production. TCDSL 1.2: Demonstrate Understanding of Fibres, Yarns, and Fabrics in Textile Production. TCDSL 1.3: Demonstrate the use of Fabric Finishes in Textile Production	
Module 2	
TCDSL 2	Textile Technology
TCDSL 2.1: Investigate the Use of Various Technologies in Textile Technology. TCDSL 2.2: Perform Minor Service on Tools and Equipment Used in Textile Technology.	
Module 3	
TCDSL 3	Clothing Construction Processes
TCDSL 3.1: Demonstrate the Use of Hand Stitches in Clothing Construction TCDSL 3.2: Investigate Methods of Controlling Fullness in Clothing Construction. TCDSL 3.3: Demonstrate the Use of Seams in Clothing Construction. TCDSL 3.4: Demonstrate the Application of Interfacing in Clothing Construction. TCDSL 3.5: Demonstrate the Application of Openings and Fastenings in Clothing Construction. TCDSL 3.6: Demonstrate Techniques Used in Finishing Edges in Clothing Construction. TCDSL 3.7: Demonstrate Skills in the Construction of Pockets in Clothing Construction. TCDSL 3.8: Demonstrate Decorative Techniques Used in Clothing Construction	
Module 4	
TCDSL 4	Clothing design
TCDSL 4.1: Demonstrate the Use of Elements and Principles of Design in Clothing Design. TCDSL 4.2: Demonstrate Skills in Pattern Drafting in Clothing Design.	
Module 5	
TCDSL 5	Garment construction
TCDSL 5.1: Produce a Toile in Garment Construction. TCDSL 5.2: Produce a Clothing Item in Garment Construction.	

The details of the performance criteria, content areas, range statements, facilitation strategies and assessment strategies are specified by the Teaching Syllabus.

7.0 PROVIDER BASED ASSESSMENT

Provider Based Assessment in Textiles and Clothing Design entails a continuous assessment of the candidate's work throughout the execution of the learning programme. This will establish the extent of mastery of the Learning Outcomes (LOs) by the candidates. The education provider shall assess the candidate and keep evidence of assessment for every performance criterion as stipulated in the teaching syllabus. The details are specified in the *Assessment Guide for Centres* and will remain subject to review from time to time. A portfolio of assessment evidence shall be kept in the centre for every candidate for authentication of the scores awarded to each candidate.

7.1 Moderation of provider-based assessment

In order to validate the provider-based assessment scores from the centres, moderation of scores will be done. Prior to assessment of the candidates, centres are required to moderate their assessments internally by standardizing each assessment. The internally moderated scores will then be subjected to external moderation.

7.1.1 Internal moderation

The Senior Teacher for the subject shall be responsible for the coordination of the standardization of assessments done within the centre. The rest of the teachers in the centre will be required to assess the candidates to a common standard as agreed in the standardisation meetings. The internal standardization records shall be kept by the Senior Teacher for submission to the External Moderator.

7.1.2 External moderation

The Botswana Examinations Council shall provide the centres with an external moderation schedule in advance of the moderation exercise. Details of documents required for moderation are specified in the *Assessment Guide for Centres*.

8.0 OTHER INFORMATION

8.1 Equality and inclusion

Botswana Examinations Council has taken care in the preparation of this assessment syllabus and accompanying assessment materials to avoid bias of any kind. To comply with the accreditation standards this assessment was designed with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with special learning needs. Access arrangements will be put in place to enable such candidates to be assessed and to be given a fair recognition of their attainment. Access arrangements that give a candidate an unfair advantage over others or that compromise the standards being assessed will not be permitted.

Candidates who are unable to access the assessments of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Modifications made to assessments will be in line with the special education needs guidelines of BEC. It is recommended when registering the candidates for entry into the syllabus, centres should specify the special learning requirements for such candidates.

8.2 Grading and reporting

Botswana Senior Secondary Education (BSSE) reports on a grading scale ranging from A* to G. A* being the highest and G being the lowest. Ungraded (U) indicates that the candidate's performance fell short of the standard required for a grade G. Ungraded will be reported on the statement of results but not on the certificate. The letters Y (results pending / yet to be issued), and X (no results) may appear on the statement of results but not on the certificate.

8.3 Language

This assessment syllabus and all the associated assessment materials are available in English only.

8.4 Technical terms

Textiles and Clothing Design is a highly specialized discipline that uses a wide range of technical terms. These terms are operational and carry a specific meaning in the context of Textiles and Clothing Design. These technical terms are included in the assessment guide for centres to aid understanding and do not form part of assessment of this syllabus.

Appendix A Glossary of terms

It is hoped that the glossary will prove helpful to candidates as a guide i.e., it is neither exhaustive nor definitive. The glossary has been deliberately kept brief not only with respect to the number of terms included but also to the description of their meanings. Candidates should appreciate that the meaning of a term must depend in part on its context.

1. **Define:** (the term(s)) is intended literally, only a formal statement or equivalent paraphrase being required.
2. **What do you understand by / what is meant by the (the term(s)):** normally implies that a definition should be given, together with some relevant comment on the significance or context of the term(s) concerned, especially where two or more terms are included in the question. The amount of supplementary comment intended should be interpreted in the light of the intended mark value.
3. **State:** implies a concise answer with little or no supporting argument e.g., numerical answer that can be obtained by inspection.
4. **List:** requires a number of points, generally each of one word, with no elaboration. Where a given number of points are specified this should **not** be exceeded.
5. (a) **Explain:** may imply reasoning or some reference to theory, depending on the context. It is another way of asking candidates to give reasons for something. The candidate needs to leave the examiner in no doubt **why** something happens.
 (b) **Give a reason / give reasons:** is another way of asking candidates to explain **why** something happens.
6. **Describe:** requires the candidate to state in words (using diagrams where appropriate) the main points of the topic. It is often used with reference either to particular phenomena or particular experiments. In the former instance, the term usually implies that the answer should include reference to (visual) observations associated with the phenomena.
 In other contexts, describe should be interpreted more generally i.e., the candidate has greater discretion about the nature and organisation of the material to be included in the answer.
 [Describe and explain may be coupled, as state and explain].
7. **Discuss:** requires the candidate to give a critical account of the points involved in the topic.
8. **Outline:** implies brevity i.e., restricting the answer to giving the essentials.
9. **Suggest:** is used in two main contexts i.e., either to imply that there is no unique answer (e.g.) in Chemistry two or more substances may satisfy the conditions describing an unknown or to imply that the candidates are expected to apply their general knowledge to a “novel” situation, one that may be formally not in the syllabus.
10. **Sketch:** when applied to graph work, implies that the shape and/or position of the curve need only be qualitatively correct, but candidates should be aware that, depending on the context some quantitative aspects may be looked for e.g., passing through the origin, having an intercept, asymptote, or discontinuity at a particular value. In diagrams sketch implies that a simple freehand drawing is acceptable, nevertheless care should be taken over proportions and the clear exposition of important details.

11. **Evaluate:** carefully appraise the matter in hand, citing both advantages and limitations. Emphasises views of authorities as well as personal opinion to put value on something, assess its worth or to analyse the role or function of something.
12. **Analyse:** Examine methodically and in detail, typically in order to explain and interpret it. Study or examine something in detail in order to discover more about it.
13. **Justify:** To prove or show to be just, right or reasonable
14. **Examine:** Look at or study closely; find out the facts.
15. **Identify:** Name and/or select; pick out.
16. **Illustrate:** Make plain or clear; interpret and account for; make room in detail.
17. **Justify:** Demonstrate correctness of.
18. **Compare:** Look for similarities and differences.
19. **Assess:** Give your judgement on the merit of something, put a value on it, the worth of something.
20. **Differentiate:** Recognize or ascertain what makes something different.

Appendix B Glossary of textile equipment

1. **Sleeve boards with padding:** used to iron a shirt without making a crease in the sleeve
2. **Buttonhole scissors:** Used for opening the buttonholes without stretching or damaging the stitches
3. **Ironing Boards with thick cover and iron stand:** To help the iron to glide through the thick padding to save time and energy
4. **Cutting out shears (Dressmakers shears)- Stainless steel 225cm:** Used to cut different fabrics
5. **Paper Scissors – 7cm blade:** Used for cutting the paper
6. **Pinking shears:** Used for cutting raw edges of the fabric to neaten them.
7. **Stitch rippers:** Used for removing unwanted stitching and opening machine worked button hole
8. **Crochet hooks:** Used for interlocking yarn loops to make the fabrics.
9. **Knitting needles:** Used for interlocking loops of yarns to make a fabric.
10. **Dress form:** Used for fitting and display of dresses.
11. **Electric iron:** Used for removing creases from fabrics.
12. **Electric steam iron:** Used for pressing items.
13. **Industrial steam iron:** Used for pressing processes during production.
14. **laundry line:** Used for hanging items.
15. **Overlocker:** Used for neatening raw edges of fabrics.
16. **waste bins:** used for throwing waste.
17. **Dressmaker's table:** Used for laying the fabric for cutting.
18. **Display rack:** Used for hanging items after production.
19. **Pair of tongs:** Used for lifting fabrics/ items from dye solution.
20. **Bunsen burner:** Used to Produce flames for burning tests.
21. **Stainless steel bucket:** Used for making dye solutions.
22. **Stainless steel basins:** used for washing and cleaning.
23. **Fully Automated Electric Washing machine:** Used for laundry processes.
24. **Multi head embroidery machines:** Used for doing embroidery stitches.
25. **Digital camera:** used for taking photos.

Appendix C Resources required

The assessment of this syllabus will require availability of the following tools, implements, machinery and materials:

RESOURCES FOR TEXTILES & CLOTHING DESIGN	
Essential resources	Optional resources
Small consumable items (pins, needles, cottons, crochet hooks of assorted sizes, knitting needles of assorted sizes, Needle Transfer Safe Box, Stitch rippers)	Lock stitch/Plain/Regular sewing machine
Ironing Boards with thick cover and iron stand	Chain stitch machine
Sleeve Boards with padding	Handheld Metal Detector
Buttonhole Scissors	Double chain stitch machine
Cutting out shears - Stainless steel 225cm	Single Needle Lockstitch
Paper Scissors – 7cm blade	Double/Two Needle Lock Stitch
Pinking Shears – Stainless steel 225cm	Industrial Steam iron
Dress form	Industrial sewing machine
Electric Steam iron	Multi Head Embroidery Machines
Flat iron	Safety stitch overlocker machine
Laundry Line (plastic covered)	Multicolor Screen Print Machine
Indoor clothes drying rack	
French curves	
Computerized sewing machine	
Digital Camera	
Steam Dryer	
Overlockers	
Waste Bins – metal domestic size to fit under sewing tables – 35cm depth	
Dressmakers' tables – marked with metal 1 meter ruler on one edge	
Clothes hanging/display rack	
Dress maker's cupboards/closet with shelves and drawers. Double door	
Pair of Tongs – steel	
Stainless steel buckets	
Fully Automated Electric Washing machine	